

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

## AGENDA December 2, 2021

**Nancy Crawford, Chair**  
Trustee Ward 12

**Michael Del Grande, Vice Chair**  
Trustee Ward 7

**Frank D'Amico**  
Trustee Ward 6

**Markus de Domenico**  
Trustee Ward 2

**Daniel Di Giorgio**  
Trustee Ward 10

**Norman Di Pasquale**  
Trustee Ward 9

**Keith Baybayon**  
Student Trustee

**Angela Kennedy**  
Trustee Ward 11

**Ida Li Preti**  
Trustee Ward 3

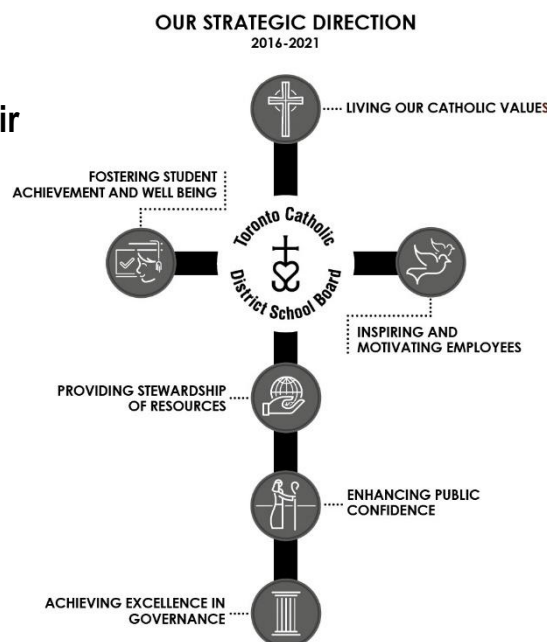
**Teresa Lubinski**  
Trustee Ward 4

**Joseph Martino**  
Trustee Ward 1

**Maria Rizzo**  
Trustee Ward 5

**Garry Tanuan**  
Trustee Ward 8

**Stephanie De Castro**  
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

**Angela Kennedy**  
Chair of the Board

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

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

**Terms of reference:**

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

### ***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 of the Anishinabek (a-ni-shna-bek), the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Wendat peoples. We also acknowledge the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation and Toronto is subject to The Dish with One Spoon covenant. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit people in Ontario and the rest of Canada.

### ***La Reconnaissance du Territoire***

*Nous témoignons du plus grand respect pour les Peuples autochtones au Canada et nous avons à cœur de souligner que tous les immeubles du Toronto Catholic District School Board sont situés sur les terres traditionnelles de la Nation Anishinabek, de la Confédération de Haudenosaunees et des Wendats. Il est également important de noter que le territoire visé par le Traité 13 est celui des Mississaugas de la Première Nation Credit et que celui de Toronto est protégé par l'accord d'« un plat à une cuillère ». Nous tenons également à rappeler la présence pérenne et l'importance des contributions des Premières Nations, des Metis et des Inuits en Ontario, et dans tout le Canada.*

## OUR MISSION

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

## PUBLIC SESSION

Nancy Crawford, Chair

Michael Del Grande, Vice-Chair

Thursday, December 2, 2021

7:00 P.M.

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Pages

1. Call to Order
2. Opening Prayer (Chair or designate)
3. Land Acknowledgement
4. Singing of O Canada
5. Roll Call & Apologies
6. Approval of the Agenda
7. Report from Private Session
8. Declarations of Interest
9. Approval & Signing of the Minutes of the Meeting held November 3, 2021  
for Public Session 1 - 20
10. Delegations
11. Presentations

12. **Notices of Motion**
13. **Consideration of Motions for which previous notice has been given**
14. **Consent and Review**
15. **Unfinished Business**
16. **Matters referred or deferred**

From the November 18, 2021 Regular Board Meeting

- |       |   |           |
|-------|---|-----------|
| 16.a. | Multi-Year Strategic Plan Annual Update For 2020-2021<br>(Information)  | 21 - 30   |
| <br>  |   |           |
| 17.   | <b>Staff Reports</b>  |           |
| <br>  |   |           |
| 17.a. | Toronto Catholic District School Board K-12 Professional Learning<br>Plans to Support Student Achievement and Well-Being 2021-2022<br>(Information) | 31 - 82   |
| 17.b. | Accountability Framework Special Services Report Back 2020-<br>2021(Information)  | 83 - 98   |
| 17.c. | Metrics Report on the Catholic School Parent Council, Policy S.10,<br>2020-2021 (Information)   | 99 - 118  |
| 17.d. | Parent/Volunteer Access to Enter School Buildings (Information)<br>(Refer to December 2, 2021 Addendum)   |           |
| 17.e. | 2022 Calendar of Board and Committee Meetings (Revised)<br>(Recommendation)   | 119 - 124 |
| <br>  |   |           |
| 18.   | <b>Listing of Communications</b>  |           |
| <br>  |   |           |
| 19.   | <b>Inquiries and Miscellaneous</b>  |           |
| <br>  |   |           |
| 20.   | <b>Updating of Pending List</b>   |           |
| <br>  |   |           |
| 20.a. | Annual Calendar of Reports and Policy Metrics   | 125 - 126 |
| 20.b. | Monthly Pending List  | 127       |

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

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

## **PUBLIC SESSION**

**HELD WEDNESDAY, NOVEMBER 3, 2021**

### **PRESENT:**

#### **Trustees:**

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

#### **Staff:**

B. Browne  
D. Boyce  
A. Della Mora  
R. Putnam  
S. Camacho  
P. Aguiar  
A. Bria  
M. Caccamo  
S. Campbell  
D. Chen  
L. DiMarco  
K. Dixon  
C. Fernandes  
L. Latham  
P. Matthews

M. Meehan  
R. Peterson  
S. Vlahos  
J. Wujek

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

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

**5. Roll Call and Apologies**

Apologies for absence were extended on behalf of Trustee Martino and Student Trustees Baybayon and De Castro.

**6. Approval of the Agenda**

MOVED by Trustee Lubinski, seconded by Trustee de Domenico, that the Agenda, as amended to include the Addendum, be approved.

MOVED in AMENDMENT by Trustee Lubinski, seconded by Trustee Crawford, that Item 19a) Inquiry from Trustee Lubinski regarding Grade 8 Students and Extended French Program be added to the Addendum.

MOVED in AMENDMENT by Trustee Li Preti, seconded by Trustee Rizzo, that Item 19b) Inquiry from Trustee Li Preti regarding a Motion that was passed at the October 20, 2021 Special Education Advisory Committee (SEAC) Meeting be added to the Addendum.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Li Preti, that 19c) Inquiry from Trustee Rizzo regarding the October 20, 2021 SEAC Meeting be added to the Addendum.



Results of the Vote taken on the AMENDMENT regarding Item 19a), as follows:

**In Favour**

**Opposed**

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

The AMENDMENT was declared

CARRIED

Results of the Vote taken on the AMENDMENTS regarding Items 19b) and 19c), as follows:

**In Favour**

**Opposed**

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

Crawford  
Del Grande  
Di Giorgio  
Kennedy

The AMENDMENTS were declared

CARRIED

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

**In Favour**

**Opposed**

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

Crawford

The Motion, as amended, was declared

CARRIED

**7. Report from Private Session**

MOVED by Trustee Lubinski, seconded by Trustee Crawford, that the following report be received:

In PRIVATE Session:

- a. Approved Minutes of the Meeting held on October 7, 2021; and
- b. Received an update regarding Toronto Elementary Catholic Teachers (TECT) Local Bargaining.

Trustees Del Grande and Rizzo declared an interest in the Item regarding TECT Local Bargaining Update. Trustee Kennedy, who was absent, wished for it to be recorded in the PUBLIC Minutes, however, that she also had a conflict of interest in that Item (refer Item 8 below).

