

STUDENT ACHIEVEMENT AND WELL-BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE REGULAR MEETING Public Session

AGENDA November 4, 2020

Garry Tanuan, Chair
Trustee Ward 8

Teresa Lubinski, Vice Chair
Trustee Ward 4

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Michael Del Grande
Trustee Ward 7

Daniel Di Giorgio
Trustee Ward 10

Keith Baybayon
Student Trustee

Norman Di Pasquale
Trustee Ward 9

Angela Kennedy
Trustee Ward 11

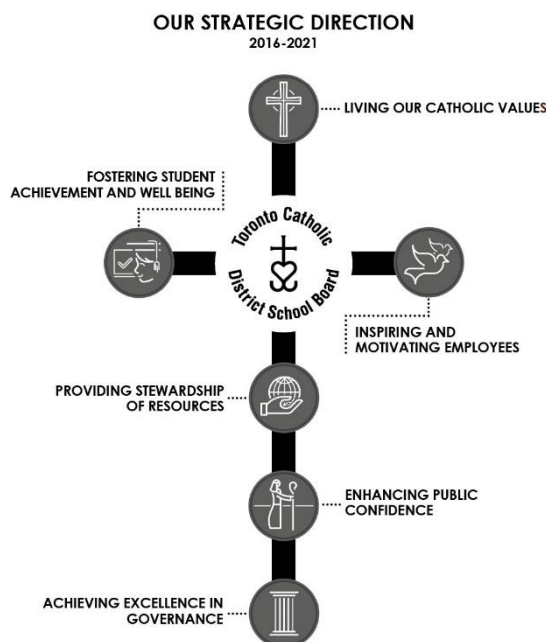
Ida Li Preti
Trustee Ward 3

Markus de Domenico
Trustee Ward 2

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
Assistant Recording Secretary: Sarah Pellegrini, 416-222-8282 Ext. 2207

Dr. Brendan Browne
Director of Education

Joseph Martino
Chair of the Board

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

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

Terms of reference:

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

OUR MISSION

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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

Teresa Lubinski, Vice-Chair

Wednesday, November 4, 2020

7:00 P.M.

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1. Call to Order	
2. Opening Prayer (Chair or designate)	
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5. Roll Call & Apologies	
6. Approval of the Agenda	
7. Report from Private Session	
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Teachers, regarding November School Re-Organization

11. **Presentations**
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13. **Consideration of Motions for which previous notice has been given**
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16. **Matters referred or deferred**
17. **Staff Reports**
 - 17.a. Toronto Catholic District School Board K-12 Professional Learning Plan to Support Student Achievement and Well-Being 2020-2021 (Information) 39 - 88
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18. **Listing of Communications**
19. **Inquiries and Miscellaneous**
20. **Updating of Pending List**

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21.	Resolve into FULL BOARD to Rise and Report	
22.	Closing Prayer	
23.	Adjournment	

LAND ACKNOWLEDGEMENT

Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories. The territories include the Wendat, the Anishinabek (a-ni-shna-bek) Nation, the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Mississaugas of the Credit First Nations. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit people in Ontario and the rest of Canada.

Nous tenons d'abord à souligner que toutes les écoles du conseil TCDSB se situent sur des territoires traditionnels. Ces territoires comprennent ceux des Wendats, de la Nation Anishinabek, de la Confédération de Haudenosaunee, des Mississaugas of the Credit First Nations. Nous voudrions également reconnaître la pérennité de la présence des peuples des Premières Nations, des Métis et des Inuits sur ces terres en Ontario et partout dans le Canada.

OUR MISSION

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OUR VISION

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



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

PUBLIC SESSION

HELD THURSDAY, OCTOBER 1, 2020

PRESENT:

Trustees:

G. Tanuan, Chair
T. Lubinski, Vice-Chair
N. Crawford
F. D'Amico – In Person & Via Zoom
M. de Domenico
M. Del Grande – Via Zoom
D. Di Giorgio
N. Di Pasquale – Via Zoom
A. Kennedy
I. Li Preti – Via Zoom
J. Martino
M. Rizzo – Via Zoom

Student Trustees:

K. Baybayon
K. Nguyen

Staff:

B. Browne
D. Koenig
L. Noronha
A. Della Mora
A. Bria
M. Caccamo
S. Camacho
S. Campbell
D. Chen
F. Cifelli

L. DiMarco
K. Dixon
M. Farrell
C. Fernandes
D. Friesen
G. Iuliano Marrello
M. Loberto
P. Matthews
M. Meehan
S. Vlahos
J. Wujek

S. Harris, Recording Secretary
S. Pellegrini, Assistant Recording Secretary

External Guest: A. Robertson, Parliamentarian

6. Approval of the Agenda

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that the Agenda, as amended to include the Addendum, reorder Item 17a) Return to School Update after Item 15) Unfinished Business, and add Item 18a) Communication from Ontario Association of Parents in Catholic Education (OAPCE) and Catholic Parent Involvement Committee (CPIC) regarding Return to School, be approved.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Kennedy, that Item 12a) Notice of Motion from Trustee Di Pasquale regarding the Vatican for Laudato Si' year be added.

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

In Favour

Trustees Crawford
D'Amico
de Domenico

Opposed

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

The Motion, as amended, was declared

CARRIED

7. Report from Private Session

There was no PRIVATE Session.

8. Declarations of Interest

Trustees Del Grande and Kennedy declared a conflict of interest in Item 17a) Return to School Update as follows:

Toronto Catholic District School Board (TCDSB) Itinerant Teachers - Trustees Del Grande and Kennedy; and

Return to School Strategy and Secondary School Strategy - Trustee Del Grande

Trustees Del Grande and Kennedy indicated that they would neither vote nor participate in the discussions regarding those matters.

9. Approval and Signing of the Minutes of the Meeting

MOVED by Trustee Martino, seconded by Trustee Lubinski, that the Minutes of the Meeting held September 3, 2020 for PUBLIC Session be approved with the following amendment:

Page 4 – Item 9a) Logan Liut regarding the Establishment of Bilingual Student Resources – replace ... *a committee for Bilingual Student Resources* with ...*Bilingual Student Committee*.

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
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

10. Delegations

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

- 10a) Julie Altomare-Di Nunzio, President, Toronto Elementary Catholic Teachers regarding the Virtual School St. Anne received.**

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
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

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

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that Item 10b) be adopted as follows:

- 10b) Jennifer Franssen Keenan, representative of St. Michael's Choir School Safe Schools Committee, regarding Student Safety at St. Michael's Choir School** received and referred to Staff.

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
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

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

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

- 10c) Montserrat Reynolds, Chair, Catholic School Parent Committee (CSPC), St. Michael's Choir School, regarding Student Safety at St. Michael's Choir School** received and referred petition to Staff.

Trustee Di Giorgio left the horseshoe at 8:01 pm and returned at 8:05 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that Item 10d) be adopted as follows:

- 10d) Claudia Persichilli Esposito regarding Student Safety and Well-Being at St. Michael's Choir School** received and referred to Staff.

Trustee Di Giorgio left the horseshoe at 8:15 pm and returned at 8:21 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Rizzo did not vote/respond.

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

MOVED by Trustee Lubinski, seconded by Trustee Kennedy, that Item 10e) be adopted as follows:

10e) Oleksii Mamonov regarding Mandatory Masks for Junior Kindergarten - Grade 3 Students Issue received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Rizzo did not vote/respond.

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

12. Notices of Motion

- 12a) Notice of Motion from Trustee Di Pasquale regarding the Vatican for Laudato Si' Year** will be considered at the November 4, 2020 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting.

WHEREAS: This year is recognized by the Vatican as the Year of Laudato Si', in recognition of the fifth anniversary of Pope Francis' environmental stewardship encyclical "On Caring for Our Common Home";

WHEREAS: The Vatican has a full program of learning activities that schools can take part in during Laudato Si' year;

WHEREAS: The Vatican plans to grant an award to the most outstanding Laudato Si' school; and

WHEREAS: A climate emergency has been declared by Canada and the City of Toronto.

BE IT RESOLVED THAT: The TCDSB explore activities planned by the Vatican for Laudato Si' year and consider having our schools take part;

BE IT FURTHER RESOLVED THAT: Staff consider awarding an annual Laudato Si' School Award, for the school that best exemplifies care for our common home, and have that school be our formal application to the Vatican for their annual Laudato Si' school award;

BE IT FURTHER RESOLVED THAT: Staff explore encouraging schools to become an Eco School to achieve the goals of the Laudato Si' encyclical; and

BE IT FURTHER RESOLVED THAT: Staff explore the Laudato Si' Action Network and consider expressing an interest in joining the Laudato Si' Action Network for Education.

14. Consent and Review

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

- 16a) Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting Held June 8, 2020 - Trustee Kennedy;
- 16d) Response to May 2020 CPIC Motions - Trustee Kennedy;
- 16e) Communication From Abundant Life Centre - Loretto Sisters Project in Kenya - Trustee Rizzo;
- 16h) Safe Schools Report 2019-2020 – Trustee Di Giorgio;
- 16k) The Establishment of a Race Relations Committee – Trustee Kennedy; and
- 17a) Return to School Update – Trustee Crawford

Trustee Rizzo withdrew Item 16f) Consideration of Motion from Trustee Rizzo regarding Graduation Ceremonies for the Class of 2020.

Trustee de Domenico left the horseshoe at 8:43 pm and returned at 8:46 pm.

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that all Items not held be received and Staff Recommendations be approved.

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

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

ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION

- 16b) Response to the Delegation Regarding Completion of Identification Placement and Review Committee (IPRC) Meetings and Assessments;
- 16c) Staff Response to Catholic Parent Involvement Committee (CPIC) Motions from July 23, 2020 Special Board Meeting;
- 16g) Annual Parent/Guardian Voice Survey 2020;
- 16i) Catholic Parent Involvement Committee (CPIC) Recommendations from the September 14, 2020 Meeting;

- 16j) Fair Practice in Hiring and Promotion Policy Metric 2019-2020;
- 17b) Annual Report 2019-2020: Communications and Community Engagement;
- 17c) Board Learning Improvement Plan 2019-2020 Report Back;
- 17d) Annual Information Report on the International Languages Elementary (ILE) Program for 2019-2020;
- 17e) Education Quality and Accountability (EQAO) Assessments – Update;
- 17f) Request for Religious Accommodations 2019-2020;
- 17g) Financial Activities Between Toronto Catholic District School Board (TCDSB) and WE;
- 18a) Communication from Ontario Association of Parents in Catholic Education (OAPCE) and Catholic Parent Involvement Committee (CPIC) regarding Return to School;
- 20a) Annual Calendar of Reports and Policy Metrics; and
- 20b) Monthly Pending List

The Chair declared a 10-minute recess.

The meeting resumed with Trustee Tanuan in the Chair.

The attendance list remained unchanged.

Trustee D'Amico rejoined the meeting virtually.

Trustee Di Giorgio left the horseshoe at 9:32 pm and returned at 9:36 pm.

17. Staff Reports

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 17a) be adopted as follows:

17a) Return to School Update received.

Trustee de Domenico left the horseshoe at 10:05 pm.

Time for business expired.

The Chair called for a 15-minute extension, as per Article 12.6, to complete the debate on the Item that was approved by unanimous consent as follows:

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

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

Trustee de Domenico returned to the horseshoe at 10:16 pm.

Time for business expired.

The Chair called for a further 15-minute extension, as per Article 12.6, to complete the debate on the Item that was approved by unanimous consent as follows:

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Lubinski
Martino
Rizzo
Tanuan

Trustee Li Preti did not vote/respond.

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

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the Question be called.

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

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

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

In Favour

Opposed

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

The Motion of Receipt was declared

CARRIED

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

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that motions be allowed for Item 17a) and that Items 16a) Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting Held June 8, 2020; 16d) Response to May 2020 CPIC Motions; and 16k) The Establishment of a Race Relations Committee be completed at this meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED by Trustee de Domenico, seconded by Trustee Lubinski, that

WHEREAS: Itinerant teachers are a higher risk of spreading COVID-19 to multiple schools;

WHEREAS: The number of infections in Ontario and in TCDSB schools is steadily rising; and

WHEREAS: An itinerant teacher has already caught COVID-19 and teaches at numerous schools.

BE IT RESOLVED THAT: Staff engage with union partners in an emergency meeting as soon as possible to seek solutions that will allow the delivery of staff planning time without relying on itinerant teachers travelling to multiple schools.

Trustee Di Giorgio left the horseshoe at 11:28 pm.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Lubinski:

BE IT RESOLVED THAT: Staff engage with union partners to discuss solutions that will limit or eliminate the movement of teaching staff without relying on itinerant teachers travelling to multiple schools and that staff bring a report to the October 8, 2020 Corporate Services, Strategic Planning and Property Committee meeting.

Trustee Di Giorgio returned to the horseshoe at 11:36 pm.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that Staff provide a report by the October 15, 2020 Board meeting on the development of a plan to reduce number of schools visited/caps on students per day for itinerants, and how the Board can implement improvements for itinerants, students and Staff.

Trustee Martino left the horseshoe at 11:49 pm.

With the consent of the assembly, Trustee Del Grande withdrew the Amendment.

Trustee Martino returned to the horseshoe at 11:52 pm

Trustee Di Giorgio left the horseshoe at 11:50 pm and returned at 11:54 pm.

Trustees Del Grande and Kennedy declared a conflict of interest in the following vote as they have family members who are employees of the Board.

Trustee Kennedy left the horseshoe and Trustee Del Grande recused himself from the virtual room at 11:52 pm.

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

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

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

Trustee Di Giorgio left the meeting at 11:56 pm.

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

<u>In Favour</u>	<u>Opposed</u>
Trustees D’Amico	Crawford
de Domenico	Lubinski
Pasquale	
Li Preti	
Martino	
Rizzo	
Tanuan	

The Motion, as amended, was declared

CARRIED

Trustees Del Grande and Kennedy returned to the horseshoe and virtual room respectively at 12:03 am.

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that the senior Staff review the Return to School strategy to see if teachers who teach in the virtual school may teach from home rather than from the school, and further review the Secondary School strategy to see if online synchronous learning could be done from home by some teachers rather than at school, and that results of that review be part of next week’s COVID update.

Trustee Del Grande declared a conflict of interest as he has a family member who is an employee of the Board. Trustee Del Grande recused himself from the virtual room.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford	Di Pasquale
D'Amico	Li Preti
de Domenico	Martino
Kennedy	Rizzo
Lubinski	
Tanuan	

The Motion was declared

CARRIED

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

Student Trustee Baybayon wished to be recorded as voted against.

Trustee Del Grande returned to the virtual room.

Trustee de Domenico left the horseshoe at 12:15 am.

16. Matters Referred or Deferred

MOVED by Trustee Kennedy, seconded by Trustee Martino, that Item 16a) be adopted as follows;

- 16a) Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting Held June 8, 2020** that the Minutes of the CPIC Meeting held June 8, 2020 be received and that Recommendation 1, as follows, be adopted:

That the Board reinforce the expectations that parents should be consulted and be contributing members of the local school implementation of protocols and associated decisions.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

Trustee de Domenico returned to the horseshoe at 12:18 pm.

MOVED by Trustee Kennedy, seconded by Trustee Martino, that Item 16d) be adopted as follows;

16d) Response to May 2020 CPIC Motions received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Martino:

1. That with respect to Motion A: Parent Reaching Out (PRO) Grant Application and Allocation Process, it is recommended to wait and follow the direction from the Ministry of Education and, in the event of PRO Grant carryover to 2020-21, that the original schools who

were allocated such funding be permitted to execute their original or augmented plan;

2. That with respect to Motion B: Use of Escribe platform and assistance of Board staff, it is recommended that the Board of Trustees adopt this motion with the described protocol;
3. That with respect to Motion C: Use of SOAR to Collect Parent Contact Information on Behalf of CPIC, it is recommended that staff work with CPIC to develop and update protocols for principals and CPSC to ensure timely communication from the CSPPC is sent to parents via the school principals when needed; and
4. That with respect to Motion D: Initiate Public Broadcasting of CPIC Monthly Meetings similar to Board of Trustee Meetings, Staff recommend approval of this motion, pursuant to a detailed implementation plan.

Trustee de Domenico left the meeting at 12:25 am.

MOVED in AMENDMENT to the AMENDMENT by Trustee Crawford, seconded by Trustee Lubinski, that Recommendation 3, Use of SOAR to Collect Parent Contact Information on Behalf of CPIC, be revised as follows:

That Staff explore with CPIC on behalf of CSPPCs ways to make communication with parents easier, and that Staff set up a working group and confirm what the Toronto District School Board (TDSB) will be implementing for their Parent Councils and Parent Involvement Advisory Committee (PIAC).

Trustee Martino left the meeting at 12:29 am.

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

In Favour

Opposed

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

The AMENDMENT to the AMENDMENT was declared

CARRIED

Student Trustees Baybayon 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 Pasquale
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

Student Trustees Baybayon 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 Pasquale
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

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

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that Item 16k) be adopted as follows:

- 16k) The Establishment of a Race Relations Committee** that the Board of Trustees appoint two Trustees to serve on the TCDSB Race Relations

Committee, and that this be done at this meeting by taking nominations or expressions of interest.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Lubinski, that the number of Trustees be changed from two to three.

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

In Favour

Opposed

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

Lubinski
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

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

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that the name of Trustee Tanuan be placed in nominations.

Trustee Tanuan accepted.

MOVED by Trustee Li Preti, seconded by Trustee Kennedy, that the name of Trustee Di Pasquale be placed in nominations.

Trustee Di Pasquale accepted.

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that the name of Trustee Lubinski be placed in nominations.

Trustee Lubinski accepted.

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that the name of Trustee Li Preti be placed in nominations.

Trustee Li Preti accepted.

Results of the Vote taken on the Nomination of Trustee Tanuan, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

Results of the Vote taken on the Nomination of Trustee Di Pasquale, as follows:

In Favour

Opposed

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

The Motion was declared

TIED

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

Results of the Vote taken on the Nomination of Trustee Li Preti, as follows:

In Favour

Opposed

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

The Motion was declared

TIED

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

Results of the Vote taken on the Nomination of Trustee Di Pasquale (Round 2), as follows:

In Favour

Opposed

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

The Motion was declared

TIED

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

Results of the Vote taken on the Nomination of Trustee Lubinski (Round 2), as follows:

In Favour

Opposed

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

The Motion was declared

TIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted against.

Results of the Vote taken on the Nomination of Trustee Li Preti (Round 2), as follows:

In Favour

Opposed

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

The Motion was declared

TIED

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

There was unanimous consent for the Question to be reopened.

Student Trustees Baybayon and Nguyen wished to be recorded as being in favour.