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  
Rizzo  
Tanuan

The Motion was declared

CARRIED

## **8. Declarations of Interest**

In PRIVATE Session, Trustees Del Grande and Rizzo declared an interest in the Item regarding TECT Local Bargaining Update and Trustee Kennedy, who was absent, wished for it to be recorded, however, in PUBLIC Session that she also had an interest in that Item. Trustees Del Grande, Kennedy and Rizzo have family members who are employees of the Board. Trustees Del Grande and Rizzo did not participate in discussions regarding that Item nor vote.

Trustees Del Grande and Kennedy declared an interest in the following Items as they have family members who are employees of the Board:

- 17a) Annual Report on the International Languages Elementary (ILE) Program for 2020-2021 – Trustees Del Grande and Kennedy; and
- 17f) Update on Elementary French Teacher Placements during September Reorganization – Trustee Kennedy

Trustees Del Grande and Kennedy indicated that they would not vote nor participate in discussions regarding those respective Items.

## **9. Approval and Signing of the Minutes**

MOVED by Trustee Crawford seconded by Trustee Lubinski, that the Minutes of the Meeting held October 7, 2021 be approved.

The Motion was declared

CARRIED

## **10. Delegations**

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

- 10a) Paolo De Buono regarding Celebrating Women's History Month in the Toronto Catholic District School Board (TCDSB) 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  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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

- 10b) Kerri Shaw regarding Exiting Phase 3 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  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**14. Consent and Review**

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

- 17a) Annual Report on the International Languages Elementary (ILE) Program for 2020-2021 - Trustee Di Giorgio;
- 17b) Education Quality and Accountability (EQAO) Assessments - Update - Trustee Li Preti;
- 17d) Toronto Catholic Parent Involvement Committee Annual Report – 2020-21– Trustee Rizzo;
- 17e) Policy S.24 - Combined Grade Classes and September Re-Organization for Elementary Schools – Trustee Rizzo;

Inquiries:

- 19a) From Trustee Lubinski regarding Grade 8 Students and Extended French Program;
- 19b) From Trustee Li Preti regarding a Motion that was passed at the October 20, 2021 SEAC Meeting; and
- 19c) From Trustee Rizzo regarding the October 20, 2021 SEAC Meeting

MOVED by Trustee Di Giorgio, seconded by Trustee Lubinski, that the Items not held be received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Li Preti did not vote/respond.

## **ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION**

- 17c) Elementary Catholic School Leadership Impact Team Report 2021;
- 17f) Update on Elementary French Teacher Placements During September Re-Organization;
- 20a) Annual Calendar of Reports and Policy Metrics; and
- 20b) Monthly Pending List

Trustees Del Grande and Kennedy recused themselves from the virtual room at 8:05 pm due to a Declaration of Interest, as earlier indicated in Item 17a) below.

### **17. Staff Reports**

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

- 17a) Annual Report on the International Languages Elementary (ILE) Program for 2020-2021 received.**

Results of the Vote taken, as follows:

#### **In Favour**

Trustees Crawford  
D'Amico  
de Domenico  
Di Pasquale  
Li Preti  
Lubinski  
Rizzo  
Tanan

#### **Opposed**

Di Giorgio



The Motion was declared

CARRIED

Trustees Del Grande and Kennedy returned to the virtual room at 8:19 pm.

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

Del Grande  
Di Giorgio

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that Item 11a) Presentation from the Elementary Catholic School Leadership Impact Team be added to the Agenda.

Results of the Vote taken, as follows:

**In Favour**

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

**Opposed**

Del Grande  
Di Giorgio

The Motion was declared

CARRIED

Trustees de Domenico and Di Giorgio left the horseshoe at 8:28 pm and returned at 8:40 pm.

**11. Presentations**

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that Item 11a) be adopted as follows:

**11a) From the Student Leaders of the Elementary Catholic School Leadership Impact Team received.**

Trustee Rizzo challenged the Chair on a procedural matter regarding the acceptance of questions deemed out of order.

Results of the Vote taken regarding the Chair's Ruling, as follows:

**In Favour**

Trustees Crawford  
Del Grande  
Lubinski  
Tanuan

**Opposed**

de Domenico  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Rizzo

The Chair's Ruling was not upheld.

Trustee D'Amico did not vote/respond.

The Chair declared a five-minute recess.

The meeting resumed with Trustee Tanuan in the Chair, with no change to the attendance list.

The Chair declared a further recess.

The meeting resumed with Trustee Tanuan in the Chair, with a change to the attendance list as follows:

**PRESENT:**

**Trustees:** G. Tanuan, Chair, In Person  
T. Lubinski, Vice-Chair  
N. Crawford  
F. D'Amico - Virtual  
M. de Domenico  
D. Di Giorgio  
N. Di Pasquale - Virtual  
A. Kennedy - Virtual  
I. Li Preti - Virtual  
M. Rizzo – Virtual

## **11. Presentations**

### **11a) From the Student Leaders of the Elementary Catholic School Leadership Impact Team received (continued).**

Results of the Vote taken, as follows:

#### **In Favour**

#### **Opposed**

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

The Motion was declared

CARRIED

Trustee de Domenico left the horseshoe at 9:17 pm.

MOVED by Trustee Li Preti, seconded by Trustee Lubinski, that Item 17b) be adopted as follows:

### **17b) Education Quality and Accountability (EQAO) Assessments - Update received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

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

- 17d) Toronto Catholic Parent Involvement Committee Annual Report - 2020-21** received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski

Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that Item 17e) be adopted as follows:

- 17e) Policy S.24 - Combined Grade Classes and September Reorganization for Elementary Schools** received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee de Domenico returned to the horseshoe at 9:39 pm.

**19. Inquiries and Miscellaneous**

MOVED by Trustee Di Giorgio, seconded by Trustee Kennedy, that Item 19a) be adopted as follows:

**19a) From Trustee Lubinski regarding Grade 8 Students and Extended French Program received.**

Trustee Di Giorgio left the horseshoe at 9:42 pm and returned at 9:48 pm.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee de Domenico, that Items 19b) and 19c) be adopted as follows:

- 19b) From Trustee Li Preti regarding a Motion that was passed at the October 20, 2021 SEAC Meeting received; and**
- 19c) From Trustee Rizzo regarding the October 20, 2021 SEAC Meeting received.**

Trustee Di Giorgio left the meeting at 9:50 pm.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

**21. RESOLVE into FULL BOARD to Rise and Report**

MOVED by Trustee Lubinski, seconded by Trustee de Domenico, 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  
de Domenico  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**23. Adjournment**

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

Rizzo  
Tanuan

The Motion was declared

CARRIED

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SECRETARY

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CHAIR



REPORT TO

REGULAR BOARD

## MULTI-YEAR STRATEGIC PLAN ANNUAL UPDATE FOR 2020-2021

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

Created, Draft	First Tabling	Review
July 3, 2021	November 18, 2021	<a href="#">Click here to enter a date.</a>
Gina Iuliano Marrello, Superintendent of Learning, Student Success Marina Vanayan, Senior Coordinator, Educational Research Mariangela Artuso, Research Associate, Educational Research Dan Koenig, Associate Director, Academic Affairs		

### INFORMATION REPORT

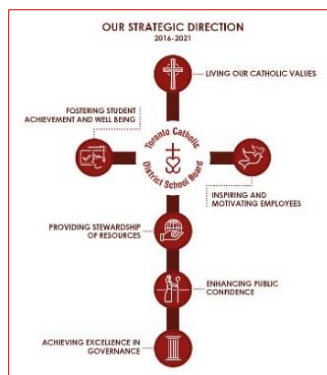
#### Vision:

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#### Mission:

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



Brendan Browne, PhD  
Director of Education

A. Della Mora  
Associate Director of Academic  
Affairs and  
Chief Operating Officer

D. Boyce  
Associate Director of  
Facilities, Business and  
Community Development

R. Putnam  
Chief Financial Officer and  
Treasurer

## **A. EXECUTIVE SUMMARY**

This report contains the final review on the status of the TCDSB Multi-Year Strategic Plan 2016-2021, as at June 30, 2021. The development of the new TCDSB MYSP is on track to be launched in January 2022.

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

## **B. PURPOSE**

1. To provide the Board of Trustees with an annual report on the status of the MYSP goals.
2. On March 3, 2016, at the *Student Achievement and Well-being, Catholic Education and Human Resources Committee* Meeting, the Board of Trustees passed a motion:

*That an annual report to the Board of Trustees indicating those specific metrics being used to measure annual progress against each approved MYSP goal be provided.*

## **C. BACKGROUND**

1. **April 4, 2012** –The Board approved its first Multi-Year Strategic Plan 2012-2015. It was determined that feedback would be provided on an annual basis.
2. **March 3, 2016** – At the Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting, Trustees approved the Multi-Year Strategic Plan, which would be in place from 2016-2021, in addition to passing the above mentioned motion to report on progress.
3. **October - April 2018** – Informed by the Ontario Ministry of Education document, Multi-Year Strategic Planning 2017, staff developed a new framework and template for assessing and reporting on the Strategic Goals. This year is the fourth year that this format has been in use.
4. **April 19, 2018** – At the Regular Board meeting, senior staff presented the report to Board on the progress of the Multi-Year Strategic Plan for the 2016-

2017 school year using the revised report back format. In the metrics and accountability section, it was noted that going forward staff would provide an update on the status of the Multi-Year Strategic Plan in the fall of each year, as per the revised calendar of annual reports.

5. **April - October 2018** – Senior staff and senior leaders within TCDSB collected, reviewed, and assessed data in order to report on the MYSP.
6. **November 15, 2018** – Senior staff provided Trustees with an update on the MYSP for the 2017-2018 school year in the document, *Multi-Year Strategic Plan 2016-2021: 2017-2018 Report Back*.
7. **April 2019 - October 2019** – Senior staff and senior leaders within the TCDSB collected, reviewed, and assessed data in order to prepare the report on the MYSP.
8. **November 21, 2019** – Senior staff provided Trustees with an update on the MYSP for the 2017-2018 school year in the document, *Multi-Year Strategic Plan 2016-2021: 2018-2019 Report Back*.
9. The 2019-2020 school year was unprecedented. The early part of the school year was marked by labour sanctions across Ontario. On March 12, 2020, the Province of Ontario announced that all provincially funded schools would be shut down to mitigate the impact of the COVID-19 pandemic. All schools remained closed until the end of the school year and ‘Distance Learning’ replaced ‘in-person’ learning for all students, K-12. The majority of target specific data from TCDSB surveys and other sources were not available in 2019-2020.
10. **June 2020 - September 2020** – Senior staff and senior leaders within the TCDSB collected, reviewed, and assessed data in order to prepare the report on the *Multi-Year Strategic Plan 2016-2021: 2019-2020 Report Back*.
11. The 2020-2021 school year continued to be marked significantly by the impacts of the COVID-19 pandemic and adaptations to the learning environment. There were various learning models to meet the requirements of the Ontario curriculum in support of student achievement and well-being (e.g., virtual learning, adaptive, hybrid, bricks-and mortar). In addition, during the school year, there were times when all students were required to learn online (e.g., Ontario government mandated ‘stay at home’ order in January and between

April and June, 2021; as well as two-week isolation periods for individual students and cohorts as required).

12. Due to these exceptional circumstances, in 2020-2021, the majority of target-specific data identified in the TCDSB MYSP were not available. This required senior staff to adapt their methods to create an overall assessment for each strategic direction of the MYSP in preparing for the MYSP Report Back. Staff reviewed progress over the period 2016-2021 and based on various sources of qualitative and quantitative data available to them at this time they created an overall summative assessment of each strategic direction. This culminating assessment took place in June 2021.
13. The spring of 2021 was dedicated to the planning for the new TCDSB MYSP by Trustees and staff. In a Report to Regular Board (March 25, 2021 *Development of the New TCDSB Multi-Year Strategic Plan*), staff outlined recommendations for the review of the current Multi-Year Strategic Plan (MYSP) in preparation for the communication and consultation process which will inform the development of the new TCDSB MYSP.

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

1. The current Multi-Year Strategic Plan, as amended in 2016, has been in place from September 2016-2021. Trustees and staff have commenced planning for a new Multi-Year Strategic Plan beginning in Spring 2021.
2. The TCDSB Multi-Year Strategic Plan (2016-2021) consists of 6 Strategic Directions, 9 Priority Actions, and 38 Strategic goals.
3. Each year, senior staff with responsibility for each of the 6 Strategic Directions reviewed each of the Priority Actions and Goals and engaged in the following process: considered the evidence with regard to meeting each Goal; indicated the status of each Goal by assessing whether the target was met.
4. For each Goal, the following information is provided: Targets, Evidence, and Status.
5. Staff used the following scale, adapted from the Ontario Ministry document, Multi-Year Strategic Planning 2017, to determine the Status in terms of meeting goals Goals/Targets:

- ON TARGET – On track
  - MONITOR – On track but requires additional support
  - ACTION REQUIRED – Not on track
6. Areas of Focus/Next Steps were outlined for Goals where the status was *Monitor* or *Action Required*.
  7. In the fall of 2020, there was a comprehensive review and status update of all the Directions, Priorities, and Goals/Targets as well as Areas of Focus/Next Steps are provided in the document, ***Multi-Year Strategic Plan 2016-2021: 2019-2020 Report Back***.
  8. A review of the 38 goals indicates an overall improvement in the status of goals. Since the first year of the current MYSP (2016-2017), goals with the status ‘*On Target* or *Monitor*’ improved as shown below.
    - 79% (30 of 38 Goals) in 2016-2017
    - 89% (34 of 38 Goals) in 2017-2018
    - 95% (36 of 38 Goals) in 2018-2019
    - 97% (37 of 38 Goals) in 2019-2020

While there has been an overall improvement in the Status of Goals, ongoing monitoring and actions are required to continue to make progress towards realizing all of the goals set out in our MYSP.

9. In June 2021, for each Strategic Direction, senior staff engaged in review, reflection and analysis for the 2020-2021 school year, using any qualitative and quantitative data available to them, for the lifespan of the MYSP (2016-2021) and offered an overall assessment highlighting achievements.

## **ANALYSIS: 2016 to 2021**

<b>Strategic Direction</b>	<b>Overall Status of Goals 2016-2017</b>	<b>Overall Status of Goals 2017-2018</b>	<b>Overall Status of Goals 2018-2019</b>	<b>Overall Status of Goals 2019-2020</b>	<b>Overall Status of Goals 2020-2021</b>
A. Living our Catholic Values	Monitor	Monitor	On Target	Monitor	On Target

### **Overall assessment: 2016-2021**

Despite the challenges of the pandemic, the Board continues to show momentum and success in the Living our Catholic Values Strategic Direction. Through the Nurturing our Catholic Community (NCC) Team, we continue to provide information, resources, opportunities and support in the areas of pastoral care, faith formation and animation, Catholic student leadership, equity and inclusivity, and nurturing safe and caring Catholic school communities. We have successfully implemented two three-year Pastoral Plans – *Together with One Voice: Harmonizing our Faith through Home, Parish and School (2015-2018)*, and *Rooted in Christ: we Belong, we Believe, we Become (2018-2021)* and have launched our new three-year Pastoral Plan, *Walking with Christ, with Eyes of Faith and Hope, with Hearts of Love and Kindness, with Minds of Justice and Peace (2021-2024)*. With COVID restrictions, we began a new journey of celebrating our Catholic Values through a virtual platform, providing timely system communications to all stakeholders, and sharing resources to support liturgies, curriculum, professional learning, staff and student conferences, and opportunities to reflect and share how we live our faith (e.g., our new *Nurturing our Families of Faith* newsletter, digital resources for administrators/teachers, daily prayers/reflections shared also on our NCC Twitter account, weekly liturgies and celebrations through our NCC YouTube channel, and *Let's Talk Faith* student webinars). Our weekly broadcast viewership increased from several hundred to over six thousand (not including those who tuned in as a class or school community). We will continue to collaborate with all departments to meet our Ontario Catholic School Graduate Expectations and addressing faith formation, student achievement, mental health and well-being for all.