MOVED by Trustee Rizzo, seconded by Trustee Del Grande that Trustees Di Pasquale, Li Preti, Lubinski and Tanuan be appointed members of the Race Relations Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

21. RESOLVE INTO FULL BOARD to Rise and Report

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

23. Adjournment

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Di Pasquale
Kennedy

Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

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

ITEMS NOT DEALT WITH

- 16e) Communication From Abundant Life Centre - Loretto Sisters Project in Kenya; and
- 16h) Safe Schools Report 2019-2020

SECRETARY

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	Julie Altomare-DiNunzio	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	11/4/2020	
Topic of Presentation	November School Re-organization	
Topic or Issue	The negative impact that a November school re-organization will have on elementary schools.	
Details	TECT is not in favour of re-organizing our schools at this time as it will cause significant disruption for our elementary school students and teachers.	
Action Requested	That school re-organization not occur at this time.	
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	Yes Toronto Elementary Catholic Teachers	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14		
Submittal Date	10/29/2020	



*Garry Tanuan
Trustee Ward 8*

E-mail: Norm.DiPasquale@tcdsb.org

Voicemail: 416.512-3409

To: Student Achievement and Well Being, November 4, 2020

From: Norm Di Pasquale, Trustee Ward 9

Subject: Consideration of Motion – Regarding the Vatican for Laudato Si’ year

MOVED BY: Norm Di Pasquale, Toronto Catholic District School Board

WHEREAS: This year is recognized by the Vatican as the Year of Laudato Si’, in recognition of the fifth anniversary of Pope Francis’ environmental stewardship encyclical “On Caring for Our Common Home”;

WHEREAS: The Vatican has a full program of learning activities that schools can take part in during Laudato Si’ year;

WHEREAS: The Vatican plans to grant an award to the most outstanding Laudato Si’ school; and

WHEREAS: A climate emergency has been declared by Canada and the City of Toronto.

BE IT RESOLVED THAT: The Toronto Catholic District School Board (TCDSB) explores activities planned by the Vatican for Laudato Si’ year and consider having our schools take part;

BE IT FURTHER RESOLVED THAT: Staff consider awarding an annual Laudato Si’ School Award, for the school that best exemplifies care for our common home, and have that school be our formal application to the Vatican for their annual Laudato Si’ school award;

BE IT FURTHER RESOLVED THAT: Staff explore encouraging schools to become an Eco School to achieve the goals of the Laudato Si’ encyclical; and

BE IT FURTHER RESOLVED THAT: Staff explore the Laudato Si' Action Network and consider expressing an interest in joining the Laudato Si' Action Network for Education.

Norm Di Pasquale, Trustee Ward 9



REPORT TO

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

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD
K-12 PROFESSIONAL LEARNING PLAN TO SUPPORT
STUDENT ACHIEVEMENT & WELL-BEING 2020-2021**

The plans of the diligent lead surely to abundance, but everyone who is hasty comes only to want. Proverbs 21:5

Created, Draft

October 22, 2020

First Tabling

November 4, 2020

Review

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

Gina Iuliano Marrello, Superintendent of Student Success and Alternative Education
Lori DiMarco, Superintendent of Curriculum, Leadership & Innovation and
Academic Information & Communications Technology

INFORMATION REPORT

Vision:

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

Mission:

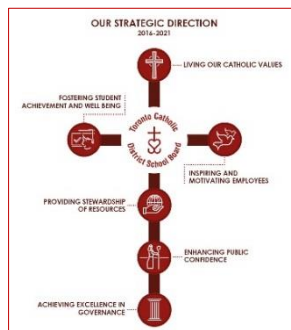
*The Toronto Catholic District School Board is an inclusive
learning community uniting home, parish and school and
rooted in the love of Christ.*

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

Brendan Browne, PhD
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 A to Q**.

The cumulative staff time required to prepare this report was 125 hours

B. PURPOSE

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

C. BACKGROUND

1. **Spring 2020** – Given the unprecedented events of the last school year requiring all boards to move to distance learning from April to June 2020, planning efforts for professional learning were reduced during this time.
2. **Fall 2020** – Central Resource Staff engaged in the development and refinement of the professional learning plans.
3. **Consultation** occurs annually with federation partners at joint professional development committees.
4. **Funding**, to support this professional learning, is provided by the Ministry of Education, mainly through the *Math Strategy Budget* and the *Student Success Budget*.
5. **Professional Learning plans for Literacy and Numeracy are informed by data from EQAO.** Given that EQAO testing was cancelled for the last school year due to labour sanctions and Covid-19, test results from the previous school year (2018-2019) were used to inform the plans. Literacy and Numeracy strategies are embedded throughout the professional learning plans where applicable.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Central 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.
2. At the start of the current school year, the work of the TCDSB Central Resource Staff focused on supporting the community of learners within St. Anne Virtual School by providing the following:
 - Self-directed modules and resources for teachers, students, and parents
 - Live online professional learning sessions for teachers
 - Live sessions for students/parents awaiting placement in the virtual school
3. In October 2020, all elementary Central Resource Staff were given .5 teaching assignment with the Virtual School. As new teachers are hired, the plan is to return elementary Central Resource Staff to their original assignment. The Professional Learning plans were created based on the premise that Central Resource Staff will be available to facilitate sessions in January.
4. Given the reduced availability of occasional teachers, the professional learning plan from September to December will be comprised of the following:
 - Self-directed Professional Learning Modules that can be accessed by teachers anytime
 - Live professional learning sessions offered outside of class time
 - Co-planning/Co-teaching opportunities upon request
5. Assuming that the Occasional Teacher Pool will be replenished by the end of December, the plan provides access to release time from January to June 2021 for teachers to take part in synchronous professional learning sessions. Self-directed sessions will continue to be available.

6. Literacy and Numeracy professional learning, from January to June 2021, will take a **Collaborative Inquiry** approach, with staff working in School Professional Learning Teams together with staff from other schools. The number of release days for professional learning and level of support from Central Resource Staff will be differentiated based on the following:
- “Intensive Support” schools 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
7. The K-12 PD plan for 2020-2021 is multi-faceted and has the following components:
- a) PD for Teachers K-8 Numeracy (**Appendix A**) and K-8 Literacy (**Appendix B**).
 - b) PD for Teacher 7-12 Numeracy (**Appendix C**) and 7-12 Literacy (**Appendix D**).
 - 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 E**).
 - d) PD for Teachers in the 5th Block Program (**Appendix F**).
 - e) PD for Teachers in the Early Years Program (**Appendix G**).
 - f) PD for Teachers in the English Language Learner Program (ELL) (**Appendix H**).
 - g) PD for Teachers in French as a Second Language (**Appendix I**).
 - h) PD for Teachers in Science, Social Studies and Eco Schools (**Appendix J**).
 - i) PD for Teachers Outdoor/Health/Physical Education (**Appendix K**).
 - j) PD for Teachers in Indigenous Education (**Appendix L**).

k) PD for Teachers in Music & Arts (**Appendix M**).

l) PD for Pathways Planning (**Appendix N**).

m) PD for 21st Century Learning (**Appendix O**).

n) PD for Equity (**Appendix P**).

n) PD for Special Services (**Appendix Q**).

E. METRICS AND ACCOUNTABILITY

1. With the use of a Common Professional Learning Feedback Form at all professional learning sessions, we will collect data on teacher learning and student achievement. (**Appendix R**)
2. **Annually, School Teams follow the process described below for School Learning Improvement Planning. The focus at the beginning of this school year has been the implementation of newly required school safety protocols. Therefore, some of the steps below have been revised/eliminated.**
 - 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.

3. **Below is the process used by senior staff to monitor School Learning Improvement Plans. This year, the focus at the beginning of the school year has been managing the new school safety protocols. As a result, some of the steps listed have been revised/eliminated in the current year.**

- 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.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

2020-2021 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	
ONGOING									
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Principal Meetings (K-8) Support	Support the Principal in the emerging role as Instructional Leader, to support the engagement of staff, and to support PD development ideas. Timeline: October - June	K-8	169				0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	All schools Pre-Recorded Professional Learning Modules Participants: Teachers in Grade 1 to Grade 8	Professional Learning Modules (posted to Numeracy K-8 Portal) Investigate and incorporate tools and high-impact pedagogical practices for synchronous and asynchronous learning that increases student engagement, student achievement and supports assessment for, as and of learning through a series of webinars. - Introduction to the 2020 Math Curriculum - Financial Literacy (Grades 4 -8) Unpacking the 'new' strand. - Digital Modelling - How to use digital tools to show different models Timeline: September to December	K-8	169	all K-3 teachers			0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	All schools Zorbits - Virtual Sessions for Primary teachers both on-demand videos and live sessions with be offered. -support for ELL and Special Ed. students are required.	Sessions will include how to use the various tools and teacher dashboard to support Assessment For and As learning. Sessions for beginner, Intermediate and Advanced learners will be offered. Timeline: October to June	K-3	169	all K-3 teachers			0
SEPTEMBER - DECEMBER									
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Increased and Intensive Support Schools Mathology - Live Virtual Sessions for Primary teachers both on-demand videos and live sessions. - support for the 60 schools that purchased this resource.	Sessions will include how to use the various tools to support the teaching and learning of Mathematics using Mathology. Sessions will focus on "Assessment For" opportunities and how these resources align with 2020 Math curriculum. Timeline: October - December	K- 3	60	all K-3 teachers			0
JANUARY - JUNE									
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	All schools Financial Literacy - Virtual Sessions for Grade 4 -8 teachers both on-demand and live.	Sessions will include Financial Literacy lesson planning considerations, exploration of possible resources (i.e., MyBlueprint, etc.) and assessment opportunities. Timeline: January - June	4-8	169	all grade 4-8 teachers			0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	All schools Coding - Virtual Sessions grouped by grade (1/2, 3/4, 5/6) for teachers	Sessions will include Coding fundamentals as well as exploring tools (eg. Scratch, Microbits). to teach coding in order to meet the expectations in the 2020 Math curriculum. Timeline: January - June	1-6	169	all grade 1 - 6 teachers			0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	All schools Mathematical Modelling - Virtual Sessions for K- 8 teacher both on-demand and live sessions.	Sessions will explore Mathematical modelling, task creation and effective use of tasks and models with students. Sessions will focus on Assessment For opportunities. Timeline: January - June	1 - 8	169	All Grade 1 - 8 Teachers			0

2020-2021 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. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Increased and Intensive Schools Professional Learning Cycle opportunities for teachers to further investigate : - Coding - Financial Literacy - Mathematical Modelling Opportunities to explore these topics in Divisional groupings All schools will receive 3 code days per cycle Intensive support schools will receive an additional 2 days for co-teaching Increased support schools will receive an additional 1 day/cycle for co-teaching	Sessions will explore knowledge and tools needed to teach these new areas of the 2020 Mathematics Curriculum. Opportunities to co-plan and co-teach lessons will be involved with these series of 3 sessions. Timeline: January - June	1-8	40	3	3	360	
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Intermediate Math	Professional Learning Network with co-teaching, co-planning and reflection of practices. Participants: Teachers in Grades 7-8 (Code days come from Student Success) Code Days Allocation: 6 Intensive Secondary Schools 11 Increased Support Secondary Schools 4 Elementary feeder schools each Two teachers from each school Support the transition from Elementary to Secondary	Mathematics Curriculum (2020): Develop the knowledge and tools needed by teachers to implement and support new curriculum expectations in Coding. Tentative plan: two group sessions for intensive and increased support schools plus two additional days for in-school support. Timeline: January to June	7&8	68	2	3	408	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Assessment For and As Learning PLC Support Participants: Principals (Grades 4-8)	Assessment for and as learning (KnowledgeHook PLC): Supporting Principals as an instructional leader by providing support in the implementation of the Knowledgehook PLC. Also, use Zorbits school data to enhance this process with K-3 data. Timeline: January to June	4-8	40	0	0	0	

2020-2021 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
ONGOING								
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Online Learning Modules: K-8 Teachers Series of videos, 5-10 minutes in length. Teachers will self select and view videos anywhere/anytime.	Topics will Include: -Using book clubs to support critical literacy, equity and Culturally Responsive & Relavent Pedagogy -Strategies that support student engagement and voice in literacy Supporting global competencies in literacy Supporting emergent readers and writers Timeline: September 2020-June 2021	K-8	169	All	0	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Principal Learning Virtual Presentation and Professional Learning Sessions at monthly Area Principal Meetings	Support principal learning as "lead learners" at principal meetings in consultation with area Superintendent. Timeline: November - May 2021	K-8	169	3	0	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	After School Sessions: Literacy Reps and Library Techs	Designed to support and provide professional learning for Literacy Reps and Library Techs throughout the year. Developed and structured from the work done in our learning modules and Professional Learning Networks. Timeline: September 2020 - June 2021	K-8	169	2	0	0
SEPTEMBER-DECEMBER								
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Online Learning Modules: "New To" Teachers (K -8)	Introductory sessions for teachers new to the profession and/or the virtual learning environment. Topics will Include: -Using D2L and Google Classroom to support the Language curriculum Guided Reading and Running Records in the virtual classroom -Backward Design Planning & Aligning Curriculum, Assessment and Instruction to support literacy learning Timeline: September-December 2020	K-8	169	All	0	0
JANUARY - JUNE								
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Co-Planning and Co-Teaching: Invitational for teachers participating in our Professional Learning Networks	Through a co-planning/co-teaching model: -Teachers and resource staff collaboratively plan and implement classroom strategies that were shared and discussed during online sessions. -Designed and developed by the teacher and the resource teacher in order to support identified teacher/student learning needs/goals Timeline: January - June 2021	K-8	169	2	0	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	School Learning Improvement Plan: Intensive Support Schools	Code days provided to schools to work through a Professional Learning Cycle on high yield instructional reading strategies. Timeline: January - June 2021	K-8	30	5	5	750
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	School Learning Improvement Plan: Increased Support Schools	Code days provided to schools to work through a Professional Learning Cycle on high yield instructional and reading strategies to support student learning across curriculums including math. Timeline: January - June 2021	K-8	20	5	3	300

2020-2021 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
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	School Learning Improvement Plan: Other Schools	Code days provided to schools to work through a Professional Learning Cycle on high yield instructional and reading strategies to support student learning across curriculums including math. Timeline: January - June 2021	K-8	119	1	5	595
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Transition from Elementary to Secondary Designed to support and provide professional learning for Grades 7/8 teachers near the end of the academic year to prepare students for the transition to High School.	Code days provided to schools to work through a Professional Learning Cycle on high yield instructional and reading strategies to support student learning across curriculums including math. Timeline: January - June 2021	7,8	169	2	0	0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Professional Learning Networks: Teachers who participated in Online Learning Modules are given the opportunity to self select, participate and commit to engage in live, online multi-session professional learning.	Professional Learning is grounded in evidence based practices in literacy, informed by Culturally Responsive and Relavent Pedegogy. This initiative will be developed based on teacher feedback and system goals and built on work done last year Timeline: September - December 2020	K-8	169	5	3	2535

2020-2021 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	
ONGOING									
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	In - School Support for Secondary Schools: Participants: All Secondary Schools	Support the Principal in the emerging role as Instructional Leader, to support the engagement of staff, and to support PD development ideas. Timeline: As per request through SOs	9-12	33	0	0	0	
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices		Support for school teams Timeline: As requested by Principals & Staff	9-12	33			0	
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	In - School Support for Elementary School: Participants: Targeted Elementary Schools (as Identified by Ministry and Board)	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. Timeline - Up to 2 days per school, as requested throughout the year	6-8	40	1	2	80	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Cultivate and Develop Math Leadership to build capacity in schools. Participants: All Secondary Schools	Numeracy Leads and Mathematics Department Heads will engage and collaborate in learning sessions. Timeline: Ongoing	9-12	33			0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	1. Professional Learning Modules (Pre-Recorded) Participants: Teachers in Grades 7-12	"New to" Virtual Teaching: Investigate and incorporate tools within high-impact pedagogical practices. These include: - Using EquatIO Mathspace - Using KnowledgeHook for Assessment - Using DESMOS Activities in Math - Coding in New Math Curriculum Timeline: Ongoing	7-12	200	0	0	0	
SEPTEMBER TO DECEMBER									
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	2. Live Virtual Professional Learning Sessions (Single session) and Professional Learning Network (Multi-session) Participants: Teachers in Grades 7-12	"New to" Virtual Teaching: Investigate and incorporate tools within high-impact pedagogical practices. These include: - Using EquatIO Mathspace - Using KnowledgeHook for Assessment - Using DESMOS Activities in Math - Coding in New Math Curriculum Timeline: September to December	7-12	200	0	0	0	

2020-2021 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
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Co-Teaching and Co-Planning Participants: Teachers in Grades 9-12	Supporting teachers in implementing tools and high-impact pedagogical practices. Timeline: September to December	9-12	33	1	0	0
JANUARY TO JUNE								
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Network with co-teaching, co-planning and reflection of practices. Participants: Teachers in Grades 7-9 Code Days Allocation: 8 Intensive Secondary Schools 15 Increased Support Secondary Schools 4 Elementary feeder schools each Two teachers from each school	Mathematics Curriculum (2020): Develop the knowledge and tools needed by teachers to implement and support new curriculum expectations in Coding. <i>Tentative plan: two group sessions for intensive and increased support schools plus two additional days for in-school support.</i> Timeline: January to June	7-9	115	2	4	920
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Network with co-teaching, co-planning and reflection of practices. (To work in conjunction with K-8 Math resource to support transitions) Participants: Teachers in Grades 9-12 with a focus on applied level courses Code Days Allocation: 8 Intensive support schools 15 Increased support schools 3 Teachers from each school 5 Code Days allocated for Other schools *Additional code days provided to St. Anne Virtual School	Virtual Math Tools for Assessment and Instruction: Support teachers in implementing math teaching tools such as EquatIO Mathspace, KnowledgeHook, and DESMOS and how they can be integrated in their classroom. <i>Tentative plan: two group sessions for intensive and increased support schools. Other schools receive additional code days.</i> Timeline: January to June	9-12	33	3	2	198
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Assessment For and As Learning Professional Learning Cycle Support Participants: Principals (Grades 9-10)	Assessment for and as learning (KnowledgeHook Professional Learning Cycle): Supporting Principals as an instructional leader by providing support in the implementation of the Knowledgehook Professional Learning Cycle.	9&10	200	0	0	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Cultivate and Develop Math Leadership to build capacity in schools. Participants: All Secondary Schools	Math Leadership Meetings: Numeracy Leads and Mathematics Department Heads will engage and collaborate in learning sessions. Timeline: February	9-12	32	2	1	64