<b>Strategic Direction</b>	<b>Overall Status of Goals 2016-2017</b>	<b>Overall Status of Goals 2017-2018</b>	<b>Overall Status of Goals 2018-2019</b>	<b>Overall Status of Goals 2019-2020</b>	<b>Overall Status of Goals 2020-2021</b>
B. Fostering Student Achievement and Well-Being	Action Required	Action Required	Action Required	Action Required	Action Required

**Overall assessment: 2016-2021**

In the Strategic Direction focussed on Fostering Student Achievement and Well-Being, we have continued to remain strong in the areas of Literacy over the past five years, as evidenced through EQAO scores and classroom assessments. Data indicate that we continue to struggle in Mathematics at all levels (Primary, Junior, Grade 9 Applied Mathematics). In elementary, we will continue to focus on Mathematics in the upcoming years, with a particular focus on Junior Mathematics. In secondary, we will be introducing *De-streamed Grade 9 Mathematics* in September designed to better meet the needs of all students, with particular attention on those who traditionally have lacked confidence and success in the Mathematics classroom. We will continue to engage teachers K-12 in professional learning focused on Culturally Relevant and Responsive Pedagogy based on high impact assessment and instructional strategies to engage students for improved achievement and well-being.

<b>Strategic Direction</b>	<b>Overall Status of Goals 2016-2017</b>	<b>Overall Status of Goals 2017-2018</b>	<b>Overall Status of Goals 2018-2019</b>	<b>Overall Status of Goals 2019-2020</b>	<b>Overall Status of Goals 2020-2021</b>
C. Enhancing Public Confidence	Monitor	On Target	On Target	On Target	On Target

**Overall assessment: 2016-2021**

Over the last five years, the Board has achieved many of the goals listed within the Strategic Direction of Enhancing Public Confidence. The parent and community engagement surveys have increased significantly with greater participation from all of our stakeholder groups. Staff have been able to utilize the input from all contributors to refine and improve communication and engagement with all stakeholders. The increase in our social media presence and outreach has resulted in

greater participation and transparency which has had a direct impact on many of our Board initiatives.

<b>Strategic Direction</b>	<b>Overall Status of Goals 2016-2017</b>	<b>Overall Status of Goals 2017-2018</b>	<b>Overall Status of Goals 2018-2019</b>	<b>Overall Status of Goals 2019-2020</b>	<b>Overall Status of Goals 2020-2021</b>
D. Providing Stewardship of Resources	On Target	On Target	On Target	On Target	Monitor

**Overall assessment: 2016-2021**

For the most part, the TCDSB has been on target with the goals in the Strategic Direction of Providing Stewardship of Resources. Due to its response to the COVID-19 pandemic, the TCDSB planned for a significant \$41.9M in-year deficit for the 2020-21 fiscal year. As a result of fiscally prudent and responsible decision-making and the establishment of a reserve policy in previous years, the TCDSB was able to weather this event without significant impact to operations or service levels. In fact, Service Levels have increased in 2020-21. Spending levels will need to return to normal in future years and the Contingency Reserve will need to be replenished in order to be prepared for any future negative fiscal events.

<b>Strategic Direction</b>	<b>Overall Status of Goals 2016-2017</b>	<b>Overall Status of Goals 2017-2018</b>	<b>Overall Status of Goals 2018-2019</b>	<b>Overall Status of Goals 2019-2020</b>	<b>Overall Status of Goals 2020-2021</b>
E. Achieving Excellence in Governance	Monitor	Monitor	On Target	On Target	On Target

**Overall assessment: 2016-2021**

There has been significant progress in ensuring that the TCDSB has an excellent governance structure to support student achievement and well-being. Numerous initiatives over the last five years, in the area of good governance, have allowed the Board to increase overall effectiveness and efficiency and achieve goals set out in the Strategic Direction of Achieving Excellence in Governance. Transparency measures related to Board decisions, gathering input from stakeholders, live webcasting of all meetings, effective governance workshops and the addition of a Board

Parliamentarian and the hiring of an Integrity Commissioner, have all played an integral role over the last five years in achieving the goals listed under this strategic direction.

<b>Strategic Direction</b>	<b>Overall Status of Goals 2016-2017</b>	<b>Overall Status of Goals 2017-2018</b>	<b>Overall Status of Goals 2018-2019</b>	<b>Overall Status of Goals 2019-2020</b>	<b>Overall Status of Goals 2020-2021</b>
F. Inspiring and Motivating Employees	Action Required	Monitor	Monitor	Monitor	Monitor

**Overall assessment: 2016-2021**

Over the last five years, there have been significant investments to create a learning and work environment that is equitable, supported by professional learning, innovation, and collaboration. The TCDSB employer-sponsored *Employee Family Assistance Plan* is a strategic resource for all employees and their family members, building an awareness of the importance to address work-life balance and mental health. Senior staff has engaged in the analysis of metrics related to absenteeism, short-term sick leave incidence, and employee retention, to highlight the systemic opportunity costs associated with these issues; major changes have been implemented within our Sick Leave and Disability department to increase procedural effectiveness and efficiency. The need for greater diversity within our administrator ranks has been identified and processes have been established for mentorship opportunities. There has been progress in the establishment of practices to build consistent and fair leadership (e.g., all recruitment and promotion activities are governed by a revised *Fair Hiring Practice Policy*; there is investment in new recruitment software to support equity, leadership, and wellness initiatives; performance appraisal practices are expanding to more employee groups). Leadership development activities (e.g., *Foundations Course, Issues and Succession Series*) involving leaders on both the academic and business side of our organization have focussed on enhancing leadership efficacy. A Workforce Census will take place to continue to promote transparency and there will be continued data collection to gauge employee engagement and stakeholder satisfaction in support of the Strategic Direction of Inspiring and Motivating Employees.

## **E. METRICS AND ACCOUNTABILITY**

1. Staff are on track with supporting the development of the new MYSP using the timeline below.

Phase I (March to June 2021): Review and reflect.

Phase II (July to September 2021): Synthesis and visioning.

Phase III (October to December 2021): Consultation and development.

Phase IV (January 2022): Communication, implementation, and monitoring.

2. Staff will provide an annual update on the status of the Multi-Year Strategic Plan as per the Calendar of Annual Reports.
3. In the fall of 2022, there will be a report back on the newly communicated TCDSB Multi-Year Strategic Plan.

## **F. CONCLUDING STATEMENT**

This report is for the information of the Board.



## REPORT TO

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

## TCDSB K-12 Professional Learning Plans to Support Student Achievement and Well-Being 2021-2022

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

Created, Draft	First Tabling	Review
November 22, 2021	December 2, 2021	<a href="#">Click here to enter a date.</a>

Cristina Fernandes, Executive Superintendent of Student Achievement, Innovation & Well-Being  
Lori DiMarco, Superintendent of Curriculum, Leadership & Innovation; Academic ICT

## 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

A. Della Mora  
Associate Director of Academic  
Affairs and  
Chief Operating Officer

D. Boyce  
Associate Director of  
Facilities, Business and  
Community Development

R. Putnam  
Chief Financial Officer and  
Treasurer

## **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 by the Ministry of Education in this year's Board Learning and Equity Plan (BIEP). The Professional Learning plans are found in Appendices A to N.

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 and Equity Plan (BIEP) 2021-2022 as metrics continue to be collected.