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
7 -12 LITERACY								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
ONGOING								
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT	"New To" Sessions: Introductory Virtual sessions for teachers new to the profession and/or the virtual learning environment	-Using Google Classroom/ Brightspace and its accompanying tools to support Language and literacy development aligned with the English Curriculum. -An introduction into Backward Design Planning and aligning curriculum, assessment and instruction. Timeline: September - June	9-12	33	All	0	0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT	Online Learning Modules: Teachers self select and engage in learning when they choose (available anywhere/anytime) Modules are 15-20 minutes in length Some modules will include a series of sessions (3-4)	Small group instruction to support literacy development. Evidence Based Instructional Strategies in Literacy. Balancing Assessment & Triangulation of Data in Literacy. Timeline: September-June	7-12	200	2	0	0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT	Professional Learning Networks: Teachers who participated in online modules, self select, participate and commit to engage in online multi-session professional learning.	Grounded in evidence based practices in literacy and informed by and supportive of TCDSB equity principles, Culturally Relevant and Responsive Pedagogy. This initiative will be developed based on teacher feedback and system goals and built on work done last year. TIMELINE: September - June	7-12	200	2	0	0
	D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement	Principal Meetings - Virtual Professional Learning Lessons	Support school principals as they engage staff in their in-school professional learning communities Support principals as "lead learners". TIMELINE: Monthly Principal Meetings	VP/P Meetings	33	0	0	0
	D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement	Support English Department Heads, Secondary School Teacher Librarians and Literacy Leads through Virtual Professional Learning sessions During Meetings	These meetings will serve to align Ministry and Board Initiatives with school priorities. Meeting topics will also be based on DH and LL feedback and teacher priorities. TIMELINE: September - June	9-12	33	1	0	0
JANUARY - JUNE								
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT	OSSLT - Support for School Literacy Teams	Support for teachers organizing OSSLT to focus on reading and writing strategies. Timeline: January - March 2021	9-10	33	1	5	165

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
7 -12 LITERACY								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
	D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement	Co-planning and co-teaching	-Invitational for any teachers participating in our Professional Learning Networks -Designed and developed by the teacher and the resource teacher in order to support identified learning needs/goals -Includes co-planning and co-teaching (in class support) at the school level TIMELINE: January - June	7-12	200	2	400	400
	D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement	Collaborative Inquiry - Intensive Support Schools	Code days provided to schools to work through a Professional Learning Cycle with a focus on one of the identified areas: - Small group instruction to support literacy development. - Evidence Based Instructional Strategies in Literacy. - Balancing Assessment & Triangulation of Data in Literacy. Intensive - 5 days/5 teachers Timeline: January - June 2021	9-12	5	5	5	125
	D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement	Collaborative Inquiry - Increased Support Schools	Code days provided to schools to work through a Professional Learning Cycle with a focus on one of the identified areas: - Small group instruction to support literacy development. - Evidence Based Instructional Strategies in Literacy. - Balancing Assessment & Triangulation of Data Increased - 3 days/5 teachers Timeline: January - June 2021	9-12	12	5	3	180
	D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement	Collaborative Inquiry - Other	Code days provided to schools to work through a Professional Learning Cycle with a focus on one of the identified areas: - Small group instruction to support literacy development. - Evidence Based Instructional Strategies in Literacy. - Balancing Assessment & Triangulation of Data All Other - 5 days Timeline: January - June 2021	9-12	14	1	5	70
	D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement	Conference - Reading for the Love of It	Provide an Opportunity for classroom teachers to attend Provincial Conference focused on Literacy Based Instructional Strategies Timeline: February 2021	7-12	0	14	1	70

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN CATHOLIC STUDENT LEADERSHIP									
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
ONGOING									
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	CSLIT monthly webinars - replacing CSLIT monthly face to face general assembly meetings. CSLIT Teacher moderators have the opportunity collaborate with like-minded colleagues, and the opportunity to learn from guests speakers from multiple community agencies, organizations, and departments	Last Tuesday of every month from 4:30-6:30. Guest speakers, online engagement, student voice collection, opportunity to connect and collaborate with other teachers. Timeline: Monthly - September to June	9-12	30	1	0	0	
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	ECSLIT monthly webinars - replacing CSLIT monthly face to face general assembly meetings. ECSLIT Teacher moderators have the opportunity collaborate with like-minded colleagues, and the opportunity to learn from guests speakers from multiple community agencies, organizations, and departments	First Thursday of every month from 4:30-6:30. Guest speakers, online engagement, student voice collection, opportunity to connect and collaborate with other students. Timeline: Monthly - October to June	9-12	60	1	0	0	
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Let's Talk Faith webinars Teacher moderators have the opportunity collaborate with like-mind colleagues, and the opportunity to learn from guests speakers from multiple community agencies, organizations, and departments	Second Wednesday of every month from 4:30-6:30. Religious guest speakers, online engagement, student voice collection, opportunity to connect and collaborate with other students. Timeline: Monthly - November to June	6-12	90	1	0	0	
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Believe Initiative (Virtual). Teacher moderators have the opportunity collaborate with like-mind colleagues, and the opportunity to learn from guests speakers from multiple community agencies, organizations, and departments	3 step process. 1) Nov: Inspirational kick off & leadership training with guest speakers and breakout workshops. 2) Nov-Mar: Online resources and curriculum for students/teachers to continue training and develop "passion projects." 3) Apr: Passion project fair where students share they ideas, initiatives, and action plans. Timeline: November to April	7-12	10	1	2	20	
JANUARY TO JUNE									
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	iLITE Conferences (4 total Virtual Conferences) Teacher moderators have the opportunity to participate in a teacher specific workshops, observe various student workshop, listen to guests speakers, & collaborate with like-minded teachers	4 one day Catholic Student Leadership Conferences. Keynote, workshops, student talent show, prayer service, staff PD, transition to high school, different departmental workshops. Normally run the last week of January during high school exam period. Timeline: January 25-29	7-8	80	1	0	20	
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Virtual SMILE Camp (ELEMENTARY) - In partnership with the Toronto Police, Safe Schools, Social Work, and 5 different community agencies. Teacher moderators have the opportunity to collaborate with like-minded colleagues, and the opportunity to learn from guest speakers from multiple community agencies, organizations, and departments	Virtual camp experience. Students will: 1) Student leadership training (Feb). 2) Select school need (Feb). 3) Develop action plan to address need (Feb). 4. Execute action plan w/ assistance from community agency (Feb to June). 5. Report back on successes and next steps (June). Timeline: February to June	7-8	15	1	2	30	
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Virtual SMILE Camp (SECONDARY) - In partnership with the Toronto Police, Safe Schools, Social Work, and 5 different community agencies. Teacher moderators have the opportunity collaborate with like-mind colleagues, and the opportunity to learn from guests speakers from multiple community agencies, organizations, and departments	Virtual camp experience. Students will: 1) Student leadership training (Feb). 2) Select school need (Feb). 3) Develop action plan to address need (Feb). 4. Execute action plan w/ assistance from community agency (Feb to June). 5. Report back on successes and next steps (June). Timeline: February to June	9-12	15	1	2	30	
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Voices That Challenge (Virtual Conference) Teacher moderators have the opportunity to participate in teacher specific workshops, observe various student workshops, listen to guest speakers, & collaborate with like-minded teachers	Catholic Student Leadership conference for all secondary schools. Keynote speaker, workshops, student talent show, prayer service, opportunity for student trustees to capture student voice to be recorded in student trustee report. Timeline: March	9-12	30	1	1	30	

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN									
CATHOLIC STUDENT LEADERSHIP									
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Circling Our Angels of Hope (Virtual Conference) Teacher moderators have the opportunity to participate in teacher specific workshops, observe various student workshops, listen to guests speakers, & collaborate with like-minded teachers	Catholic Student Leadership conference for grade 6 students focusing on the Ontario Catholic Graduate Expectations and how supporting the charitable work of the Angel Foundation, Meagan's Walk, and Sharelife is one way to live out those expectations. Timeline: March	6	50	1	1	5	
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Virtual Faith Camp Teacher moderators have the opportunity to participate and observe various student workshop, listen to guests speakers, & collaborate with like-minded teachers	Opportunity for students to deepen and ask questions about their faith. 2 full school days (Th, F). Timeline: April	9-12	30	10 Teacher Facilitators	2	20	
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Inclusion and Belonging Retreat (virtual). Teacher moderators have the opportunity to participate in a teacher specific workshops, observe various student workshop, listen to guests speakers, & collaborate with like-minded teachers	Catholic Student Leadership conference for all secondary schools focusing on LGBTQ+ and other marginalized communities. Keynote speaker, workshops, student talent show, prayer service, opportunity for student trustees to capture student voice to be recorded in student trustee report. Timeline: May	9-12	30	1	1	30	
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Virtual Olympia Leadership Camp (SECONDARY) Teacher moderators have the opportunity to participate in teacher specific workshops, observe various student workshops, listen to guest speakers, & collaborate with like-minded teachers	3 overnight leadership camps (3 days, 2 nights - Fri to Sun). Motivational speakers, workshops, outdoor education, mass, opportunity to network with student leaders across the board. Timeline: April/May	9-12	30	1	2	0	
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Olympia Leadership Camp (ELEMENTARY) Teacher moderators have the opportunity to participate in teacher specific workshops, observe various student workshops, listen to guest speakers, & collaborate with like-minded teachers	3 overnight leadership camps (3 days, 2 nights - Wed to Fri). Motivational speakers, workshops, outdoor education, mass, opportunity to network with student leaders across the board. Timeline: first 2 weeks of May	6-8	36	2	2	72	
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Indigenous Service Trip Teacher supervisors get to work with Indigenous communities, listen to guest speakers, & get immersed in FNMI culture.	Student leaders travel to Manitoulin Island to learn about Indigenous culture and the issues that face those communities. Timeline: 3rd week of May	9-12	30	5 Teacher Supervisors	5	25	

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN

CCCC - NCC: Religion & Pastoral Team

	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
SEPTEMBER - DECEMBER								
	Staff and student engagement in faith development opportunities	Gr. 7 Religion Program In-service (Elementary) - (Virtual)	Professional development for new Grade 7 Religion Curriculum: review Resource document by Pearson; Teachers will gain an understanding of strategies & structure of new content Timeline: November	7	169	1	0	0
	Staff and student engagement in faith development opportunities	Growing in Faith, Growing in Faith Virtual Access for Grades 1 to 3 - (Virtual)	Professional development for teachers of digital version of Religion curriculum resources Timeline: November	1-3	169	3	0	0
	Staff and student engagement in faith development opportunities	Professional Development Sessions for Elementary Religion Representatives and Secondary Department Heads (How to teach Theme 3, other topics online in virtual environment) - (Virtual)	Webinar sessions for teachers to gain an understanding of promising pedagogical practices related to teaching Theme 3 and other topics in a virtual environment for the first time. Timeline: November	5-12	200	2	0	0
JANUARY - JUNE								
	Staff and student engagement in faith development opportunities	Young Disciples Elementary 4 sessions -	Faith based sessions focused on getting to know God's love Timeline: February and March	5-8	169	1	0	0
	Staff and student engagement in faith development opportunities	Chaplaincy Leaders Retreat	For teacher/chaplains to meet for professional development and spiritual renewal Timeline: February	9-12	33	1	1	33
	Staff and student engagement in faith development opportunities	Development & Peace Educators Day	Professional Learning opportunity for teachers to engage in sessions focused on Catholic Social Teaching Timeline: February	7-12	40	1	1	40
	Staff and student engagement in faith development opportunities	Development & Peace Elementary Student Day	Students and teachers engage in Catholic Social Teaching events Timeline: February	7-8	20	1	1	20

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN

CCCC - NCC: Religion & Pastoral Team

	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
	Student Mental Health and Well-being initiative in Elementary	Christian Meditation (Gr. 7/8 Teachers & Secondary Teachers)	Professional & spiritual development for teachers of Church teachings on Christian Meditation through looking at Vatican Documents, and sharing best practices Timeline: February	K-12	150	1	2	300
	Staff and student engagement in faith development opportunities	IYAM - Interfaith Youth Alliance Movement	Teachers and students take part in sessions to promote interfaith dialogue and action on social issues Timeline: February	9-12	33	1	1	33
	School-parish connections	Ordinandi Youth Event (Secondary Teacher/Students)	Teacher & student event for all Catholic Boards to support those newly ordained into their vocation and reflect on ways God calls each of us Timeline: March	9-12	33	1	1	33
	Staff and student engagement in faith development opportunities	Young Disciples Secondary	Teachers and students take part in events focused on faith-based programming to know God's love & encounter Christ through Adoration Timeline: April	9-12	33	1	1	33
	Staff and student engagement in faith development opportunities	Development & Peace Secondary Student Day	Secondary teachers and students take part in information sessions and activities to raise awareness about the new annual education campaign Timeline: April	9-12	10	1	1	10
	Staff and student engagement in faith development opportunities	A Catholic Call to Serve (A.C.C.T.S)	During Catholic Education Week 2021 - Secondary teachers and students take part in an event to put faith into action through a day of service at a local Catholic charity or non-profit organization in their communities Timeline: May 3-7	9-12	33	1	1	33
	Staff and student engagement in faith development opportunities	Province Wide Mass/Peace Walk - During Catholic Education Week 2021	Secondary student event to pray at significant Catholic sites and celebrate faith in solidarity across Ontario Timeline: May 3-7	9-12	33	1	1	33
	Staff and student engagement in faith development opportunities	Religion Dept. Head Retreat	For teacher/Department Heads to meet for professional development and spiritual renewal Timeline: May	9-12	33	1	1	33
	Staff and student engagement in faith development opportunities	2021-2024 Pastoral Plan Launch	For teachers, students and all TCDSB stakeholders to experience and the celebrate the new 3-year Pastoral Plan Timeline: May	K-12	200	1	1	200

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN									
CCCC - SAFE SCHOOLS									
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
SEPTEMBER - DECEMBER									
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: Creating Safety, Security and Sense of Self: Building a Trauma Informed Classroom Environment	Timeline: October 2	K-12	All	All	N/A	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: Introduction to Autism and Applied Behaviour Analysis: Strategies in Secondary Schools Parts 1 & 2	Timeline: October 9 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: Threatening, Worrisome Behaviours	Timeline: October 6 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: LearnKey (previously Shadowbox/OnlineExpert): Character Building and Social/Emotional Modules	Timeline: November 6 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: Traumatic Impact of the COVID-19 Pandemic on Students The	Timeline: October 30 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: Bullying and Internet Safety Cyber	Timeline: November 13 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: to Support Students' Self-Regulation Tools	Timeline: November 20 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: Effective Classroom Management - Elementary	Timeline: November 27 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: De-Escalation Strategies Verbal	Timeline: December 11, 2020 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0	
JANUARY - JUNE									
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: Connecting with Parents and Caregivers	Timeline: January 8 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: Domestic Sex Trafficking of Youth: Trauma-informed Prevention & Intervention	Timeline: January 22 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0	

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
CCCC - SAFE SCHOOLS								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: Informal Restorative Processes	Timeline: February 5 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: Understanding and Supporting Students with Special Needs	Timeline: February 19 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: Addressing Challenging Behaviour in Secondary Schools	Timeline: March 5 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: What You Need to Know About Cannabis and Vaping for Students from Grades 6-12	Timeline: March 19 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: Formal Restorative Practice - Resolution Conference and Mediation Circles (RCMC)	Timeline: April 9 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: Fostering Kindness and Compassion Toward Self and Others	Timeline: April 23 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: Mindfulness, Meditation & Contemplation	Timeline: May 7 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Pre-Recorded Video: Effective Strategies to Promote Positive and Pro-Social Student Behaviour	Timeline: May 21 Available on the Employee Safe Schools Portal Page	K-12	All	All	N/A	0

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
CCCC - STUDENT SUCCESS								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
ONGOING								
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	Stop the Stigma School Team mentors (New and Experienced Elementary and Secondary teachers)	Pre-recorded webinars to review board's Mental Health Strategy, board and Ministry resources, School Mental Health Ontario (SMHO), TCDSB Mental Health Strategy and promising practices; working collaboratively with board's Mental Health Team. Timeline: ongoing	7-12	112	2		0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Credit Recovery and Student Success Teachers (New and Experienced RCR teachers and SSTs)	Professional learning network via Student Success Teachers Ministry Brightspace course which houses Ministry modules and pre-recorded webinars (DIP, Web Application, accessing ministry courses and resources). Timeline: ongoing	9-12	33	3		0
SEPTEMBER - DECEMBER								
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Professional Learning live teacher sessions to review Mental Health literacy; working in collaboration with the Mental Health Team. (virtual)	Professional Learning live sessions to review the responsibilities and duties of the RCR teacher; working collaboratively with Research, Numeracy, Literacy, Assistive Technology departments (digital tools, assessment using portfolio, Data Integration Platform etc.). Timelines: monthly	9-12	33	2		0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Student Success Teachers (New and Experienced Student Success Teachers) (virtual)	Professional Learning live sessions to review the role, responsibilities and duties of the SST; working collaboratively with the Research, Assistive Technology, Pathways departments, Mental Health Team and Msgr Fraser College (Data Integration Platform (DIP), resources, Pathways programs, promising practices). Timeline: monthly	9-12	33	2		0
JANUARY - JUNE								
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary and Intermediate students' positive self image	Stop the Stigma Elementary and Secondary School Teams Mental Health and Well-Being Virtual Student Symposium	Professional Learning live teacher sessions to review Mental Health literacy; working in collaboration with the Mental Health Team. Timeline: January	7-12	112	2	1	2
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Leaders of Your Own Learning (LOYOL)	Self-directed Professional Learning live teacher sessions Timeline: February	9-12	33	700		0

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
5th BLOCK LITERACY								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
SEPTEMBER - DECEMBER								
	<p>B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices</p> <p>By the spring of 2021, student achievement in literacy and numeracy will improve: * Junior Math EQAO scores to increase from 48% to 54% of students achieving level 3/ 4</p>	New 5th Block Teachers Virtual Training Day 1	<p>-Introduction & Overview of the 5th Block Program -How to Administer and Analyze 5th Block Assessment Measures</p> <p>Timeline: September 21 & 22</p>	1 & 2	16	16	0	0
	<p>B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices</p> <p>By the spring of 2021, student achievement in literacy and numeracy will improve: * Junior Math EQAO scores to increase from 48% to 54% of students achieving level 3/ 4</p>	All 5th Block Teachers Virtual Professional Learning Day	<p>-Overview of Safe Teaching and Learning Protocols in all Component Areas (Phonics, Phonemic Awareness, Shared Reading, Guided Reading, Independent Reading, Read Aloud, Running Records, Home-School Connection) -Google Classroom Tutorial</p> <p>Timeline: September 30</p>	1 & 2	44	44	0	0
	<p>B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices</p> <p>By the spring of 2021, student achievement in literacy and numeracy will improve: * Junior Math EQAO scores to increase from 48% to 54% of students achieving level 3/ 4</p>	New 5th Block Teacher Virtual Training Day 2	<p>- An in depth study of each component of the 5th Block Program</p> <p>Timeline: October</p>	1 & 2	16	16	0	0
JANUARY - JUNE								
	<p>B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices</p> <p>By the spring of 2021, student achievement in literacy and numeracy will improve: * Junior Math EQAO scores to increase from 48% to 54% of students achieving level 3/ 4</p>	New 5th Block Teachers Virtual Training Day 3	<p>-Focus on Phonemic Awareness & Demission Process</p> <p>Timeline: January 13</p>	1 & 2	16	16	16	0
	<p>B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices</p> <p>By the spring of 2021, student achievement in literacy and numeracy will improve: * Junior Math EQAO scores to increase from 48% to 54% of students achieving level 3/ 4</p>	5th Block New Teachers Training Day 4	<p>-Individual Teacher Training on Year-End Grade 1 Demission Process</p> <p>Timeline: May 28, June 7</p>	1 & 2	16	16	0	16
	<p>B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices</p> <p>By the spring of 2021, student achievement in literacy and numeracy will improve: * Junior Math EQAO scores to increase from 48% to 54% of students achieving level 3/ 4</p>	All 5th Block Teachers Virtual Professional Learning Meeting	<p>-Overview of the year (successes, challenges) -- Set priorities and next steps for 2021-2022 school year</p> <p>Timeline: June 28</p>	1 & 2	44	44	0	0