## **C. BACKGROUND**

1. Spring 2021 – Given the unprecedented events of the last school year requiring all boards to move to distance learning from January 2021 – February 2021 and then from April 2021 to June 2021 and the introduction of Elementary Teacher labour sanctions, planning efforts for professional learning were reduced during this time.
2. Fall 2021 – Central Staff have been engaged in the development and refinement of the professional learning plans to align with ministry direction on the BIEP. Note that Elementary Teacher labour sanctions continue to affect planning and implementation efforts for professional learning.
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. EQAO test results from 2018-2019 have been used to inform this plan as EQAO testing did not occur in:

- 2019-2020 due to provincial labour sanctions and the pandemic; and
- 2020-2021 due to the pandemic.

Literacy and Numeracy strategies are embedded throughout the professional learning plans of all areas, where applicable.

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

1. Central Staff, together with Educational Research staff, review board data to determine the progress toward achievement of priorities identified through the goals and action plans outlined in the Board Learning Improvement Plan (BLIP) and the Multi Year Strategic Plan (MYSP). Note that both the BLIP and the MYSP are currently under revision. 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 also focused on supporting the community of learners within St. Anne Catholic Academy (Jr), School of Virtual Learning, 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. 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
  - Co-planning/Co-teaching opportunities upon request
  - Professional learning support for teachers in their class

4. Support for Literacy and Numeracy professional learning will be differentiated based on the needs of the school as identified using achievement data, based on the following:
  - “Intensive Support” schools receive the highest level of support
  - “Increased Support” schools will receive some support
  - “Other” schools will receive the least amount of support
5. Central Staff and Field Superintendents will focus on supporting schools with instructional equity for mathematics through continued learning as outlined below:
  - A. Principals – continued professional learning:
    - with and based on the work of Marian Small (Grades K-12)
    - based on the work of Peter Liljedahl, using the research based strategies from *The Thinking Classroom* (Grades K-8)
    - on MathUP School (32 Elementary Schools)
  - B. Principals and Teachers – continued professional learning:
    - with Peter Liljedahl, undertaking the research based strategies from *The Thinking Classroom* (Grade 9 De-streamed)
  - C. Principals, Teachers and Students – continued learning:
    - Knowledgehook: An Instructional Guidance System for Math (Grades 4-12)
    - Zorbits Math Adventure (Grades K-3)
    - And other math related resources and tools
  - D. Teachers and Students – continued learning:
    - MathUp Classroom (Grades 6-8)



6. The professional learning plans are aligned with the Ministry of Education 2021-2022 Board Improvement & Equity Plan (BIEP) and each initiative this year is identified with one priority focus, from the following:

Goal	Priority Focus
Achievement	<ul style="list-style-type: none"> <li>• Improve math achievement</li> <li>• Improve literacy achievement</li> <li>• Improve conditions for learning</li> </ul>
Human Rights and Equity	<ul style="list-style-type: none"> <li>• Support the implementation of de-streaming</li> <li>• Culturally responsive pedagogy and instructional equity</li> </ul>
Mental Health Well-Being and Engagement	<ul style="list-style-type: none"> <li>• Improve student mental health and well being</li> <li>• Improve student, parent and community engagement</li> </ul>
Pathways and Transitions	<ul style="list-style-type: none"> <li>• Improve graduation rates</li> <li>• Improve student readiness for future success</li> </ul>
Learning Recovery and Renewal	<ul style="list-style-type: none"> <li>• Early reading and math</li> <li>• Re-engaging students</li> </ul>

7. The K-12 PD plan for 2021-2022 is multi-faceted and has the following components:

a) PD for Teachers K-12 Numeracy (**Appendix A**) and K-12 Literacy (**Appendix B**).

b) PD to support student and staff well-being through our 7-12 Catholicity, Community, Culture and Caring (CCCC) Program and Safe Schools (**Appendix C**).

c) PD for Teachers in the English Language Learner Program (ELL) (**Appendix D**).

d) PD for Teachers in K-12 French as a Second Language (FSL) (**Appendix E**).

- e) PD for Teachers in K-12 Science, Social Studies and Eco Schools (**Appendix F**).
- f) PD for Teachers in Outdoor/Health/Physical Education (**Appendix G**).
- g) PD for Teachers in Indigenous Education (**Appendix H**).
- h) PD for Teachers in Arts and Music (**Appendix I**).
- i) PD for Pathways Planning (**Appendix J**).
- j) PD for Teachers in 21<sup>st</sup> Century Learning, AICT and STEAM (**Appendix K**).
- k) PD for Teachers in Special Services - PAT (**Appendix L**).
- l) PD for Staff in Equity (**Appendix M**).
- m) PD for Teachers and Early Childhood Educators in Early Years (**Appendix N**).

## **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.
2. Data for student achievement will be collected from report cards and standardized test results and informed by the triangulation of data (observations, conversations and student work).
3. The Ministry of Education introduced the Board Improvement and Equity Plan (BIEP) in September of 2021 to replace the previous Board Learning Improvement Plan (BLIP). The Board Improvement and Equity Plan (BIEP) establishes provincial education priorities, goals and performance indicators to support continuous quality improvement. The Ministry has described the BIEP below:

The BIEP will provide a standardized tool for school boards to identify local actions that will lead to improved achievement, equity, well-being and transitions for all students. The BIEP is a demographic data-driven

tool designed to capture the experiences and outcomes of Indigenous students, Black and other racialized groups of students, students with disabilities and/or special education needs (non-gifted), 2SLGBTQ+ students, and students from low-income households. School boards will provide baseline data and set aspirational targets for each performance indicator laid out in the BIEP, including relevant disaggregated demographic data.

In following Ministry of Education direction, during 2021-2022 a concerted focus will be on collecting baseline data to inform goals and actions based on the criteria set out in the BIEP. Schools will continue to focus on numeracy and literacy with respect to their goals and professional learning.

4. This year, both the Board Central Team and School teams will be engaged in collecting and analyzing data as per the direction of the Ministry BIEP.
5. It is important to note that while a new BIEP has been provided to boards, schools are adhering to provincial and Toronto Public Health (TPH) pandemic protocols. Due to the ongoing need to reserve Occasional Teachers to cover for absent staff, we will limit the amount of professional learning that requires an Occasional Teacher. Elementary teachers continue to adhere to labour sanctions.
6. Under the directions of the Principal, with the oversight of the Field Superintendent, school teams will follow the process described below for School Improvement and Equity Planning (SIEP) in 2021-2022:
  - Fall 2021: Identify areas for learning recovery and renewal as students return to the classroom. TCDSB has taken an asset approach, whereby teachers determine, through regular diagnostics, where the students are and how to build on their strengths.
  - By January of 2022: School teams will develop a School Improvement and Equity Plan (SIEP) related to their urgent critical learning need and will submit a Professional Learning Form (PLF).
  - January 2022 – March 2022: Midpoint Check – all Principals will meet with their Supervisory Officers to review their school plans and progress to date. Principals will be provided with feedback to inform next steps.
  - April 2022 – May 2022: Professional learning will occur as outlined in the SIEP.

- June 2022: End of Year Check – all Principals will report back on the implementation of their school plan.

NOTE: In addition to the school plan listed above, regular professional learning continues to be offered to support teachers in the implementation of the curriculum and in learning how to effectively use available resources and tools.

7. Below is the process used by senior staff to monitor School Learning Improvement Plans (SLIP). This year, the focus at the beginning of the school year has been on managing the revised school safety protocols. Additionally, introduction of the new BIEP and the refocusing on data collection will have some impact on the process this year.
  - Fall 2021: engage in data analysis, goal setting process, and the establishment of a professional learning plan with school staff while taking an asset approach to building on student strengths
  - January 2022: review all school professional learning plans
  - End of January 2022: School plans posted to the school website
  - February to May 2022: participate in professional learning with each staff to ensure that sessions are addressing student needs and school goals
  - March 2022 and May 2022: Field Superintendents will present summary of progress to date for schools in their area at Education Council
  - June 2022: Principals report on progress to date and next steps as related to their school plan to their Field Superintendent.
  - June (end): Field Superintendents will present summary of final progress for schools in their area at Education Council.

## **F. CONCLUDING STATEMENT**

This report is for the information of the Board.

2021-2022 - Professional Learning Plan - Numeracy - K-12						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
Elementary						
ACH: Improve Math Achievement	MathUP Classroom Implementation	Allocation of permanent licences to grade 6-8 Teachers: Brick and Mortar (October) St. Anne Academy Grade 4-8 (September) Professional Learning Opportunities will be offered - 3 code days (Introduction, Assessment, Planning) (October - December). Co-teaching/co-planning on demand (October - June)	St. Anne 4-8 Brick and Mortar 6-8	169	St. Anne - 93 Brick & Mortar varies by school 2+	Usage data Student and Teacher Feedback Ongoing Assessment
ACH: Improve Conditions for Learning						
HRE: Culturally Responsive Pedagogy & Instructional Equity						
MHWBE: Improve Student Mental Health & Well Being						
ACH: Improve Math Achievement	Mathology - Digital Platform Access	Allocation of licenses to Grade 1 - 3 teachers St. Anne - distribute remaining licenses to Brick and Mortar teachers (354 Board licenses)	1 - 3	169	St. Anne - 63 at least 1 per school	Usage data Student and Teacher Feedback Ongoing Assessment
ACH: Improve Math Achievement						
LRR: Early Reading & Math	Special Education and Math - Special Project	60 MathUP Classroom Licences allocated to ISS teachers (October) - work with APTs, AT teams to support Grade 4,5, 6 and Special Education teachers using Math Up Classroom, Equatio to support student achievement in mathematics - with a focus on identified students.	4, 5, 6 and Spec Ed	15 (ISS Schools)	4	Usage data Student and Teacher Feedback Ongoing Assessment Monthly Check-in based on locally developed assessments
ACH: Improve Conditions for Learning						
ACH: Improve Math Achievement	Co-Planning/Co-Teaching	October - June - On demand	K-8	169	varies	Student and teacher engagment Feedback Surveys Observational Checklist
ACH: Improve Conditions for Learning						
MHWBE: Improve Student Mental Health & Well Being						
ACH: Improve Math Achievement	Zorbis Math Adventure	October - June	K-3 and Spec Ed.	169	varies (at least 3 per school)	Usage data Student and Teacher Feedback Ongoing Assessment
ACH: Improve Conditions for Learning						
HRE: Culturally Responsive Pedagogy & Instructional Equity						
LRR: Early Reading & Math						
ACH: Improve Math Achievement	Explore Learning Gizmos	Increase registration and use of Gizmos in the Mathematics lsession (October - June) by offering professional learning and co-teaching opportunites in partnership with Explore Learning	7 -8	169	all grade 7 and 8 teachers in the board	Usage data Student and Teacher engagement and feedback
ACH: Improve Conditions for Learning						
HRE: Culturally Responsive Pedagogy & Instructional Equity						
MHWBE: Improve Student Mental Health & Well Being						
ACH: Improve Math Achievement	Special Education Mathematics Support	Support Special Education and APT with developing, implementing and monitoring IEP's with a special focus on the N/A IEP.	Special Ed. Teachers and APT's	169	All Special Education Teachers and APT's	Teacher feedback
ACH: Improve Conditions for Learning						
HRE: Culturally Responsive Pedagogy & Instructional Equity						

2021-2022 - Professional Learning Plan - Numeracy - K-12						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
Secondary						
HRE: Culturally Responsive Pedagogy & Instructional Equity	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.  <b>Timeline: As per request through SOs</b>	9-12	33	0	
ACH: Improve Math Achievement						
MHWBE: Improve Student Mental Health & Well Being						
HRE: Support the Implementation of De-Streaming						
ACH: Improve Conditions for Learning						
ACH: Improve Math Achievement	In - School Support for Secondary Schools: Participants: All Secondary Schools	Support for school teams  <b>Timeline: As requested by Principals &amp; Staff</b>	9-12	33	0	
ACH: Improve Conditions for Learning						
HRE: Culturally Responsive Pedagogy & Instructional Equity						
MHWBE: Improve Student Mental Health & Well Being						
HRE: Culturally Responsive Pedagogy & Instructional Equity	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. ( <b>Topics:</b> EQAO, Edwin, MTH1W, Thinking Classroom, Knowledgehook, Desmos, Gizmos, EquatIO, Coding)  <b>Timeline: Continuous throughout year, virtual office hours in accordance with teacher prep schedule</b>	9-12	33	0	Common feedback forms
ACH: Improve Math Achievement						
MHWBE: Improve Student Mental Health & Well Being						
HRE: Support the Implementation of De-Streaming						
ACH: Improve Conditions for Learning						
HRE: Culturally Responsive Pedagogy & Instructional Equity	1. Professional Learning Modules (Pre-Recorded) Participants: Teachers in Grades 7-12	<b>Virtual/Hybrid Teaching:</b> 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  <b>Timeline: Ongoing</b>	7-12	200	0	Data usage from portal; uptake and Impact Challenge data, and overall growth in system as indicated on KWH dashboard
ACH: Improve Math Achievement						
ACH: Improve Conditions for Learning						
HRE: Support the Implementation of De-Streaming						



2021-2022 - Professional Learning Plan - Numeracy - K-12						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
HRE: Culturally Responsive Pedagogy & Instructional Equity ACH: Improve Math Achievement MHWBE: Improve Student Mental Health & Well Being HRE: Support the Implementation of De-Streaming ACH: Improve Conditions for Learning MHWBE: Improve Student, Parent & Community Engagement	Live Virtual Professional Learning Sessions (Single session) and Professional Learning Network (Multi-session)  Participants: Teachers in Grades 7-12	<b>Virtual/Hybrid Teaching:</b> Investigate and incorporate tools within high-impact pedagogical practices. These include: - Using KnowledgeHook for Assessment - Using DESMOS Activities in Math - Coding in New Math Curriculum - Gizmos Mathematics implementation <b>Timeline: November to May</b>	7-12	200	0	Common feedback forms
HRE: Culturally Responsive Pedagogy & Instructional Equity ACH: Improve Math Achievement MHWBE: Improve Student Mental Health & Well Being HRE: Support the Implementation of De-Streaming ACH: Improve Conditions for Learning	Co-Teaching and Co-Planning Participants: Teachers in Grades 9-12	Supporting teachers in the new math curriculum, implementing tools and high-impact instructional practices.  <b>Timeline: September to June</b>	9 - 12	33	0	anecdotal, observation with support teachers
HRE: Culturally Responsive Pedagogy & Instructional Equity ACH: Improve Math Achievement MHWBE: Improve Student Mental Health & Well Being HRE: Support the Implementation of De-Streaming ACH: Improve Conditions for Learning LRR: Re-engaging Students	<b>Thinking Classroom:</b> Professional Learning Network with co-teaching, co-planning and reflection of practices Participants: Teachers in Math Grade 9 & 10, Math Department Heads and Administrator	Develop and support the implementation of the Thinking Classroom framework in alignment with De Streaming and New Curriculum  <b>Timeline: October to May</b> (6 sessions throughout year with Dr. Peter Liljedahl)	9	33	1	common feedback forms anecdotal student surveys
HRE: Culturally Responsive Pedagogy & Instructional Equity ACH: Improve Math Achievement MHWBE: Improve Student Mental Health & Well Being HRE: Support the Implementation of De-Streaming ACH: Improve Conditions for Learning LRR: Re-engaging Students	In - School Support for Secondary School:  Participants: Teachers implementing the Thinking Classroom on an as requested basis	Supporting teachers in the new math curriculum, implementing tools and Thinking Classroom Framework  <b>Timeline: October to June</b>	9-10	33	0	anecdotal, student evidence, student surveys, observation