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN									
Early Years K-2									
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
ONGOING									
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Online Learning Modules: K-2 Teachers self select and engage in learning when they choose (available anywhere/anytime) Series of videos, 5-10 minutes in length. Some modules will include a series of sessions (3-4). Resource support offered to all participants.	Topics to Include: -Kindergarten assessment in Synchronous and Asynchronous learning environment. - Early Literacy supports for virtual teaching - Strategies that support student engagement and voice in literacy - Supporting emergent readers and writers Timeline: October-December 2020	Interest ed Grades K - 2 Teacher s	169				0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Online Learning Modules: "New To" Teachers (K) Introductory sessions for teachers new to the profession and/or the virtual learning environment	Topics to Include: - New to Kindergarten -The Kindergarten program adapted for virtual teaching --Using D2L and Google Classroom to support the Language curriculum Guided Reading and Running Records in the virtual classroom Timeline: October-December 2020	Interest ed Grades K Teacher s	169				0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Zorbits in collaboration with the math department	Provide teachers with opportunities to address assessment for learning to monitor gaps in learning and target intervention strategies using the tools embedded in Zorbits. Timeline: October-December 2020	K-3	169				0

Continued Professional Learning for K-2 teams embedded in other curriculum areas

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
Supporting English Language Learners K-12								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
ONGOING								
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Online Learning Modules Teachers self select and engage in learning when they choose (available anywhere/anytime) Some modules will include a series of sessions (3-4) Resource support offered to all participants	A video library of resources that support ESL classrooms and teachers. Topics may include: a."New To" ESL b. Understanding Differentiated Instruction c. Instructional Strategies to Support the English Language Learners d.Integrated Curriculum e.Using Read Aloud Strategies to Support English Language Learners Timeline: September-June 2021	Interest ed Grades K- 12 Teacher s	200	1		0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Professional Learning Networks Developed and structured as a follow up to the work done in our self selected learning modules Teachers self select, participate and commit to engage over a period of time	Build leadership in the area of ESL by: a. hosting regular online sessions that are responsive to teacher need; b. building capacity around the use of the STEP documents; c. initiating professional learning communities; d. providing an online learning platform (example: Google Classroom and professional learning site) to facilitate communication, community and collaboration; Timeline: October-June 2021	Interest ed Grades K - 12 Teacher s	200	1		0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Co-Planning and Co-Teaching	1. Develop professional learning opportunities with other departments to build capacity regarding effective instructional strategies and ways to support the English Language Learner in all curriculum areas. 2. To create opportunities to co-develop, co-plan and co-teach lessons that are adapted and differentiated to support English Language Learners. 3. Facilitate co-teaching experiences through the professional learning network. Timeline: November- June 2021	K - 12	200	1		0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Check & Connect Sessions - ESL Teachers	Monthly online check and connect sessions for ESL Teachers (voluntary) - topics generated based on teacher feedback and interest. Timeline: November - June 2021	K-12	200	1		0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Principal Learning Team	1. Provide virtual presentations or ESL updates at Principal meetings upon request 2. Support Principals in school capacity building 3. Liaise with Principals regarding ESL matters, board initiatives, and ministry priorities Timeline: September - June 2021	Interest ed Principa ls and VPs	200	1		0

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
Supporting English Language Learners K-12								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Collaborative Inquiry	<p>The ESL Department's involvement in Collaborative Inquiry will be through co-planning with other departments to ensure that all inquiries maintain a mindset that is inclusive of English Language Learners.</p> <p>Some examples include:</p> <ul style="list-style-type: none"> a. be a guest presenter at other departments' Collaborative Inquiry b. embed best practices in supporting English Language Learners in all Collaborative Inquiries c. create an intentional and explicit awareness regarding English Language Learners in all professional learning opportunities <p>Timeline: September - June 2021</p>	K-12	200	1		0

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN									
FRENCH									
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
ONGOING									
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Online Modules: Using the Comprehensive Literacy Guide in FSL program planning	Examination of the TCDSB Comprehensive Literacy Guide to support and mirror effective literacy practices in FSL programming. Exploring teaching reading and phonemic awareness, to build fluency in primary French Immersion. Self-selected 30-minute learning module available by November Timeline: Ongoing	K-8	169	all	0	0	
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary students' positive self image	Department Head Virtual Meetings	French Department Heads invited to collaborate on best practices, curriculum, resources, etc. Topics to be determined by participating DHs Timeline: 4 meetings per year	9-12	33	1	2	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Principal Meetings	Support for principals of French Immersion and Extended French programs during principal meetings. Focus on nurturing professional learning communities. Timeline: 3 per year	K-8	37	0	0	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Ongoing and continued support for uncertified Teachers in FSL - virtual sessions	Continued professional development for uncertified teachers to strengthen programming to improve achievement in FSL and increase student learning opportunities 4 Group Sessions. Ongoing video conferencing. Timeline: October, December March, May	K-8	30	1	2	60	
SEPTEMBER - DECEMBER									
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Using the Action Oriented Approach to engage FSL learners	Continuing to learn about the action-oriented approach to plan authentic, meaningful, interactive, and relevant tasks while emphasizing the functional use of language. a self-selected 30-minute learning module Timeline: December	K-12	200	all	0	0	
JANUARY - JUNE									
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Using Book Clubs in your secondary FSL classroom	Understanding the inclusion of book clubs to promote differentiation and Culturally Responsive Pedagogy for adolescents in FSL programs. The Adolescent Literacy Guide in French will be used as a core document for this activity in FSL programming. a self-selected 30-minute video learning module Timeline: January	Grades 7-12	200	0	0		
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Lesson Design: Addressing the four strands through backward design lesson planning	Exploring the importance of incorporating the oral component as well as the other strands when designing a comprehensive lesson that addresses curriculum expectations. Supporting teachers from an equity stance to make FSL action oriented, authentic and relevant to all learners. a self-selected 30-minute learning module Timeline: January	K-12	200	all	0	0	

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
FRENCH								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary students' positive self image	Supporting Equity, Inclusion and Anti-Racism in the FSL classroom	Informed by and supportive of TCDSB equity and Culturally Responsive Pedagogy principles , teachers will contribute to a collaborative video module compiling effective anti-racist practices and strategies used by FSL teachers. Timeline: April	Grades 7-12	200	30	1	30

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
SCIENCE, SOCIAL STUDIES and ECO-SCHOOLS								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
ONGOING								
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	ONLINE LEARNING MODULES	A <i>Speaker Series</i> that brings experts into the classroom virtually from the areas of Science, Social Studies and Environmental Science. Timeline: September - June	K- 12	200	All		0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	CHECK AND CONNECT SESSIONS	Monthly online ' <i>check and connect</i> ' sessions for Science and Social Studies Teachers (voluntary) - topics generated based on teacher feedback and interest. Timeline: November - June	K-12	200	50 - 100		0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	PROFESSIONAL LEARNING NETWORKS	Build leadership in the area of Science and Social Studies by: a. hosting regular online sessions that are responsive to teacher need; b. building capacity around the new Social Studies document; c. initiating professional learning communities; d. providing an online learning platform (example: Google Classroom and professional learning site) to facilitate communication, community and collaboration; e. networking and collaborating with community partners to develop and implement various board wide initiatives [For example, <i>International Women's Day, Earth Hour, Energy Awareness Week, Environment Student Summit</i>]. Timeline: October - June	K - 12	200	All		0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	CO-TEACHING AND CO-PLANNING (virtual)	1. Develop professional learning opportunities with other departments to build capacity regarding integrating. 2. To create opportunities to co-develop, co-plan and co-teach lessons that address Science and Social Studies curriculum expectations. 3. Facilitate co-teaching experiences through the professional learning network. Timeline: November - June	K - 12	200	All		0

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
SCIENCE, SOCIAL STUDIES and ECO-SCHOOLS								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
JANUARY - JUNE								
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	PRINCIPAL TEAM MEETINGS	1. Provide virtual presentations/updates at Principal meetings regarding Science, Social Studies and Eco Canada information. 2. Support Principals in capacity building regarding Science and Social Studies curriculum areas. 3. Liaise with Principals regarding matters, board initiatives, and ministry priorities. Timeline: September - June	Interest ed Principals and VPs	200	All		0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	SCIENCE COLLABORATIVE INQUIRY (virtual)	This 3-day collaborative inquiry will explore the Science curriculum through an integrated approach to learning and will be responsive to teacher voice. P: 50 teachers C: STEAM; 21C; Literacy; Math; ESL Timeline: April-May	7-12	50	1	3	150
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	SOCIAL STUDIES COLLABORATIVE INQUIRY (virtual)	This 3-day collaborative inquiry will explore the Social Studies curriculum through an integrated lens. P: 50 teachers C: STEAM; 21C; Asts; Literacy; FNMI; ESL Timeline: April-May	4-8	50	1	3	150
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SCIENCE DEPARTMENT HEAD SYMPOSIUM (virtual)	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. P: 40 teachers C: STEAM, 21C; Religion; Math; ESL Timeline: January-June	9-12	40	1	1	40

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
SCIENCE, SOCIAL STUDIES and ECO-SCHOOLS								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES DEPARTMENT HEAD SYMPOSIUM (virtual)	<p>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.</p> <p>P: 40 teachers C: FNMI; Literacy; ESL</p> <p>Timeline: January-June</p>	9-12	40	1	1	40

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
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
ONGOING								
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Health and Physical Education Self Directed Learning Modules	Supporting new teachers and those teaching the HPE Curriculum virtually. Modules to be posted on the Portal and/or other platforms for ease of access. Timeline: September - June	K-8	169			0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Health and Physical Education Professional Learning Network	Focus on Elementary HPE Specialists and Secondary HPE Teachers. Bring each group together virtually to nurture a relationship between the group, share best practices, and promote working collaboratively. Timeline: September - June	K-12	200			0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Outdoor Education Programming	1.Nurturing relationships and collaborating with Outdoor Education providers to encourage them to develop and provide virtual e-learning resources, and at-school outdoor day programs. 2. Connecting administrators and teachers to any relevant outdoor education programs and supporting access and implementation. 3. Providing resources and ideas for teachers to take learning outdoors and connecting with the environment. Timeline: September - June	K-12	200			0
SEPTEMBER-DECEMBER								
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Concussion Protocols - Administrator and Staff Training	1.Provide Administrator Inservice as required by PPM158. 2.Provide administrators with slides/self directed module for staff. 3.Implement Code of Conduct sign-off for coaches (dependent on an athletic season). Timeline: November - December	K-12	200			0
JANUARY TO JUNE								
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	Health & Physical Education - Social Emotional Learning	Provide implementation follow up from Psychology Foundation Training that HPE educators received in Spring 2020 on Kids Have Stress Too! This professional development will include: resource building, collaboration supports between Mental Health professionals and HPE teachers. Timeline: 2 sessions - January & March	K-12	110	1	2	220
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Virtual Webinar/In-service for new Health and Physical Education Teachers	Providing teaching strategies, sample lessons, and assessment tools for new teachers teaching the health and physical education curriculum. Timeline: January - June	K-8	169	1	1	169

2020-2021 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
ONGOING								
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Ojibwe Storyteller	Virtual Presentation of Ojibwe Stories Grade K to 12 Timeline: October - March	K to 12	30	1	30	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Funding for FNMI AQ courses for Teachers	To provide funding - full or partial funding - for FNMI AQ courses for teachers. Timeline: November - August	9 to 12	30			0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Staff well-being	Elder/Knowledge Keeper in-Residence Program	Working in collaboration with community partners and Elders (Male and Female) online and phone conversations will identify and address topics relevant to the overall health, including mental health and well being, of Aboriginal students. They will also dedicate their time to personally providing a cultural connection for Indigenous and non-Indigenous students, staff and administration i.e.: - Teaching circles - Healing circles - Seven Grandfather teachings - Opening prayers and TCDSB conferences, meetings and school functions in our family of schools. Timeline: November - May	K to 12	40	1	40	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Mentorship Program	Curriculum, Teaching and Learning Department at University of Toronto for FNMI elders, graduate and undergraduate students to work as peer mentors with students from 7-12 in the TCDSB, through virtual involvement in the classroom. Timeline: November - May	7 to 12	20	0	20	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Educational Resources	1. Funding for French department to buy online Indigenous French resources. These resources will be used by all students in the French Immersion (19 schools) and Extended French (18 schools) elementary schools in their social studies program. These resources are very up-to-date, recently published to align closely with Ministry guidelines. See French PLP 2. Funding for Community Relations and Art Department Project - How could Artificial Intelligence serve to broaden Cultural Sharing and Learning? https://drive.google.com/file/d/145xXjxrShDzAbq4XnWqPzX5Pd1Zhjuu/view Timeline: November - May	7 -8	40	0	40	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Treaty Recognition Week	Supporting teachers and students with video and virtual presentations and resources. The goal of Treaties Recognition Week is to have all teachers educate students about the treaty relationships in Ontario. Timeline: November	7 to 12	20	1	20	0

2020-2021 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
JANUARY - JUNE								
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Teacher Symposium	The Doctrine of Discovery and TRC's call to action # 45 & 47. Virtual symposium will examine the historical and contemporary ramifications of the doctrine and other discriminatory practices. Keynote speaker is Harry La Forme with speakers Jeffrey Hewitt and Mark Charles. It will be presented as a 3 part video series over 3 days - one hour each day for teachers and administrators. A learning inquiry will be developed from data collected: feedback forms and observations. Timeline: April	7 to 12	100	1	100	100
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	OYAP Indigenous Centred Event	Indigenous Education department support for OYAP initiative. Hot Docs Film viewing. Focus on breaking down stereotypes, increasing student awareness of opportunities for Indigenous community members in the skilled trades. Timeline: April	7 to 12	15	1	1	15

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
ARTS & MUSIC								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
ONGOING								
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Staff well-being	Arts Head/Music Lead meetings	2020-11-01 to discuss urgent critical learning needs for Teachers. Secondary Panel Timeline: September - June	9-12	33	2		0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Staff well-being	Elementary Arts Rep Meeting	Vicki McRae and Bob Longo to deliver Arts related information for the Elementary Teaching Panel and collect a summary of issues and concerns from Teachers Timeline: September - June	K-8	169	1		0
	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY School-parish connections	Planning and Delivering Music for Liturgical Settings	Dr. Christina Labriola will work with music teachers to guide them in planning meaningful, spiritual liturgies through Music Timeline: September - June	K-8	169	1		0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Co-planned Lesson delivered at Music PD	TCDSB Teacher, Mike Fanning to co plan, with a classroom teacher, a lesson for elementary music. Planning to be recorded. Step 2: Deliver the lesson to a class while broadcasting via YouTube live to any teachers who might like to try with their own class or watch recording of session at a later date. Step 3: Debrief with the classroom teacher and students on effectiveness of lesson. Dr. Christina Labriola will work with music teachers to guide them in planning meaningful, spiritual liturgies through Music Timeline: September - June	K-8	169	1		
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Elementary Visual Arts Session	Specific Visual Art focus - Online Creation and Critique, Virtual Galleries etc. Featured guest artist or Vicki McRae to present Timeline: September - June					
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Elementary Drama Session	Specific Drama Focus - Online Creation, Critique and performance strategies. Jessica Greenberg to present Timeline: September - June					
JANUARY - JUNE								
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Visual Arts On Line Teaching Specialist	After hours virtual workshop with an industry professional who specializes in on line teaching. (Perhaps team from AGO) Timeline: January - May	9-12	33	2		0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Drama On Line Teaching Specialist	After hours virtual workshop with an industry professional who specializes in on line Drama teaching. Timeline: January - May	9-12	33	2		0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Dance On Line Teaching Specialist	After hours virtual workshop with an industry professional who specializes in on line Dance teaching. Perhaps Team from National Ballet Timeline: January - May	9-12	33	2		0

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
ARTS & MUSIC								
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Media Arts Teaching Specialist	After hours virtual workshop with an industry professional who specializes in on line Dance teaching. Ashleigh Powell from National Ballet School to present Elementary Dance Activities for Virtual teaching Timeline: January - May	9-12	33	2		
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Music On Line Teaching Specialist	After hours virtual workshop with an industry professional who specializes in on line teaching. Andrew Mercer to provide an in-depth example of Virtual Music Lessons Timeline: January - May	9-12	33	3		0

2020-2021 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	
ONGOING									
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Specialist High Skills Major (SHSM) planning day for newly approved programs	New school teams create a plan for SHSM deliverables for the school year with central support. Timeline: September to June	11, 12	5	3	0	0	
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	SHSM ongoing school-based team meetings	School SHSM team meetings aimed at building capacity and sustainability for program delivery. Timeline: September to June	11, 12	28	5	0	0	
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	SHSM Monthly Live Sessions	Designed for school SHSM teams to share best practices; provide messaging and/or Ministry updates; and provide school support through Q and A. Timeline: September to June	11, 12	28	4	0	0	
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	SHSM Modules	A variety of asynchronous informational packages shared throughout the year (i.e. newsletters, online student workshops, audio recordings, SHSM promotional and explainer video, promotion/recruitment resources). Timeline: September to June	11, 12	28	5	0	0	
	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: ongoing (September, November, February, April)	9-12	35	1	0	0	
	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, Virtual School procedures, implementation of Guidance initiatives. Joint in-service with: Dual Credit/SWAC, OYAP, SHSM, Student Success, Trillium, Co-op, Experiential Learning as necessary. Timeline: ongoing (1 per quad)	9-12	35	1	0	0	
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Professional Learning live sessions for Secondary Dept. Heads or Counsellors	Topics could include assessment, mental health and wellness, pathways programming initiatives, Trillium support, OSSD requirements, post-secondary planning Timeline: ongoing	9-12	35	3	0	0	
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Pathways/Transitions/myBlueprint Professional Development for Elementary Guidance Counsellors	Areas of focus, issues of concern, and implementation of Guidance Initiatives with a focus on Pathways Timeline: ongoing	K-8	165	2	0	0	
	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: ongoing	K-8	165	1	0	0	

2020-2021 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	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Ontario School Counsellors Association (OSCA)	Purchase subscription for Guidance Teacher/Counsellors in the elementary (14) and secondary panel (1 per school) to provide opportunities to participate in webinars relating to Mental Health and Well-Being and Pathways Planning. Teachers will have access to resources available in the subscribers lounge. Timeline: ongoing (2020-21 school year)	K-12	60	1	0	0	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Professional Learning Google Folder for Elementary Guidance	Resources and self-serve webinars, MOE memorandums Timeline: on-going	K-8	165	1	0	0	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Professional Learning via Sharepoint/Google site available for K-8 teachers	Resources and self-serve webinars, Ministry documents related to Mental Health, Transitions, Pathways, Social/Emotional Learning Timeline: ongoing	K-8	165	3	0	0	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Technology Education Monthly Live sessions	Designed for Tech teachers to share best practices; provide messaging and/or Ministry updates; and provide school support through Q and A. Timeline: September - June	7-12	32	2	0	0	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Experiential Learning: Job-Embedded Teacher PD	Teacher PD to support with the planning and implementation of each project, as needed. Timeline: Year-long as needed	K-12	30	1	0	0	
SEPTEMBER - DECEMBER								
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Virtual Specialist High Skills Major (SHSM) 101 PD Session	Review SHSM/OSSD requirements and substitutions for students graduating this school year, tips and resources to engage and recruit students in Specialist High Skills Major (SHSM) programs, and demonstrate a sample virtual SHSM classroom. Timeline: September	11, 12	28	2	0	0	
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 prepare a school application for a new SHSM program. Timeline: November to December	11, 12	5	3	0	0	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Dual Credit Professional Learning	Pre-recorded training module for teachers, social work, CYW's and admin about Dual Credit Program, eligibility and how to apply. Timeline: October to December	11-12	32	1	0	0	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	School Within a College (SWAC) Training Module	Pre-recorded training module for teachers, social work, CYW's and admin about SWAC Program, eligibility and how to apply. Timeline: October to December	11-12	32	1	0	0	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	TCDSB School Within a College (SWAC) Professional Learning Live Info Session	Professional Learning live session for any interested student, parent or staff. Sessions focus on what SWAC is, eligibility, advantages, and how to apply Timeline: Early December & Mid-January	11-12	32	1	0	0	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	CGTA (School College Work-Initiative Collaboration) Dual Credit Virtual Info Sessions	Professional Learning Live sessions for any interested student, parent or staff, focused on what dual credits are, advantages, and eligibility. Timeline: December - February	11-12	32	1	0	0	

2020-2021 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	
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) to review curriculum, explore student pathways and programs and collaboratively plan students supports. Timeline: 1 Fall & 1 Winter	9-12	32	1	0	0	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Technology Teacher Professional Learning	Secondary Tech Ed teachers from all secondary schools will be invited to review curriculum, discuss challenges and collaboratively plan students supports. Timeline: 2 Fall/Winter & 2 Spring	9-12	32	1	0	0	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Ontario Youth Apprenticeship Program (OYAP) Open House	Open House for all OYAP programs - Timeline: October 29	11-12	32	1	0	0	
JANUARY - JUNE								
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	SHSM professional development by sector	Sector-focused professional learning days to collaborate, network with community partners, and share best practices. Timeline: February - June	11, 12	28	3	1	84	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Province-wide SHSM Sector-Partnered Experience Event	A province-wide virtual event hosted by OCTE (Ontario Council for Technology Education) for teachers to network with different sector partners and other educators. Timeline: Spring 2021	11, 12	28	1	1	28	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Support PLC Professional Learning Live Sessions with Dual Credit or SWAC or College activities info	Timeline: January - June	11,12	32	1	0	0	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	On-going Learning - Building program capacity & supporting teacher leadership in the cooperative education program	Area of Focus: regular teacher inservicing re: curriculum, Health & Safety, assessment, pedagogy, teaching strategies and resources (approx 3 inservices during the year) Focus on the Virtual Co-op New Coop Curriculum DCO30 Timeline: Winter & Spring	11,12	32	2	1	64	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Experiential Learning: Micro:bits Coding and Sustainable Development Goals	Teacher PD and resources to support with the planning and implementation of Math, Science, Literacy and Social Studies in Junior/Intermediate Grades. Teachers will have the opportunity to co-plan with colleagues for cross-curricular lessons. Timeline: January-June	4-8	40	1	1	40	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs - Elementary	Experiential Learning: Dash Coding	Teacher PD and resources to support with the planning and implementation of Math and Literacy in Primary Grades. Teachers will have refresher PD afterschool, and curriculum connections throughout the school year. Timeline: January-June	1-4	40	1	1	40	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Experiential Learning: Skilled Trades in Elementary (with OYAP)	On-demand videos and resources to support implementation of Skilled Trades activities in the Elementary classroom. Includes curriculum connections and hands-on activities for students.	Gr 5 & 7	50	2	0	0	

2020-2021 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	
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: Winter 2020	K-12	30	1	1	30	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Career Studies Professional Learning Network	In Quad 3, a professional learning and sharing opportunity for teachers of Career Studies (GLC20) will be offered. The professional learning will be an opportunity to review the changes in the curriculum, share professional practices and resources. Collaboration with Pathways and Math Dept to help support Financial Literacy curriculum and Pathways programming. Timeline: April	10	35	2	1	70	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways program	myBlueprint/ALL ABOUT ME webinars for K-6 teachers	Teachers from K-6 will be invited to learn more about implementing ALL ABOUT ME in the FTF or Digital classroom. Timeline - Winter/Spring	K-6	75	2	1	150	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways program	My Blueprint/IPP webinars for Intermediate and Secondary teachers	Intermediate and Secondary teachers will be invited to attend webinars to further their understanding of how to implement myBlueprint in the FTF and Digital classroom. Timeline: Winter/Spring	7-12	107	2	1	214	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways/Mental Health	Professional Learning live sessions for K-8 Teachers	Topics could include Mental Health, Pathways, Transitions, Social/Emotional Learning Timeline: January -June	K-8	75	1	1	75	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	School College Work-Initiative (SCWI) Symposium	Secondary Guidance Counsellors virtually attend workshops to engage in conversation about Dual Credits, SWAC, Online engagement and Online Student Success Strategies. Timeline: May 11	11-12	32	2	1	64	
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	80	
C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Skills Canada	Steering Committee (secondary teachers) 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	120	

2020-2021 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
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	OYAP Indigenous Centered Events	Hot Doc Film viewing. Focus: breaking down stereotypes; 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	15

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
21st CENTURY LEARNING & STEAM								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
ONGOING								
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	D2L Brightspace Virtual Learning Environment (VLE) and G-Suite Applications Professional Learning Sessions	Ongoing Zoom PD / Recorded Webinars 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 and G-Suite Applications in teaching practice. Timeline: August-June	K-12	200	All	0	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Staff well-being	Drop in Office Hour (voluntary) for teachers to speak to 21C live during scheduled drop in sessions regarding any questions they may have in their virtual classrooms.	Ongoing: drop in every Tuesday and/or Thursday 11:30am- 12:30pm Lunch time- no code days required. Timeline: November - June	K-12	200	5	0	0
SEPTEMBER - DECEMBER								
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Student Teacher Candidates 2020/2021 Accessing Google Classroom, Brightspace and how to teach in a virtual school environment	Timeline: Webinar- October 16, 2020 1-3 pm Zoom link has been shared from the academic institution.	K-12	200	1	0	0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Growing Success Report Card Delegate Workshops	Nine drop in zoom sessions support Elementary School Report Card Delegates in the set up of Elementary report cards. Completed digitally this year via Zoom. No code days required- times offered are 10am-11am, 1pm-2pm, and 3pm-4:30pm Timeline: October 23, 26, 27	K-8	169	1	0	0
	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: November and January- (2 sessions). Secondary: November and January (1 session) 308 NTIP elementary teachers as of October 20, 2020.	K-12	200	2	0	7
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	iPad Management for Administrators	Drop In sessions in the fall to support Principals in using Apple School Manager to purchase apps at the school level. Timeline: Late November/ Early December	K-12	200	0	0	0
	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 Systemwide start to the week Timeline: December	3-8	5	1	0	0
JANUARY - JUNE								
	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-VIRTUAL	Collaboration with Student Success: Professional Development Day for Secondary Teachers TCDSB/TSU Timeline: January/February	9-12	33	0	0	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	21 Camp- Digital (virtual)	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 lesson as well as the Catholic Graduate Expectations. Timeline: Weekend in Spring	K-12	200	1	0	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Google Camp-Digital (virtual)	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. Timeline: Weekend Spring	K-12	200	1	0	0

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
21st CENTURY LEARNING & STEAM								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	STEAM Projects	TBD 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	0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	The Learning Partnership (Entrepreneurial Adventure)	TBD on availability of The Learning Partnership: Entrepreneurial Adventure empowers students from Kindergarten to grade twelve to create a business venture right in their classrooms.	K-12	30	1	1	30
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	The Learning Partnership (Investigate!Invent!Innovate!)	TBD on availability of The Learning Partnership: I3 - Investigate! Invent! Innovate! is a program that empowers students in grades seven and eight classrooms to identify problems in their everyday lives and invent solutions.'	7-8	30	1	1	30

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN									
K-12 EQUITY									
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
ONGOING									
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	The More You Know: Equity Minutes, Secondary Schools Weekly, school-wide education series focusing on Culturally Relevant and Responsive Pedagogy, Indigenous Education, Anti-Oppression Pedagogy not included in curriculum.	Prepared Sound Bites to be read during morning announcements the first Wednesday and Thursday of every month beginning of Quad 2. Timeline: November - June	9-12	33	25	0	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Online Book Club: EPAN Teachers A Three Part Series for EPAN School Champions and one ally to participate in an online shared reading experience around current books on anti-black racism and Indigenous people's experiences.	Timeline: November: <i>White Fragility</i> , by Robin Di Angelo January: <i>So You Want to Talk About Race</i> , by Ijeoma Oluo March: <i>Five Little Indians</i> , by Michelle Good	K-12	61	2	0	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Online Book Club: Elementary Principals and Vice-Principals Allotted time given at each monthly principal and VP meetings to discuss reading of a shared book that addresses issues around equity, inclusion, and diversity.	Timeline: November: <i>White Fragility</i> , by Robin Di Angelo January: <i>So You Want to Talk About Race</i> , by Ijeoma Oluo March: <i>Five Little Indians</i> , by Michelle Good	K-8	169	3	0	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Online Book Club: Secondary Principals and Vice-Principals Allotted time given at each monthly principal and VP meetings to discuss reading of a shared book that addresses issues around equity, inclusion, and diversity.	Timeline: November: <i>White Fragility</i> , by Robin Di Angelo January: <i>So You Want to Talk About Race</i> , by Ijeoma Oluo March: <i>Five Little Indians</i> , by Michelle Good	9-12	33	3	0	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Online Book Club: Senior Staff Allotted time given at each monthly principal and VP meetings to discuss reading of a shared book that addresses issues around equity, inclusion, and diversity.	Timeline: November: <i>White Fragility</i> , by Robin Di Angelo January: <i>So You Want to Talk About Race</i> , by Ijeoma Oluo March: <i>Five Little Indians</i> , by Michelle Good	K-12	1	100	0	0	
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Online On Demand Learning Modules: "So You Want to Talk About Race" A series of 12 5-12 mins. videos based on the book by Ijeoma Oluo	Topics to Include: - What are Microaggressions? - What is Intersectionality? - Why Are our Students so Angry? - Talking is Great, but What Else Can I Do? Timeline: November 2020 - June 2021	K-12	200	10	0	0	

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
K-12 EQUITY								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Online Live PD Sessions: Speaker Series Monthly 60-90 mins. live sessions with a guest speaker/moderator addressing a wide range of topics related to issues of Equity, Inclusion, and Diversity.	Timeline: November: global Black Lives Matter conversations December: everyday racism in the workplace & the world January: the truth behind <i>The Truth and Reconciliation Commission</i> . February: how to uncover diverse voices in the classroom March: celebrating International Women's Day April: our Catholic call to action in caring for the environment May: mental health and wellness, how diverse communities have been impacted by COVID-19 June: significance of the Pride flag & explore strategies to bring LGBTQ2+ inclusion into TCDSB	K-12	200	10	0	0
SEPTEMBER - DECEMBER								
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary students' positive self image	Online Learning Modules: Grs. 7-12 Teachers A Three Part Series on How to Build Safe and Inclusive Classroom Communities of Learners using mindfulness and Christian meditation to promote social-emotional learning.	Timeline: Sessions 1 & 2: November - How to create conversational structures; - How to co-create community commitments with students, - How to set up physical and/or digital space for collaboration and inclusion, - Teachers will learn concrete, quick activities to build community Session 3: January - Share and reflect on experiences and practices, and discuss opportunities to continue learning together	7-12	200	2	0	0
JANUARY - JUNE								
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Online Learning Modules: Project 101, Grs. 4-12 Teachers A Three Part Series for Teachers Expanding from the sister EPAN schools of St Jane Frances, that have not attended Project 101 in the past.	Topics to Include: -Bias and Privilege Awareness -Practical Applications of Culturally Relevant and Responsive Pedagogy and Anti-Black Racism in teaching practices Timeline: February - April	4-12	10	2	2	40

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
SPECIAL SERVICES								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	Social- Emotional Learning	Discuss and share social emotional strategies and programming including Behaviour Support Plans, Safety Plans and IEPs. TIMELINE: TBD	3-8	15	1		0
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	Nonviolent Physical Crisis Intervention (CPI) Training or BMS Training	To develop skills managing students with challenging behaviours. TIMELINE: TBD - online modules on de-escalation in progress	K-12	TBD	2		0
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	SNAP	Refresher/Certification of new staff in SNAP model through Child Development Institute. TIMELINE: TBD - Currently being organized through CDI	3-8	15	1		0
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	Anxiety	From Supporting Minds module: effective strategies for students who suffer from anxiety. TIMELINE: TBD	K-12				0
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary students' positive self image	Anxiety	From Supporting Minds module: effective strategies for students who suffer from anxiety. TIMELINE: TBD	K-12				0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Introduction to Autism, PPM 140, ABA Strategies	Each AST will target their assigned schools focusing on PPM 140 and ABA Strategies the local level. TIMELINE: This is a multi-year plan to support elementary schools.	K-8				0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	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. TIMELINE: This is a multi-year strategy to support secondary schools.	9-12				0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Office Hours	One Stop Speech and Language Support Line. TIMELINE: Every Day 3-4 PM	K-12	1	All		0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Individual Education Plans	IEP Webinars. TIMELINE: Available throughout the year	K-12				0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Staff well-being	Miscellaneous	SW PD offered throughout year on clinically relevant information and best practices. TIMELINE: 1/2 day sessions on monthly basis	K-12				0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Professional Learning Series for LI-ISP Teachers and Spec Ed Teachers	Math and IT Focus for LI ISP Teachers, 2 day inservice. TIMELINE: On request	1-8	24	24	3	1728
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Gifted PR Committee meeting	1/2 day Participation as a member of the committee. TIMELINE: Three sessions 2020-2021	1-12	all	7	0.5	1.5
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Empower Decoding/Spelling 2-5	Training for teachers new to Empower. TIMELINE: Sept., 2020	2-5	3	1	1	2
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Empower Decoding/Spelling 6-8	Training for teachers new to Empower D/S 6-8. TIMELINE: September 2020	6-8	4	1	1	2
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Empower Vocabulary/Reading Comprehension 2-5	1/2 day Training for teachers new to Empower V/C 2-5. TIMELINE: September 2020	2-5	4	1	1	1
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Empower Vocabulary/Reading Comprehension 6-8	1/2 day Training for teachers new to Empower V/C 6-8. TIMELINE: September 2020	6-8	4	1	1	1
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	Anxiety	From Supporting Minds module: effective strategies for students who suffer from anxiety. TIMELINE: PA days in Sept, Nov, Jan, Feb & June days	K-12	all	n/a	n/a	0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	The Alternative Report Card; Transition Planning	Introduction to the Alternative Report Card. TIMELINE: October 27, 29, 2020	K-12				0

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
SPECIAL SERVICES								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Empower Decoding/Spelling 2-5	Training for teachers new to Empower. TIMELINE: November 2020	2-5	3	1	1	2
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Empower Decoding/Spelling 6-8	Training for teachers new to Empower D/S 6-8. TIMELINE: November 2020	6-8	4	1	1	2
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Lexia	Training for 70 teachers in using Lexia Reading. TIMELINE: November 2020	1-8	70	1	0.5	0
	C. PATHWAYS, PLANNING AND PROGRAMMING: S Student Mental Health and Wellbeing initiative in Elen START		Online Suicide Prevention training for all staff (self-directed 60 mins webinar). TIMELINE: 01-Nov.-20	K-12	n/a	50 total	n/a	0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Kindergarten Teams - Interactive Virtual In-service	Interactive virtual workshop for 12 Kindergarten Teams at 4 locations. TIMELINE: November 10, 12, 17, 19, 2020	JK / SK	12	12	1	144
	C. PATHWAYS, PLANNING AND PROGRAMMING: S Secondary students' positive self image	Mentally-Healthy Classroom	From Supporting Minds. TIMELINE: 10-Nov.-20	K-12				0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	LD PR Committee meeting	Participation as a member of the committee. TIMELINE: 2020-11-19	1-12	5-10			0
	C. PATHWAYS, PLANNING AND PROGRAMMING: S Student Mental Health and Wellbeing initiative in Elen	Anxiety	From Supporting Minds. TIMELINE: 08-Dec.-20	K-12				0
	C. PATHWAYS, PLANNING AND PROGRAMMING: S Secondary students' positive self image	START	Online Suicide Prevention training for all staff (self-directed 60 mins webinar). TIMELINE: 01-Dec.-20	K-12	n/a	50 total	n/a	0
	C. PATHWAYS, PLANNING AND PROGRAMMING: S Student Mental Health and Wellbeing initiative in Elen	Mentally-Healthy Classroom	From Supporting Minds modules: strategies for implementing a welcoming and mentally-health classroom. TIMELINE: PA days in Sept, Oct, Nov, Dec & Feb days	K-12				0
	D. SCHOOL AND CLASSROOM LEADERSHIP: PRO Staff well-being	Staff Well-Being	Fostering our own resiliency. TIMELINE: PA days in Sept, Nov, Jan, Feb & June days	K-12	all			0
	C. PATHWAYS, PLANNING AND PROGRAMMING: S Secondary students' positive self image	Mood Disorders	From Supporting Minds modules: effective strategies for students who suffer from mood disorders (significant mood dysregulation). TIMELINE: PA days in Nov, Jan, Feb & June days	K-12				0
	C. PATHWAYS, PLANNING AND PROGRAMMING: S Student Mental Health and Wellbeing initiative in Elen	ADHD	From Supporting Minds modules: effective strategies for students who suffer from Attention Deficit Disorder. TIMELINE: PA days in Nov, Jan, Feb & June days	K-12				0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Teacher Talk	Encouraging Oral Language in the Classroom. TIMELINE: 2021 1st Mondays January 11, February 1, March 1 and April 5	K-12	40	1	1	40
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Assessment of Academic Achievement using the KTEA3 (Kaufman Test of Educational Achievement Third Edition)	Using the KTEAs to evaluate student academic progress. Using QGlobal online resource to summarize and analyse results. (APT in-service). TIMELINE: Full day session, January 2021	1-8	50			0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Fundamentals for Teaching an LD ISP class	PD for teachers new to LD ISP. TIMELINE: January 2021	1-8	20	1	1	0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Two Day Training Workshop	Regular classroom teachers with D/HH students. TIMELINE: January , 2021	K-12	10	1	2	20
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Supporting the emotional health of students with Giftedness	How to recognize depression/anxiety and how to help. Strategies for the classroom. TIMELINE: PA Day -January 2021	K-12				0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	LD PR Committee meeting	Participation as a member of the committee. TIMELINE: Jan, February, April, June 2021	1-12	5-10			0
	C. PATHWAYS, PLANNING AND PROGRAMMING: S Student Mental Health and Wellbeing initiative in Elen	SafeTalk	Suicide Awareness training for all staff. TIMELINE: 12-Feb.-21	9-12	all	15	n/a	0
	C. PATHWAYS, PLANNING AND PROGRAMMING: S Secondary students' positive self image	SafeTalk	Suicide Awareness training for all staff. TIMELINE: 12-Feb.-21	9-12	all	15	n/a	0