## 2021-2022 - Professional Learning Plan - Literacy - K-12

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
ACH: Improve Literacy Achievement	Open Invitation to 5th Block teachers to provide in-house support to Grade 1 and 2 Teachers Intentional opportunities for 5th Block Teachers to share ideas, strategies and activities with and Grade 1 and 2 Teachers	Unpacking Comprehensive Literacy and assessment. Integrating Language Arts with Social Studies Curriculum 5th Block contribution to Primary Google Classroom	1-8	All 44 - 5th Block Schools	All	After viewing modules, teachers can complete a form to ask questions or request follow up support. Track number of views and feedback on 5th Block activities posted on the Primary Google Classroom.
HRE: Culturally Responsive Pedagogy & Instructional Equity	Secondary: CRRP Inquiry: E-PAN Book Clubs in the Classroom	Oct-Dec: Ministry funded Inquiry to see the impact of student-selected book clubs on student achievement and sense of belonging.	9 & 10	6	2	Pre, during, post sessions with teacher participants: anecdotal feedback, teacher and student surveys, teacher and student written documentation
ACH: Improve Literacy Achievement	Early Reading Intervention Pilot	Apr-Jun: Using the Science of Reading and CRRP and the Brain resources. Literacy, 5th Block, Early Years, Special Services (SLP, APT) central staff will pilot Phonics and Phonemic Awareness programs with classrooms/teachers	K-2	16	48	Pedagogical Documentation and collection of data by teachers to be analyzed by Research Department. Tracking progress and impact on student learning.
HRE: Culturally Responsive Pedagogy & Instructional Equity	Professional Equity Book Club	Nov-May: Professional book clubs open to all staff across the board, facilitated by members of central staff	K-12	TBD	TBD	Pre, during, and post survey assessments Post session written reflections
HRE: Culturally Responsive Pedagogy & Instructional Equity	Text Selection Collaborative Inquiry	Sept- June: Working with teachers to help English departments with discernment process for text selection. Modelling and explaining how to use text selection set of criteria. Includes 2 cycles (one with teachers & one with teachers and their students)	9-12	11	Varies	Pre, during, post sessions with teacher participants: anecdotal feedback, teacher and student surveys, teacher and student written documentation
HRE: Culturally Responsive Pedagogy & Instructional Equity	Text Selection Collaborative Inquiry for ESL(SEC)	Oct- June: Working with ESL teachers to help English departments with discernment process for text selection. Modelling and explaining how to use text selection set of criteria. Includes 2 cycles (one with teachers & one with teachers and their students).	9-12	TBD	TBD - voluntary participation	Pre, during, post sessions with teacher participants: anecdotal feedback, teacher and student surveys, teacher and student written documentation
HRE: Support the Implementation of De-Streaming	Secondary: Instructional Equity Grade 9 English Pilot	Oct-June: Voluntary participation of schools to pilot a destreamed ENG1D course. Strategies, conditions for learning, CRRP will all be covered.	9	7	Varies (appx 3)	Pre, during, post sessions with teacher participants: anecdotal feedback, teacher and student surveys, teacher and student written documentation. Research Department collection of data.
HRE: Culturally Responsive Pedagogy & Instructional Equity	Becoming Anti-Racist & Anti-Oppressive Educators Monograph Series - Professional Development Sessions	Release of Monograph 1: Fall 2021 Follow up PD: (Jan/Feb 2022) -Administrator sessions -NTIP sessions -TLC session -Equity Champions sessions -English Department Heads	9-12 with hopes to extend to Elem post-sanctions	32	5/school	Request of feedback from administrators Seek to have schools report on this progress in the SLIP Pre, post survey created by the Equity Team



## 2021-2022 - Professional Learning Plan - Literacy - K-12

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
HRE: Culturally Responsive Pedagogy & Instructional Equity	Instructional Equity Assessment and Instruction: Book Club and Writing communities with book bins Introduction of culturally responsive texts to be used during the 5th Block Read Aloud Component.	November - June (By teacher request and class/school visits) October 29 - 5th Block Mentor Team & Literacy Department to meet with Maria Martella from Tinlids to view culturally responsive picture books to be used for read alouds. Mentor visits and modelling of strategies using the new text selections.	K - 12	TBD	TBD	
ACH: Improve Literacy Achievement	"New To" Starter Kits	Oct: Creating a document outlining resources, tools and essential concepts from each division for teachers new to the division (because of Reorg)	K-8	All	all	Aquire feedback through Google Classroom and email
ACH: Improve Literacy Achievement	K-12: Global Read Aloud (Literacy Workshop)	The Global Read Aloud organizers pick a book to read aloud to students during a set 6-week period (Oct. 4th - Nov. 12th). Teachers can make as many global connections as possible during that time. Voluntary participation.	K-8 and Grades 9 and 10	any school that volunteers	Teachers in any division who choose to be part of	Teachers will be sharing in the Google Classrooms. There will be weekly prompts to promote engagement and collaboration and sharing of student artifacts.
LRR: Early Reading & Math	Understanding the Basics: Revising Comprehensive Literacy	Dec-June - create updated document for teachers	K-8	all	all primary	Will roll out the revised document next school year as a companion to the updated literacy assessments. Will pilot with small groups
ACH: Improve Literacy Achievement	K-8:Responsive Diagnostics and Planning Your Year	Fall: On demand modules to support teachers when planning their Language program	1-3	all - accessible on portal	all	After viewing modules, teachers can complete a form to ask questions or request follow up support.
HRE: Culturally Responsive Pedagogy & Instructional Equity	Create Module videos for Primary Book Bin books to post in Lliteracy Portal for Self Directed PD modules will include instructional strategies	Self Directed Modules			all	Check views on portal. Attach a form for teachers who would like to borrow the bin or have resource teacher go into classroom.
ACH: Improve Conditions for Learning	Creating Portal Page and resources for Teachers to share with newcomers	Self-directed Modules / videos	K-12	accessible to all on portal	All	After viewing modules, teachers can complete a form to ask questions or request follow up support.
LRR: Early Reading & Math	Recovery Strategies for Junior Learners	Self Directed Modules outlining early reading and writing strategies for meeting Junior students where they are. Using differentiation strategies to support all learners in the Junior division.	4-6	accessible to all on portal	All	After viewing modules, teachers can complete a form to ask questions or request follow up support.

## 2021-2022 - Professional Learning Plan - Literacy - K-12

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
PT: Improve Student Readiness for Future Success	The Learning Partnership(Coding Quest) Storytelling Through Coding and Game Design (steam) in collaboration with Elementary Literacy	TBD On availability of The Learning Partership: An engaging, experiential program that teaches computational thinking and coding skills to students in grades 1-8. 21C and Elementary Literacy will provide promising practices and assessment specific for TCDSB students	4-8	169	All	Monitor feedback form and usage statistics. Offer invitations for future opportunities for co-planning/co-teaching.
ACH: Improve Literacy Achievement	21C/Elementary Literacy	Provide teachers with a guide to project based learning through the lense of the elementary literacy curriculum, TCDSB Next Lesson and 21C Global Competencies	K-8	169	All	
ACH: Improve Literacy Achievement	21C/Secondary Literacy	Provide teachers with a holistic approach to student assessment through secondary english curriculum and TCDSB Next Lesson and 21C Global Competencies	9-12	30	All	
ACH: Improve Conditions for Learning	NTIP	Provide a virtual session for NTIP teachers on Culturally Responsive Assessments and planning strategies across the curriculum.	1-8	169	NTIP teachers	Feedback form and invitations for future co-planning and co-teaching opportunities.
ACH: Improve Literacy Achievement	Instructional Framework and Targeted Instructions - Responsive & Integrated Instruction	Fall-Winter: Self directed modules Literacy Portal and Google Classrooms	1-8	30	all	Pilot with small group of teachers and acquire their feedback through conversations (co-planning) and emails