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
SPECIAL SERVICES								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
	D. SCHOOL AND CLASSROOM LEADERSHIP: PRO Staff well-being	Staff Well-Being	Fostering our own resiliency. TIMELINE: 12-Feb.-21	9-12	all	30	n/a	0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	D/HH PD for Secondary	Workshop for 20 teachers on hearing loss awareness. TIMELINE: February 2021	K-12	20	1	1	20
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	MEVile to WEVile Follow Up Workshop	Webinar for teachers to review the MEVile/WEVile literacy program and share promising practices. TIMELINE: February 2021	K-8	65	65	1	65
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	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 2021	1-8	50			0
	Choose one:	Supporting our children's emotional health	Psychology Month Symposium for educators and parents (after hours). TIMELINE: PA Day February 2021	K-12				0
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	ABC and Beyond- 3 day workshop for kindergarten teachers and ECes	Enhancing communication skills in the classroom. TIMELINE: Feb/March/April/May 2021	JK/SK	40	1	3	120
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	EQUALS Follow Up Workshop	Webinar for teachers to review the EQUALS numeracy program and share promising practices. TIMELINE: March 2021	K-8	65	65	1	65
	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Transition to Secondary School Service for Students ME/DD	Webinar 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	8	65	65	1	65
	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	In-service for D/HH ISP teachers	One day Workshop for D/HH ISP teachers with itinerant teachers. TIMELINE: 07-Apr.-21	K-12	4	1	1	4

COMMON FEEDBACK FORM ONE-DAY SESSION AND FIRST DAY OF MULTI-SESSION PD

Session Title: _____ Session Date: _____ Presenters: _____ Today's Focus was: _____				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Professional Practice:				
1. Prior to today's session, the content of the session was familiar to me.				
2. I have gained (-----) strategies to implement in my professional practice.				
Student Impact:				
3. I will integrate (-----) into my planning and instruction.				
4. Today's session will contribute to student learning and achievement.				
Engagement:				
5. Sufficient time was allocated to activities of the day.				
6. I would recommend this session to a colleague.				
7. My professional learning could be improved with the following next steps: <ul style="list-style-type: none"> • Support with implementation explain: _____ • Additional materials - explain: _____ • Additional information - explain: _____ 				
8. Do you have any additional comments (or, question specific to the particular workshop)				

Multi-Session Feedback Form B Mid-Point Self-Observation Chart

The purpose of this form is to allow teachers to make observations in their own classrooms. The teacher and student behaviours are directly connected the content of the Multi-session Professional Learning Series. As you observe the behaviours in your classroom, note the date and comment on your observations. You are expected to bring this form with you on DATE.

Workshop Series Title: _____		
Look for:	Observations/Comments:	Date:
Teacher:		
1.		
2.		
3.		
Students:		
1.		
2.		
3.		

COMMON FEEDBACK FORM C MULTI-DAY SESSION - WRAP-UP

Session Title: _____				
Session Dates: _____				
Presenters: _____				
Series Focus: _____				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Professional Practice:				
1. There was a close connection between each session in this series. (E.g., day 1, day 2, day 3).				
2. I collected evidence as part of the professional learning.				
3. a) I found the collection of evidence useful .				
b) What type of evidence did you collect?				
4. Throughout the professional learning, there were opportunities to collaborate .				
5. I had an opportunity to work with an Observation Chart as part of my professional learning (Mid-Point Self-Observation Chart)				
6. a) As a result of the professional learning, my teaching/instruction has changed .				
b) If your teaching changed, how did it change?				
7. a) As a result of the professional learning, I observed a change in student learning/achievement .				
b) If you observed a change in student learning/achievement, how did it change?				
8. My professional learning could be improved with the following next steps: <ul style="list-style-type: none"> • 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

*"I SAW THE SPIRIT DESCENDING FROM HEAVEN LIKE A DOVE, AND IT REMAINED ON HIM."
JOHN 1:32*

Created, Draft	First Tabling	Review
October 26, 2020	November 4, 2020	Click here to enter a date.
A. Della Mora, Executive Superintendent of Education - Human Resources and Employee Relations 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.



Brendan Browne
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 7 hours.

B. PURPOSE

This annual policy metric report identifies procedures for schools to follow when organizing combined grade classes, which inform the re-organization of school models in September. It also provides a summary of key metrics relating to the status of combined elementary classes.

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:
 - 10% 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 2020-2021 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 teacher federation. If a combined grade class includes one or more students enrolled in the primary division, the class shall have a maximum of 23 students.
- iv) Failure to meet Ministry compliance targets results in a penalty to the Board equal to 1% of the Board’s total budget.
- v) The requirements related to Ministry class sizes and contractual class sizes, along with the preference for single-grade classrooms, restrict the ability to have equal class loadings in a combined grade classroom.
- vi) Table 1 below displays the distribution, by area (1 through 8), of schools that have combined grade classes for the 2020-2021 school year.

TABLE 1	
Area	Number of Combined Classes by Area
Area 01	96
Area 02	84
Area 03	80
Area 04	89.5
Area 05	99.5
Area 06	86
Area 07	97
Area 08	102.5
Total	734.5

Combined grade classes are not new to TCDSB or any other Board in the province. For the 2020-2021 school year, TCDSB has 734.5 combined grade classes representing 21.98% (3341.5/734.5) of all elementary classes. Regardless of school size, 165 elementary schools have at least

some combined grade classes. A review of the data indicates that combined grade classes exist for all grade combinations. Table 2 below represents a five-year summary of system combined grade classes.

TABLE 2	
5-YEAR SUMMARY OF SYSTEM COMBINED GRADE CLASSES	
SCHOOL YEAR	TOTAL SYSTEM NUMBER OF COMBINED GRADE CLASSES
2016 - 2017	748.00
2017 - 2018	764.50
2018 - 2019	734.50
2019-2020	720.50
2020-2021	734.50

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.



REPORT TO

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

**ELEMENTARY CATHOLIC STUDENT LEADERSHIP
IMPACT TEAM REPORT 2020**

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

Created, Draft	First Tabling	Review
October 26, 2020	November 4, 2020	Click here to enter a date.
<p>E. Acerbi, CSLIT Director of Elementary Affairs J. Tindan, CSLIT Director of Elementary Affairs M. Consul, Catholic Student Leadership Resource Teacher M. Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools, and Continuing Education</p> <p>INFORMATION REPORT</p>		

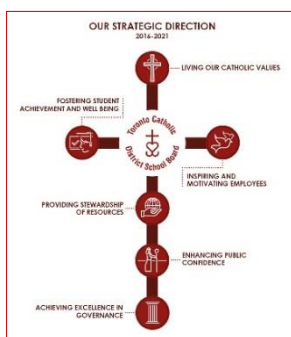
Vision:

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B. Browne, PhD
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

Throughout the month of October, the Catholic Student Leadership Impact Team (CSLIT) Directors of Elementary Affairs collected information from two hundred (200+) students from thirty-two (32) elementary schools across the board. In order to capture elementary students' voices, students were asked to complete a survey identifying local and global issues that they believe should be a focal point for the 2020-2021 school year. The Elementary Catholic Student Leadership Impact Team (ECSLIT) wishes to implement actions that address each issue to better serve the elementary students of the TCDSB.

The cumulative staff time required to prepare this report was 40 hours.

B. PURPOSE

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

C. BACKGROUND

1. Through the survey, ECSLIT students were given the opportunity to voice their opinions and rank what they believe are the most important topics that should be focused on. The input from elementary student leaders will give the CSLIT Directors of Elementary Affairs a road map to help direct what should be the main areas of focus for ECSLIT in the 2020-2021 school year.
2. This report includes practical plans-of-action that elementary schools and ECSLIT can perform to support initiatives that would address the recommendations made by elementary student leaders.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Although over four-hundred fifty (450) secondary students were polled in September, the elementary student voice was not directly captured within that process. In order to best serve the needs of our elementary community, students were asked to complete a short survey so that the CSLIT Directors of Elementary Affairs could compile ideas directly from elementary students.
2. Based on the recommendations made by elementary students, the following action plan is being proposed by our elementary student leaders in collaboration with CSLIT's Directors of Elementary Affairs and the CSLIT Executive. ECSLIT will be focusing on the following three pillars for the 2020-2021 school year: (1) Mental Health and Well-Being; (2) Multiculturalism and Diversity Advocacy; (3) Indigenous Education and Immersion.

ECSLIT 2020-2021 Recommended Actions
1. Mental Health and Well-Being <p>Both the Directors of Elementary Affairs and ECSLIT leaders acknowledge that the COVID-19 pandemic has taken its toll both emotionally and physically on students across the board. It is important that the mental health and well-being of all elementary TCDSB students be a focal point during these unique times. Mental health affects every aspect of a student's life - the way that we think, feel and act towards our family, peers and teachers. When we make our mental health a priority, we are better capable, reflective, creative, and holistic thinkers. The following action plans have been put in place to take care of the well-being of students so that they can better fulfill all Ontario Catholic School Graduate Expectations.</p> <p>In collaboration with the TCDSB Mental Health Department, the Directors of Elementary Affairs will arrange and provide mental health resources to students across the school board. This includes electronically distributing posters that list resources, inviting keynote speakers to address the topic, and organizing workshops that focus on mental well-being.</p>

At least one ECSLIT general assembly meeting will be dedicated to the topic of mental health and well-being. With the support of the TCDSB Mental Health Team, this meeting will focus on de-stressing and relaxation in addition to showing students simple everyday strategies they can implement in their daily lives.

Elementary students will also have the opportunity to participate in guided meditation at the end of each monthly meeting, supported by the TCDSB Nurturing our Catholic Community Team and the TCDSB Mental Health Department. This will give elementary students a chance to increase their self-awareness and manage any stress that may be apparent.

2. Multiculturalism and Diversity Advocacy

To be *collaborative contributors*, student leaders need to learn the value of multiculturalism and diversity. Students should be given the opportunity to both celebrate and be educated about the cultures and traditions of our diverse TCDSB. It is important to emphasize that everyone needs to be treated with *Human Dignity* because everyone is created in the likeness and image of God.

With the support of the Equity, Diversity, Indigenous Education, and Community Relations team, ECSLIT will designate one meeting to host a panel that will focus on dismantling anti-Black racism. There will be an opportunity for participants to ask questions of our esteemed guests.

Within our monthly meetings we also want to highlight important role models from a variety of diverse cultures. During each ECSLIT monthly meeting, one cultural leader will be introduced and highlighted. We will have different schools volunteer to make these presentations that will focus on leaders that have lived out their Catholic values and fought for social justice.

In addition, we will incorporate multicultural education within the games and activities we will be running within our monthly meetings. For example, rather than just doing trivia about random topics, we will be intentional about selecting questions that can inform elementary students about certain aspects of a particular culture.

3. Indigenous Education and Immersion

As *caring family members* it is important to learn about and address the needs of all members of God's family. Based on survey results, our elementary students have shown great interest in furthering their education pertaining to Indigenous issues and heritage.

The Directors of Elementary Affairs plan to deliver engaging Indigenous education within the existing programs we will be running this year. These educational sessions and workshops will take many forms, including but not limited to, having an Indigenous guest speaker at one of our monthly meetings, highlighting Indigenous art within our events, offering workshops during our elementary Intermediate Leaders in Training Event (iLITE) conference.

Going beyond Orange Shirt Day, we want to put more emphasis on Indigenous Heritage month in June. With the support of the Equity, Diversity, Indigenous Education, and Community Relations team, CSLIT will be creating a resource that will list a variety of activities and ideas that schools can easily implement during the month of June to celebrate Indigenous culture.

In collaboration with Student Trustees and CSLIT, the Directors of Elementary Affairs plan to expand the week long Indigenous leadership program to include elementary students. This will enable intermediate students the same opportunity to immerse themselves in Indigenous culture, and to provide them with hands-on learning regarding this topic.

Additional Topics of Focus

In addition to these three areas of focus, survey results listed other areas of need. When selecting guests speakers and workshop facilitators for various Catholic Student Leadership events (ex. iLITE, Camp Olympia), these additional topics can be also be touched upon since they are areas of importance brought forth by our elementary student leaders.

E. METRICS AND ACCOUNTABILITY

1. Students should be motivated to affect positive change in our world around injustices. Students feel a calling to live out their faith; therefore, involvement in social justice actions allow them to make their faith visible. The current

Student Trustees will be engaging the ECSLIT so that they can work with various staff to address their specific recommendations. Students feel that Board policies must address and be in line with current global and local social justice issues.

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

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

ESTABLISHMENT OF BILINGUAL YOUTH COUNCIL

*Let no one despise your youth, but set the believers an example in speech and conduct, in love, in faith, in purity.
(1 Timothy 4:12)*

Created, Draft	First Tabling	Review
October 26, 2020	November 4, 2020	Click here to enter a date.

K. Baybayon, Student Trustee, CSLIT Co-Chair
K. Nguyen, Student Trustee, CSLIT Co-Chair
M. Consul, Catholic Student Leadership Resource Teacher
A. Faraone, French Resource Teacher
M. Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools, and Continuing Education

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.



B. Browne, PhD
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 is in response to the delegation presented to the Board on September 3, 2020, with respect to the creation of a Catholic Youth Council whose focus would be bilingualism and supporting students who speak both French and English. This report lists the goals of this new student led committee and provides a vision for what the Student Trustees, the Catholic Student Leadership Impact Team (CSLIT) Executive, and the CSLIT General Assembly plan to work on during the upcoming academic year.

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

B. PURPOSE

1. This report recognizes the unique needs of students bilingual in French and English and outlines ways these students can better served.
2. The goals raised within this report represent the collective voice of the students. The opportunity to present these goals at the Board level allows for direct involvement and needed dialogue regarding relevant issues that impact TCDSB students.
3. The formation of this new Bilingual Catholic Youth Council will be advertised at the next CSLIT monthly meeting on Tuesday, October 27th, 2020.

C. BACKGROUND

1. On September 3, 2020, a student delegation was presented to the Board that was received and referred to staff.
2. After consultation with staff, the Student Trustees and members of CSLIT, the vision, goals, and logistics of this new council were outlined.
3. Formation of this new council will take place before the end of the 2020 calendar year with the first official meeting to be scheduled in late November.
4. The goals and recommendations put forth by this new committee will be more successful with the assistance of different departments and appropriate staff.

D. EVIDENCE/RESEARCH/ANALYSIS

1. On Tuesday, October 27th, CSLIT will publicize to the student general assembly the opportunity to join the new Bilingual Catholic Youth Council.
2. The goals and recommendations contained in this report were compiled by the Student Trustees, CSLIT Executive, and appropriate staff.
3. These goals and recommendations will only serve as a starting point for this not yet formed Bilingual Catholic Youth Council. The members of this new council will ultimately determine the direction of this new committee.

VISION
Bilingual Catholic Youth Council could serve as a springboard for implementing local initiatives that will help promote Canada's official bilingualism via French learning, led by and for youth. The committee will be responsible for raising awareness among youth, while allowing a group of qualified young persons to receive training in governance and project management in French.
GOALS
<ol style="list-style-type: none">1. Develop programs, projects, and initiatives that promote bilingualism in French and English through a Catholic lens.<ul style="list-style-type: none">○ Many programs for students exist but none cater exclusively to students bilingual in French and English.2. Raise awareness among students about the value of bilingualism in Canada.<ul style="list-style-type: none">○ Since French is one of Canada's official languages, students should be more aware about the value of bilingualism; for example, in the teaching field across the nation, there is a shortage of "French as a Second Language" teachers.3. Opportunity for students bilingual in French and English to meet, network, socialize and learn from each other.

POTENTIAL INITIATIVES
<ol style="list-style-type: none">1. Organize a yearly mass celebrated solely in French.2. Organize a Catholic youth camp focusing on the French language, culture and heritage.3. When safe to do so, given pandemic realities/restrictions, organize a service trip to an African Francophone country (e.g. Benin, Togo, Congo) to give bilingual students the opportunity to help those less fortunate in these poverty stricken countries.

E. METRICS AND ACCOUNTABILITY

1. Students should be motivated to create positive change in the world and not ignore any form of injustice. Students feel a calling to live out their faith; as such, involvement in social justice actions allows them to make their faith more visible. Students feel that Board policies must include student voice and perspective when addressing current and relevant local and global issues.
2. The Bilingual Youth Council can report annually to the board on the impact of their initiatives.

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**

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD
OUTDOOR EDUCATION**

On the glorious splendour of thy majesty, and on thy wondrous works, I will meditate. Psalm
145:5

Created, Draft

October 26, 2020

First Tabling

November 4, 2020

Review

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

Lori DiMarco Superintendent, Curriculum Leadership & Innovation; Academic ICT

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Chief Financial Officer

A. EXECUTIVE SUMMARY

This report contains a summary of the outdoor education opportunities that are available to schools in the TCDSB. The outdoor education opportunities fall into two categories: ongoing activities from previous years and new programs, activities and resources that are being offered.

The cumulative staff time required to prepare this report was 10 hours

B. PURPOSE

1. At the September 10, 2020 Corporate Services, Strategic Planning and Property Committee Meeting, following a delegation by a representative of the Association for Canadian Educational Resources (ACER), the delegation was received and referred to staff to come back with a report on how the TCDSB can implement more outdoor education

C. BACKGROUND

1. The TCDSB Health & Physical Education and Outdoor Education (HPE&OE) department has a long tradition of offering schools a variety of opportunities to engage in healthy and active living and outdoor education activities.
2. The HPE&OE department works in collaboration with other central TCDSB departments and in particular the Science, Social Studies and ECO department.
3. The HPE&OE department works in collaboration with various organizations to explore programs, activities and resources that align with, support and supplement the Ontario Curriculum to ensure that our students are able to participate in outdoor education opportunities.
4. Partnerships and grants are pursued in order to offer schools affordable to no cost opportunities. When grant monies are available they are used to offset costs for schools and are offered to needier communities first on a rotating basis.

5. Outdoor education programs, activities and resources are shared in various ways with schools. Opportunities that are available each year and limited in number are shared with schools who are eligible to participate. When such opportunities are limited, criteria is set and a schedule is set up to ensure that as many schools as possible benefit over a number of years. Programs, activities and resources that are available to all schools are posted on the department intranet site and/or communicated via email.
6. The HPE&OE department continually reviews existing programs, activities and resources and seek to explore new ones. Schools have been encouraged to explore including more outdoor education into programming. As a result of suspension or restrictions on some of the programs and activities during the pandemic, the HPE&OE and Science, Social Studies and ECO departments have sought out many new programs, activities and resources to support our schools in their efforts to include more outdoor education.
7. In the appendices with this report are lists of the ongoing outdoor education activities (Appendix A) and the new programs, activities and resources (Appendix B) that are available to TCDSB schools.

D. METRICS

1. Programs related to grants that are funded (partially or in full) are tracked for attendance and participation by the PHE&OE department.
2. Information is collected from participating schools, through teacher and principal feedback, to inform future recommendations of the programs, activities or resources.
3. The HPE&OE department collects data from third party providers of the various programs, activities and resources, when available.

E. COMMUNICATION

1. All of the details of the outdoor education opportunities are being shared with schools via a Google classroom. Schools will be able to share highlights of their experiences and give feedback for other schools to consider.

2. Emails are sent to all teachers and school administrators advertising the various outdoor education opportunities that are available.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Outdoor Education Opportunities - ONGOING ACTIVITIES FROM PREVIOUS YEARS

ACER = Association for Canadian Educational Resources

TRCA = Toronto Region Conservation Authority

LSF = Learning for a Sustainable Future

STEAM = Science, Technology, Engineering, Arts, Mathematics

On Site = At the School

Location	Organization	Program Description	New or Ongoing	Covid Alignment	Grades	Implementation
Off Site	TRCA, Teen Ranch, Mansfield, YMCA	Day and Overnight Excursions - Lake St George, Claremont, Teen Ranch, Cedar Glen, and Mansfield Outdoor Education Centres. Overnight Elementary Excursions subsidized through the outdoor education grant.	Ongoing	No*	K-12	<ul style="list-style-type: none"> - Bookings and subsidies through the Outdoor Education Dept. - Lead by Centre staff. - *Bussing to Centre. - *Overnight Accommodations

Location	Organization	Program Description	New or Ongoing	Covid Alignment	Grades	Implementation
Off Site	Various	Day Excursions subsidized by the outdoor education grant. Locations include: Camp Muskoka, Dagmar Ski, Snow Valley, Sandbanks Provincial Park, Blue Mountain, Tommy Thompson Park, Horseshoe Valley, Harwood Hills, Brimacombe Ski, Evergreen Brickworks, Tree Top Trekking, Heart Lake Conservation, Algonquin Park, Bruce's Mill Conservation, Centennial Park, The Toronto Zoo, Centre Island, Lakeridge Ski, Mt St Louis.	Ongoing	No*	K-12	<ul style="list-style-type: none"> - Subsidies offered through the Outdoor Education sept. - Organized and booked by classroom teacher - *Bussing to site
Off Site	Camp Olympia	Overnight Leadership and Physical Activity camps organized and subsidized through the Nurturing Catholic Community/Continuing Education dept., and also subsidized through the Outdoor Education Dept	Ongoing	No*	7-12	<ul style="list-style-type: none"> - Bookings and subsidies organized by NCC/Con Ed dept. - Lead by camp staff - *bussing to site - *Overnight accommodation

Location	Organization	Program Description	New or Ongoing	Covid Alignment	Grades	Implementation
Off Site	TRCA	Day Excursion - The Nature School at the Kortright Centre for Conservation	Ongoing	No*	K-12	Lead by TRCA staff. Covid Protocols in place. Organized by classroom teacher. *Bussing to Centre.
On & Off Site	TRCA	Environmental Leaders of Tomorrow Program - specifically designed for grade six this program traditionally was offered a blended model of overnight at TRCA site and in class learning. The program is currently looking to pivot to on site only outdoor learning	Ongoing	TBA	6	- Offerings and bookings organized through the Outdoor Education dept. - Co-lead by TRCA staff and classroom teacher
Off Site	Downsview Park	Day Excursion - Downsview Park Discovery Centre - half day and full day programs	Ongoing	No* (Yes – if within walking distance)	K-12	- Program Info sent to schools through Outdoor Ed Dept. - Lead by Centre Staff. - Protocols in place. - *Bussing to site

Location	Organization	Program Description	New or Ongoing	Covid Alignment	Grades	Implementation
Off Site/In the Community	City of Toronto	Skating Rinks - partnership with the City of Toronto - *TBA if indoor or outdoor rinks will be available for use	Ongoing	Yes* (if within walking distance)	K-12	- Rink Booking information provided through the Physical Education dept. - Classroom teacher led
Off Site/In the Community	ACER & TRCA	Project Crossroads - Student tree planting in designated community areas	Have done in past with TRCA	No*	K-12	- Organized through the Outdoor Education dept. - Lead by TRCA on specific dates. - *Bus travel to site. - *Other community involvement

Outdoor Education Opportunities – NEW PROGRAMS / ACTIVITIES / RESOURCES OFFERED

ACER = Association for Canadian Educational Resources

TRCA = Toronto Region Conservation Authority

LSF = Learning for a Sustainable Future

STEAM = Science, Technology, Engineering, Arts, Mathematics

On Site = At the School

Location	Organization	Program Description	New or Ongoing	Covid Friendly	Grades	Implementation
On Site/Local	ACER	Measuring Our Resources - Students participate in a field study to collect and manage authentic data which enhances knowledge of climate change. Species I.D. - can be used in conjunction with the above program. Resource cards help students identify local species of trees and shrubs	New	Yes	K-8	<ul style="list-style-type: none"> - Classroom Teacher led with support and resources. - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept - Links and highlighted new offerings sent out to schools
On Site/Local	ACER	Planting For Change - helping classes create a schoolyard planting site that acts as a mini-climate change outdoor classroom/lab	New	Yes	K-12	<ul style="list-style-type: none"> - Application with ACER. - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept

Location	Organization	Program Description	New or Ongoing	Covid Friendly	Grades	Implementation
On Site/Local	ACER	Teacher Resources that can be accessed to enhance outdoor learning at the school	New	Yes	K-12	<ul style="list-style-type: none"> - Classroom Teacher led - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept - Links and highlighted new offerings sent out to schools
On Site/Local	TRCA	Outdoor learning opportunities tied to the curriculum using schoolyard or local park	New	Yes	TBA	<ul style="list-style-type: none"> - The Outdoor Education dept is working directly with TRCA staff to develop program offerings - Bookings and subsidies through the Outdoor Education Dept. - Lead by TRCA staff

Location	Organization	Program Description	New or Ongoing	Covid Friendly	Grades	Implementation
On Site & Virtual	TRCA	Black Creek Pioneer Village offers virtual field trips and learning resources; as well as on site workshops and school programs	New	Yes	K-8	<ul style="list-style-type: none"> - TRCA staff and classroom teacher led - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept
On Site & Virtual	LSF	Learning for a Sustainable Future offers teacher resources that can be used for in-person and virtual learning. Topics revolve around the outdoors and the environment. A webinar and slide deck is available to Administrators to guide and provide strategies for promoting outdoor education learning at their schools. LSF has organized outdoor education resources from multiple sources and offers teacher newsletters as well.	New	Yes	K-12	<ul style="list-style-type: none"> Classroom teacher Led - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept - Links and highlighted new offerings sent out to schools

Location	Organization	Program Description	New or Ongoing	Covid Friendly	Grades	Implementation
On Site & Virtual	Evergreen	Evergreen is offering “At Your School” programs as well as “Virtually Outdoors” programs. Professional development and Outdoor Classroom Newsletter also offered.	New	Yes	K-12	<ul style="list-style-type: none"> - Outdoor Ed dept will explore bookings, pricing and subsidies - Evergreen staff lead - Links and highlighted new offerings sent out to schools
Virtual	Humber Arboretum	Humber Arboretum is offering virtual guides for learning.	New	Yes	K-8	<ul style="list-style-type: none"> - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept - Links and highlighted new offerings sent out to schools
Virtual	TRCA	Their website is now offering virtual e-learning events, as well as teacher e-learning resources	New	Yes	K-12	<ul style="list-style-type: none"> - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept - Links and highlighted new offerings sent out to schools

Location	Organization	Program Description	New or Ongoing	Covid Friendly	Grades	Implementation
Off Site	ACER	Citizen Science, Go Global, and the Riparian Rangers outdoor education programs can all be incorporated into STEAM curricular programs	New (and ongoing)	TBA	9-12	<ul style="list-style-type: none"> - To be organized and promoted on Portal or Google Classroom site by the Science & Experiential Learning depts. - Links and highlighted new offerings sent out to schools



REPORT TO

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

RETURN TO SCHOOL UPDATE

"The Lord gives sight to the blind, the Lord lifts up those who are bowed down, the Lord loves the righteous."
Psalm 146:8

Created, Draft	First Tabling	Review
October 26, 2020	November 4, 2020	Click here to enter a date.
Barbara Leporati, Senior Coordinator, Planning Services Deborah Friesen, Superintendent, Capital Assets and Renewal Michael Loberto, Superintendent, Planning and Development Services Adrian Della Mora, Executive Superintendent of Human Resources Omar Malik, Acting Chief Information Officer		
INFORMATION REPORT		

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Chief Financial Officer

A. EXECUTIVE SUMMARY

The last update to the Reopening Action Plan was submitted to the October 15, 2020 Board meeting for information and consideration. The Plan is updated as necessary and is available on the TCDSB website. Key updates and strategies are provided for consideration.

Families have recently been given an opportunity to switch between virtual and in person learning models. Central staff are in the process of reorganization of classes and teaching allocations to accommodate requested changes.

Feedback from the tent initiative pilot program Phase 1 locations has been summarized for the information of the Board. The pilot has been well received for the most part and schools continue to utilize the additional space provided by these installations.

On October 28, 2020, the Ministry released ***“Memo 2020:B20 COVID-19 Resilience Infrastructure Stream: Education Related (CVRIS-EDU) Projects”***. A new, time limited COVID-19 Resilience Infrastructure Stream (CVRIS) is being introduced under the Investing in Canada Infrastructure Program (ICIP) to provide up to \$700 million in combined federal-provincial funding for education-related infrastructure projects. Details of the process required to request funding through this stream are provided in the body of the report.

TCDSB schools continue to adjust to in person routines and safety measures following guidance from Toronto Public Health.

The cumulative staff time required to prepare this report was 40 hours

B. PURPOSE

To provide the Board with updates as they pertain to the TCDSB Reopening Action Plan.

C. BACKGROUND

1. *The TCDSB Reopening Action Plan continues to be updated to reflect recent changes.* Items from Board motions and Ministry updates that are confirmed have been included for parents to reference. The plan will continue to be updated as information changes moving toward a complete school reopening.

D. EVIDENCE/RESEARCH/ANALYSIS

Staffing and Recruitment

2. *The Human Resources (HR) Department has onboarded and placed employees in various employee groups to support school-based needs. In conjunction with the Superintendent of Special Services, HR has identified Quintile 5/high COVID incidence area schools requiring Educational Assistant & Child & Youth Worker support. These staffing supports (25 Educational Assistants and 5 Child & Youth Workers) will be deployed starting early next week.* These enhanced recruitment efforts respond to attrition and operational needs.
3. *HR staff has extended each elementary school's ability to utilize their valued Lunch Time Supervisors for an additional 1.5 hours per day to June 2021.*
4. *The Sick Leave & Disability Department is managing close to 300 additional short-term sick leave cases compared to this time last year. The department continues to liaise closely with both Academic & Support Service departments to determine how to best manage these cases involving personal and family status leaves for all employee groups.* Significant caseloads are being reviewed daily and granting employees the ability to work virtually, where feasible, is being considered.
5. *Senior TCDSB staff members maintain regular contact with our union partners (TECT, TSU, and CUPE) to collaboratively address issues. Recent discussions have focused on the best program delivery models to enhance student engagement and retain enrolment.* The fluid and unique parameters impacting our virtual school have required HR staff to dedicate a significant amount of time in considering ways to efficiently deploy staff. Re-organization needs are being addressed at both the elementary and secondary panels.

6. *Additional administrative support (18 part-time Vice Principals) has been allocated to St. Anne Catholic Academy to enhance administrative oversight and communication. HR has also deployed 67 retired administrators (including Superintendents, Principals, and Vice Principals) to our schools to assist with administrative duties and supervision, 120 BList retired elementary teachers to assist with daily teacher coverage requirements, and retired elementary teachers and secretaries to assist with long term occasional assignments.*
7. *Staff remains committed to maintaining lower class caps in higher risk school communities within high COVID incidence areas.* Staff is also reviewing our Employee Family Assistance Plan utilization metrics to identify issues affecting our employees and possible supports that we can implement as the system deals with increased cases of COVID.
8. *HR and Curriculum Department staff are finalizing an agreement with an external provider, which will provide St. Anne students with a virtual experiential Core French program.* The program is aligned with MOE curriculum expectations and will act as a suitable supplemental French resource.
9. *In addition to the previously noted infusion of additional transitional staff, the Senior team continues to review and seek legal input into the roles of specific employee groups and how these roles will need to change given new challenges associated with operating our schools during a pandemic (i.e. assigning of additional supervision and screening tasks to ensure safety).*

Communications – Learning Models

10. *Families were provided with an opportunity to switch learning modes.* In our elementary schools, families could choose to switch from in-person to distance learning or from distance learning back to in-person learning. In our secondary schools, families could switch from in-person/adaptive (partial online) to distance learning (fully online) or from distance learning to in-person/adaptive learning.
11. *Approximately 2300 elementary students opted for the virtual school and 1000 students switched back from virtual to the in-person home school.* The reorganization resulted in approximately 100 surplus teachers that will be

placed at St. Anne Academy. Approximately 78 schools were affected and this resulted in the home school teachers being assigned to the virtual school. Of these 78 schools, 60 are only surplussing 1 teacher and 18 schools are surplussing 2 teachers. The placement of these teachers at St. Anne will alleviate the open positions that have been occurring and result in having all students placed in the virtual school.

12. ***Human Resources staff will be providing ZOOM sessions for principals to help finalize the organization of classes and complete the staffing adjustments required by the transfer of students between the virtual and home schools.***
13. ***The 36 high risk schools were maintained at the lower class caps as motioned by the Board of Trustees. Classes were organized at a maximum number for primary at 15 students and for junior and intermediate classes at 20 students.*** There were very few situations in which these caps were exceeded due to the lack of available space in the school.
14. ***Please note that for elementary students, the switch to a new learning environment means the child will be assigned a new teacher and begin in the new learning model on Monday, November 23.*** This allows for the completion of parent teacher interviews that will be completed by November 20th. Progress reports for students go home the week of November 16th. The next opportunity to switch learning models will be in February.
15. ***At the secondary level we are allowing students that wish to move to a virtual environment to stay in their home school to complete their second quadmester courses. We are using this time to pilot a hybrid model of teaching at secondary.*** Teachers will deliver a program to their cohort of students both virtually and face to face for the second quadmester. The total number of students in each cohort will still not exceed 15 students. Of these 15 students there will be some that attend classes face to face and others that attend virtually. The teacher will provide a program that will instruct students using a dual mode of delivery.
16. ***The rationale for the pilot hybrid model at secondary is due to a number of different factors. St. Anne's would have had an increase to their student population of 25%. This significant increase would result in a dramatic reduction in the number of sections available to offer at the in-person school.*** Every teacher that leaves the in-person school takes with them 6 courses that they teach. The home schools struggled to provide specialty type courses and

elective courses during the first quadmester due to the large number of surplus teachers that then were moved to St. Anne. A further reduction of teaching staff would result in limited course offerings for students left at the in-person school. This further reduction in staff would also create more pressure at the in-person school to provide screening, supervision and on-call coverage.

17. ***The pilot of a hybrid model will allow staff to bring stability to the system at the secondary level.*** Timetabling for students at the in-person school has already been completed for the second quadmester. If students were to move to St. Anne's it would result in both schools having to retimetable their entire student population for the second quadmester. This process usually takes weeks to complete and would be a significant challenge for guidance staff at St. Anne's and the in-person school to complete in time for the start of the second quadmester on November 19th.
18. ***Parents that requested to switch from St. Anne's back to their home school will be allowed to return.*** There are approximately 200 students that requested to move from St. Anne's back to their home school. These requests will be accommodated and the guidance staff will timetable for these students for the second quadmester.
19. ***Parents that requested a move to virtual learning at St. Anne's will be informed that their child will remain in their home school to receive a virtual mode of learning. For those parents that refuse this hybrid model of learning, we will work with those families to determine if there are open spaces within the courses at St. Anne's to accommodate their request.***
20. ***Secondary Principals have requested that we move to this hybrid model to support student selection of courses and maintain a strong sense of community at the home school.*** Principals and central staff will address the technology concerns and the professional learning required to deliver a hybrid model of teaching within their school. Principals feel that by implementing the hybrid model that they can maintain a proper selection of courses that students need in order to graduate and address the course pathway requirements that students desire. A committee of secondary principals and central staff will be formed to analyze the issues presented during the implementation of the pilot. This committee is to address the concerns of stakeholders and develop a manual of best practices related to the delivery of a hybrid teaching model to be shared with all secondary schools.

CVRIS Funding

21. On October 28, 2020, the Ministry released ***“Memo 2020:B20 COVID-19 Resilience Infrastructure Stream: Education Related (CVRIS-EDU) Projects”***. School boards are invited to put forward proposals for consideration that will protect the health and wellbeing of students, staff and children in schools and co-located child care facilities.

22. ***The CVRIS-EDU aims to support retrofits, repairs and upgrades to school board facilities to respond to the COVID-19 pandemic by supporting health and safety.*** Eligible facilities include:

- Elementary and secondary schools
- Continuing Education Facilities
- Child care centres co-located with school board facilities

23. ***Eligible projects will include modification, repair and/or reconfiguration of a facility to respond to the COVID-19 pandemic and provide a public benefit.***

Projects should focus on one of the following themes:

- promoting occupant health and safety;
- improving facility condition (e.g., air quality, water refilling stations);
- enhancing physical distancing; and
- facilitating distance learning.

Installation/purchase of devices is not supported. Examples of eligible projects under each category above is provided as Appendix ‘A’.

24. ***Project expenditures must also meet additional criteria to be considered eligible for CVRIS-EDU funding.*** Criteria include:

- The project must not be receiving funding under another federal or provincial program.
- Individual projects cannot exceed \$10 million in total eligible costs.
- The project must not have been tendered before the federal government approves the project.
- Construction must have commenced by September 30, 2021.
- Construction must be substantially complete¹ by December 31, 2021.

25. ***The ministry will assess eligible project proposals from boards, and then secure approval from the provincial and federal governments. The deadline for submission is November 18, 2020.*** Funding approvals are anticipated by early spring. The timelines for assessing, ranking and submission of projects is

short. *Staff anticipate having a preliminary list of proposed projects available for the November 12, 2020 meeting of Corporate Services.*

Distribution of Resources

26. *The deployment of various resources to schools as additional health and safety measures to mitigate the spread of COVID-19 is ongoing.* A detailed listing of the distribution of resources will be updated and provided to the November Corporate Services meeting. Class reorganizations may require redistribution as students transfer to virtual learning from in person lowering class sizes in some areas.

Outdoor Classrooms

27. *Installation of tents for Phase 2 of the outdoor classroom pilot have been completed.* There are now tents installed at 18 schools. Feedback from the first 10 installations has been collected and summarized in Appendix 'B'. Feedback has been mostly positive, with the exception of one school. Most principals who responded said they would like to keep the tents as long as possible. There have been some requests for heaters, which are not recommended due to safety, liability, security, logistical, maintenance and fuel cost issues. There have also been many requests for seating (see "logs" below). Two instances of vandalism were noted in the last return to school update, but no other schools have reported incidents since. There have been cases of wall panels being closed by unauthorized users overnight and methods to secure the panels are being investigated.

28. *The City of Toronto has generously agreed to donate a large number of logs for outdoor classroom seating.* The TCDSB will be responsible for picking up the logs from various City compounds across the City, cutting them into suitable lengths for seating, and delivering them to schools. A budget of \$30,000 has been established and a Request for Quotation will be issued to retain a contractor to carry out this work for approximately 50 elementary schools at 20-25 seats each. Principals have been surveyed to ensure the log seating is provided to the schools that want it and will use it, and at least 70 school principals have responded in the affirmative. The 18 tent pilot schools and schools in COVID-19 high-risk zones will be prioritized.

Cycling to School

29. *Work continues planning for the installation of bike racks to ensure they are available at all schools.* As verified by site visits by facilities staff, there are fewer schools without bike racks than previously indicated by survey data. This

means the goal of having bicycle parking at all schools can be achieved sooner and for lower cost, and the City of Toronto funding can be used to also increase the number of bike racks at larger schools that already have them (where they are well-used) and to replace damaged or older model racks. Once locations are finalized, a unit rate RFQ for supply and installation of the bike racks, as well as concrete pads where required, will be issued.

Indoor Air Quality

30. ***Installation of CO2 sensors at three sample schools was completed during the week of October 19.*** Programming and calibration of sensors, troubleshooting of some sensor placement issues, and set up of a “dashboard” for downloading and viewing the data was to be completed by October 30. Staff will review and provide comment on preliminary data once it is available.

Technology

31. New device requests continue to come on a weekly basis. ***Based on the trends over the past few weeks the average is 200 Chromebooks and 20 iPads requests per week.*** The iPads are equipped with Internet access from Rogers for students that do not have home internet.
32. ***Devices continue to ship to schools for principals to arrange for pickup by families.*** Over 500 Chromebooks and 150 iPads are expected to ship this week and shipments continue as devices are configured and labelled. Additional orders are being placed to fulfil the needs.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. ***Reorganization-related communications and webpage will be created to inform families and staff.*** This includes a designated reorganization webpage which will provide all stakeholders with pertinent information about what to expect as part of the reorganization. FAQs will be posted as well as communications to staff, elementary families and secondary families from the Director. Social media will also be used as a vehicle to ensure everyone is informed about changes and what to expect.
2. ***FAQs continue to be gathered from parent feedback.*** The board continues to provide updates, frequently asked questions and answers on the board website, social media channels, and shared with families via School Messenger.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Appendix A: Examples of eligible project activities under the CVRIS-EDU

Promoting Occupant Health and Safety

- Installing fixed hand washing / sanitizing stations to meet needs that cannot be met by current washrooms.
- Installing fixed bottled water refilling stations to compensate for water fountains that have been disabled, or replacing water stations that can support safe, physically distant access to water.
- Safety retrofits and barriers (e.g. room/gym partitions) to reduce social interaction especially for open-concept areas.
- Reducing the number of touch points (e.g. automatic door openers and water faucets).

Improving Facility Condition

- Improving ventilation in buildings and portables, which could include:
 - Renewal and repair of existing heating, ventilation and air-conditioning (HVAC) units;
 - Installing mechanical ventilation in buildings where none currently exist;
 - Installing cooling / air conditioning units; and
 - Window repair or replacement for fresh air intake.
- Retrofitting or replacing (where it is more cost effective to do so) older portables with inadequate ventilation systems.
- Installation of new fixed bottled water filling stations and/or replacement of existing water filling stations.

Enhancing Physical Distancing

- Retrofit projects to support physical distancing and address over-crowding. For example:
 - Retrofitting used/unused classroom space to support physical distancing.
 - Creating cooling centers in schools where air conditioning does not currently exist to allow boards to maximize the use of classroom / non-classroom space (e.g., libraries and cafeterias) to facilitate physical distancing.
 - Installing / replacing moveable room partitions for open areas.
- Creation of separate entrances / exits with appropriate security enhancements, where not already in place, to support physical distancing.
- Creating new playground space to separate groups and promote additional outdoor programming (e.g., childcare or other).

Addressing Child Care Needs in School Facilities

- Retrofitting used/unused classroom space to support expansion of child care spaces.
- Extension of projects like those listed above – such as:

- improvements to ventilation.
- installing new or additional hand-washing stations, and/or washrooms.
- measures that support physical distancing or cohorting for children in child care centres based in school board facilities.
- creating sperate entrances / exits with appropriate security enhancements.
- creating new playground space to separate groups and promote outdoor programming.

Facilitating Distance Learning

- Fixed IT assets to support distance learning, such as network infrastructure, retrofits and upgrades, WIFI access points and broadband.

APPENDIX 'B' - TENT INSTALLATION FEEDBACK

	Installed Date	How have you been using the tent?	What difficulties/issues have you encountered and how could these be addressed?	Has your caretaker/SQS expressed any concerns about use, maintenance or security of the tent?	How long would you like to keep the tent?
Phase 1					
School A	24-Sep	Currently used for gym and music. Are still figuring out how to use more / better	None		Would like to keep as long as possible depending on ability to use in winter
School B	24-Sep	Used for gym and music. Would like to use more but would need furniture - logs would be good.	None		As long as possible.
School C	25-Sep	Used for gym, rainy days and picture day location	None yet	no	As long as we can
School D	25-Sep	As all our indoor space is currently being used for classrooms (including the gymnasium), we are primarily using the Tent for outdoor phys ed classes. Provides a good option for shade during the warmer, sunny months. Good option for phys ed classes and fresh air/mask break.	<p>Difficult to provide the spacing between students that is necessary under the tent</p> <p>Difficult to allow other teachers to use it as a 'classroom' learning space if the phys ed teacher is using it all the time.</p> <p>No other real opportunities for anyone else to use it.</p> <p>Not heated – for 'real' classroom use – winter months will be more difficult</p> <p>No seating – time consuming for students to bring chairs in and out – can't leave anything in there because it's not secure.</p> <p>Panels damaged (cut / slashed) Advanced Tent replaced panel</p>	<p>We have had instances of slash marks in the tent (on the side panels). The tent cannot be secured, and even though we leave the flaps up and open at the end of each day, the sides are easy to take down.</p> <p>Garbage collects in there – either from people in the evenings and on weekends, or the wind funneling it into the tent.</p>	If the issues of heating and seating are addressed, it would be interesting to see if we could get more use out of it.

School E	25-Sep	Phys ed. mostly. Kids use it at recess and as shelter when it rains during recess or after school when being picked up.	Vandalism, loitering/ trespassing, curtains are always open but sometimes get closed overnight (evidence that people have been in there the night prior), can't really be used as actual classroom as there is no where to sit and it's getting colder (no heating).	Security for sure (it's clearly being used overnight and weekends by trespassers), curtains are closed overnight requiring caretaker to open them every morning, moving forward snow remove on top and around tent will become a maintenance concern.	No longer than what the contract states. It has not been terribly useful. Unless heating and/or seating is considered, it won't have much use moving forward aside from Gym on some good days. It is an expense that could be better used elsewhere.
School F	29-Sep	We have used it for primary read alouds, vocal music classes. (We expect more use once weather gets colder)	Only difficulty so far is that we had some minor vandalism weekend of Oct 6th (NB: a side panel was pulled down but there was no damage. Advanced Tent re-hung the panel without charge)	none	I'd like to get a better sense of how often its used when the cold weather approaches. Right now, the weather has been beautiful so teachers taking students under big beautiful blue sky for our fresh air breaks
School G	27-Sep	Lots of phys ed some outdoor teaching mask free times etc.	No real difficulties for us in terms of vandalism.		It would be great to have it for as long as possible. Tent has come in quite handy.
School H	25-Sep	Used sparingly on hot or rainy days. Haven't seen much use in rain as pavement gets wet and it is not comfortable to use.	Have had issues with the tent flaps being closed. Kids hide in the tent with phones.	Issues with keeping flaps open Tents being used by public on weekends (picnic table place inside)	Not interested in keeping any longer
School I	28-Sep	Yes	None	None	At least until spring



REPORT TO

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

ENROLMENT STATUS REPORT 2020/2021 ALL WARDS

Wealth gained hastily will dwindle, but whoever gathers little by little will increase it...Proverbs 13:11

Created, Draft	First Tabling	Review
October 27, 2020	November 4, 2020	Click here to enter a date.

K. Rajasooriar, Supervisor/Demographer, Planning
A. Brutto, Sr. Manager, Planning and Admissions
B. Leporati, Sr. Coordinator, Planning Services
M. Loberto, Superintendent, Planning and Development

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.



Brendan Browne, PhD
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 a comparison of the preliminary Full-Time Equivalent (FTE) enrolment figures as of October 19, 2020 with the March 2020 Board approved projected enrolment anticipated in schools for October 31, 2020.

At this time, elementary enrolment is within -2.4% of the projected number, while secondary enrolment is within -1.5% of the projection. Waitlisted students continue to be accommodated where schools have available space, however have been held in areas of enrolment pressure as spaces must be maintained for virtual students that may choose to return to in person learning. Schools and central staff continue efforts to admit as many students as is feasible given the current restrictions on class sizes and efforts to maintain physical distancing in classrooms as much as possible.

A reorganization of in person and virtual classes is in process to accommodate changes between learning streams for the next term/quadmester. Please note that fluctuations in these reported numbers will continue as families opt to switch between in person and virtual learning models.

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

B. PURPOSE

The purpose of this report is to provide the Board of Trustees with preliminary enrolment statistics and analysis in relation to Board approved enrolment projections for the 2020-2021 school year.

C. EVIDENCE/RESEARCH/ANALYSIS

1. Elementary Panel Enrolment

	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Total
In Person	3,508	3,824	4,204	4,183	4,321	4,218	4,330	4,324	4,356	4,634	41,902
Virtual	1,751	1,996	1,923	1,917	1,985	1,942	2,016	2,054	2,122	1,927	19,633
Total	5,259	5,820	6,127	6,100	6,306	6,160	6,346	6,378	6,478	6,561	61,535

	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Total
Actual	5,259	5,820	6,127	6,100	6,306	6,160	6,346	6,378	6,478	6,561	61,535
Proj.	5,951	5,825	6,254	6,262	6,446	6,323	6,298	6,496	6,601	6,642	63,097
Diff.	-692	-5	-127	-162	-140	-163	48	-118	-123	-81	-1,562

- *Actual elementary enrolment is within -2.4% of the projected enrolment numbers approved in March 2020.*
- *Staff have communicated with other school boards throughout the province and all have confirmed similar declines in both elementary and secondary enrolment.*
- *The largest discrepancy between projections and actual enrolment is in JK. Elementary principals with lower than anticipated JK enrolment were contacted to comment on local rationale for this decline.* Principals at schools within Toronto Public Health designated COVID areas of highest need have confirmed that some families have chosen not to enrol their children for this school year due to risks associated with COVID-19 and the uncertainty of learning models. Elementary schools with the largest discrepancies between projected enrolment and actual enrolment such as St Charles Garnier, St Rene Goupil, St Francis de Sales and St Martin de Porres all share the same commonality in that they are located in high-density areas.
- Preliminary Elementary enrolment numbers are lower than at the same point of October 2019, which is also somewhat attributable to the later and staggered start to the school year due to COVID-19. Traditionally, the same trend of lower numbers is experienced at the start of the school year in September with actual enrolment aligning with projected numbers in October. *Alignment may not occur for the 2020-2021 school year as families continue to switch between virtual and in person learning.* Families are currently being offered an option to change their learning model for a November effective date.

- *Immigration levels in Toronto have declined throughout the COVID-19 pandemic. This has contributed to enrolment challenges in areas that typically accommodate newcomers to the country.* The borders were closed to non-essential travel on March 21, 2020 and have remained closed through to November, 2020. Immigration Offices were closed for a significant amount of time and are reportedly working through resulting backlogs and delays in the application process. TCDSB has seen less enrolment from newcomers than in previous years.
- *Elementary students participating in virtual learning currently comprise 31% of the total Elementary student population.*

2. Secondary Panel Enrolment

	Gr 9	Gr 10	Gr 11	Gr 12	Total
In Person	4,965	4,566	4,670	6,200	20,401
Virtual	1,514	1,990	1,969	2,074	7,547
Total	6,479	6,556	6,639	8,274	27,948

	Gr 9	Gr 10	Gr 11	Gr 12	Total
Actual	6,479	6,556	6,639	8,274	27,948
Projected	6,471	6,783	6,872	8,253	28,379
Difference	8	-227	-233	21	-431

- *Actual secondary enrolment is within -1.5% of the projected enrolment numbers approved in March 2020.*
- Secondary students participating in fully virtual classes currently make up 27% of the total Secondary panel enrolment.

- *The quadmester adaptive model of secondary class delivery involves smaller cohorted classes with students actually in school buildings for one class a day.* The remainder of the day is delivered through synchronous and asynchronous learning methods.
- *As of October 28th 2020, elementary and secondary schools in Ontario are prohibited from admitting international students not already within the country at this time.* The International and Continuing Education department has only seen 572 of the 1,204 projected secondary international students enrolled at this time due to the travel restrictions in place by the Federal government.

3. Total Enrolment (FTE)

	Total	% Diff.
Actual FTE	89,483	-2%
Projected FTE	91,476	
Difference	-1,993	

- *Enrolment statistics will continue to fluctuate as students return from extended leave, transfers occur and waitlists are cleared.*

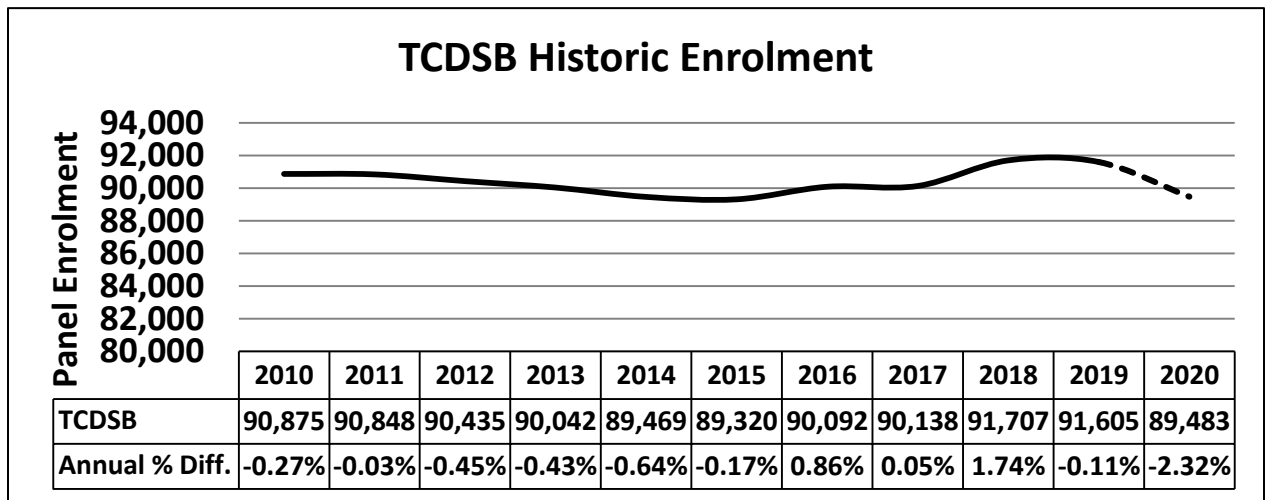
4. Comparison of Actuals

	Total	% Diff.
2019 Actual FTE	91,605	-2.3%
2020 Actual FTE	89,483	
Difference	-2,122	

- Enrolment projections have their basis in October 31st student counts, as such staff expect enrolment to approach projected numbers in the coming weeks as the October 31st count date nears.

5. Historical Projection Information

- *Although this year is different than any other, recent historical trends indicate that the TCDSB can expect the trend of slow but steady year over year elementary enrolment growth to continue into the near future.*



- Elementary enrolment had been in decline since 2008, however; as of 2015 sustained growth has been observed. *Over the coming years, it is anticipated that elementary enrolment will continue to grow at a moderate pace due to strong residential housing forecasts. Staff will continue to monitor enrolment anomalies associated with COVID-19 for consideration in future enrolment projections.*
- Secondary enrolment had been in decline since 2011. For the 2020-2021 School year, secondary growth has levelled off. *Planning staff anticipate a future period of slight growth and levelling off at approximately 30,000 FTE as recent growth experienced in the Elementary panel moves through the Secondary Panel.*
- Enrolment growth has been exhibited board-wide since 2015. Although growth has not yet been realized in the current year, *this period of growth is expected to continue into the foreseeable future as a result of strong residential housing forecasts for the City of Toronto.*

D. METRICS AND ACCOUNTABILITY

1. Staff will continue to monitor and track enrolment as it relates to 2020-2021 Board approved enrolment projections. COVID-19 has presented challenges to reporting on enrolment. Staff will continue to observe and adjust to this constantly changing environment.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

2020 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 (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
3	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
4	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
5	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
6	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development
7	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
8	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free</u> Policy Metric	Associate Director Academic Services
9	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	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 and Community Advisory Committees Report	Director of Education
12	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services

2020 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

13	October (A)	Student Achievement	Student Trustees: Voices that Challenge-CSLIT	Associate Director Academic Services
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 and 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 (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
19	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
20	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services
21	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
22	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services

STUDENT ACHIEVEMENT AND WELL BEING

PENDING LIST TO NOVEMBER 4, 2020

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Mar-2020 Student Achievement	TBD	Student Achievement	Report regarding the feasibility of inviting the three presenters to have in-person workshops on the following topics: Code of Conduct for Trustees; School Board Governance; Integrity Commissioner Office. The report would contain the cost, the proposed time, and any other details that would be of interest and would be of importance to our decision making (Consideration of Motion From Trustee Kennedy regarding Presentations from Ontario Catholic School Trustees' Association (OCSTA) on Code of Conduct, Integrity Commissioner and School Board Governance)	Director Of Education
2	June-2020 Special Board	Dec-2020	Student Achievement	That future device programs such as formal bring-your-own-device (BYOD) and low income family device loan program be explored and presented to the Board of Trustees at the end of the COVID-19 pandemic (Computers for Students in Need)	Associate Director of Facilities, Business & Comm. Dev & CFO