2021-2022 - Professional Learning Plan - Catholicity, Community, Culture and Caring (CCCC) Program - 7-12 and Safe Schools						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
MHWBE: Improve Student, Parent & Community Engagement	Monthly CSLIT Meetings	Student leadership training for secondary students. Last Tuesday every month, September to June. Held virtually unit in person meetings are permitted.	9-12	30	5 teacher total	Surveys, student & teacher feedback forms, participation numbers, post debrief meetings
MHWBE: Improve Student, Parent & Community Engagement	Monthly ECSLIT Meetings	Student leadership training for elementary students. First Thursday every month, October to June. Held virtually unit in person meetings are permitted.	6-8	50	10 teachers total	Surveys, student & teacher feedback forms, participation numbers, post debrief meetings
MHWBE: Improve Student Mental Health & Well Being	Monthly Let's Talk Faith Meetings	Student led faith webinar. 3rd Wednesday of the Month, October to June. Held virtually unit in person meetings are permitted.	7-12	50	10 teachers total	Surveys, student & teacher feedback forms, participation numbers, post debrief meetings
PT: Improve Student Readiness for Future Success	SMILE Camp Elementary	Student leadership training held virtually. Pre-Camp evening session. 2 day camp held during the school day. Follow up meetings held monthly after camp.	7-8	10	2 per school	Surveys, student & teacher feedback forms, participation numbers, post debrief meetings
PT: Improve Student Readiness for Future Success	SMILE Camp Secondary	Student leadership training held virtually. Pre-Camp evening session. 2 day camp held during the school day. Follow up meetings held monthly after camp.	9-12	10	2 per school	Surveys, student & teacher feedback forms, participation numbers, post debrief meetings
MHWBE: Improve Student, Parent & Community Engagement	WFMP Youth Forum Conference	Student leadership virtual training. Thurs. Oct. 21. Full day province wide conference	9-12	30	1 per school	Surveys, student & teacher feedback forms, participation numbers, post debrief meetings
PT: Improve Student Readiness for Future Success	iLITE Student Conference	Student leadership training to be held virtually. January all day student conference for elementary. 2 separate conference days.	6-8	170	2-4 teachers per school	Surveys, student & teacher feedback forms, participation numbers, post debrief meetings
PT: Improve Student Readiness for Future Success	Voices that Challenge Conference	Student leadership training for secondary students. March all day virtual conference.	9-12	30	2 per school	Surveys, student & teacher feedback forms, participation numbers, post debrief meetings
MHWBE: Improve Student Mental Health & Well Being	Faith Camp	Student leadership virtual training centering around faith and strengthening ones relationship with God. To be held in March.	9-12	30	10 teachers total	Surveys, student & teacher feedback forms, participation numbers, post debrief meetings
MHWBE: Improve Student Mental Health & Well Being	Inclusion and Belonging Retreat	Student leadership training focusing on the 2SLGBTQ+ community. 1 day online retreat in the spring	9-12	30	1 per school	Surveys, student & teacher feedback forms, participation numbers, post debrief meetings
PT: Improve Student Readiness for Future Success	Olympia Leadership Camp Secondary	3 overnight weekend camps in May. Will be cancelled if unable to do in person.	9-12	30	2 per school	Surveys, student & teacher feedback forms, participation numbers, post debrief meetings
PT: Improve Student Readiness for Future Success	Olympia Leadership Camp Secondary	3 overnight weekend camps in May. Will be cancelled if unable to do in person.	6-8	45	2 per school	Surveys, student & teacher feedback forms, participation numbers, post debrief meetings
MHWBE: Improve Student, Parent & Community Engagement	Indigenous Leadership Program	1 week overnight excursion in May. Will be cancelled if unable to do in person.	9-12	30	3 teachers total	Surveys, student & teacher feedback forms, participation numbers, post debrief meetings

2021-2022 - Professional Learning Plan - Catholicity, Community, Culture and Caring (CCCC) Program - 7-12 and Safe Schools						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
PT: Improve Student Readiness for Future Success	Catholic Leadership Camp	1 week overnight camp. Will be cancelled if unable to do in person.	9-12	30	3 teachers total	Surveys, student & teacher feedback forms, participation numbers, post debrief meetings
PT: Improve Student Readiness for Future Success	CSLIT Leadership Weekend	3 day, 2 night overnight camp. Will be cancelled if unable to do in person.	9-12	30	3 teachers total	Surveys, student & teacher feedback forms, participation numbers, post debrief meetings
HRE: Culturally Responsive Pedagogy & Instructional Equity	SSPA: Secondary Schools Principals, Religion Department Heads, Chaplaincy Leaders meeting	Late October - continue to design and implement faith based initiatives, which promote innovation and 21C competencies, with Catholic Social Teaching, and Catholic graduate expectations as a focus	9-12	33	2	Anecdotal Feedback
MHWBE: Improve Student, Parent & Community Engagement	Pastoral Plan Inservicing	early Spring - staff and student engagement in faith development opportunities. With a focus on how to bring the Pastoral Plan into their local communities	K-12	all	2	Common Feedback Form
HRE: Culturally Responsive Pedagogy & Instructional Equity	Development and Peace Educators Day	October 4, 2021 - PD opportunity for teachers along with student learning to engage in sessions focused on People and Planet First	7-12	all	1 (to a maximum of 60)	Common Feedback Form
ACH: Improve Conditions for Learning	Grade 8 GIGIC Inservicing for Teachers	October? - PD for new religion curriculum; review resource document by Pearson-- teachers will gain an understanding of strategies and structure of new content	8	all elementary	1	Common Feedback Form
LRR: Re-engaging Students	Young Disciples Elementary	February & March - faith based sessions focused on getting to know God's love-- switch to virtual?	5-8	all elementary	1	Common Feedback Form
LRR: Re-engaging Students	Young Disciples Secondary	April - students and teachers take part in faith based programming to know God's love--switch to virtual?	9-12	all secondary	1	Common Feedback Form
LRR: Re-engaging Students	Development and Peace Elementary Student Day	October 4, 2021 - PD opportunity for teachers along with student learning to engage in sessions focused on People and Planet First	7-8	all elementary	1	Common Feedback Form
LRR: Re-engaging Students	Development and Peace Secondary Student Day	October 4, 2021 - PD opportunity for teachers along with student learning to engage in sessions focused on People and Planet First	9-12	all secondary	1	Common Feedback Form
MHWBE: Improve Student Mental Health & Well Being	Christian Meditation and Mindfulness Elementary	monthly starting in Jan - professional and spiritual development for teachers of Church teachings on Christian meditation through Vatican documents and sharing of best practices-->potentially switch to virtual format on a monthly frequency to fulfill curriculum expectations from the Praying Strand for Grades K-8.	K-8	all elementary	1	Common Feedback Form

2021-2022 - Professional Learning Plan - Catholicity, Community, Culture and Caring (CCCC) Program - 7-12 and Safe Schools						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
MHWBE: Improve Student Mental Health & Well Being	Christian Meditation and Mindfulness Secondary	monthly starting in Feb - professional and spiritual development for teachers of Church teachings on Christian meditation through Vatican documents and sharing of best practices-->potentially switch to virtual format on a monthly frequency to fulfill curriculum expectations from the Praying & Sacramental Life Strands for Grades 9-12.	9-12	all secondary	1	Common Feedback Form
HRE: Culturally Responsive Pedagogy & Instructional Equity	IYAM (Interfaith Youth Alliance Movement)	February - provide opportunities for interfaith dialogue in promoting equity and social justice in connection with Catholic Social Teaching--> Virtual event	11-12	all secondary	1	Common Feedback Form
MHWBE: Improve Student, Parent & Community Engagement	Ordinandi Youth Event	March - teacher and student event for all Catholic boards to support those newly ordained in their vocation and reflect on God's call for each of us--> Virtual Event scheduled for March 2, 2022 (request to have Chaplains to attend with students & provide feedback with pre- & post-activities).	9-12	all secondary	1	Common Feedback Form
MHWBE: Improve Student, Parent & Community Engagement	Province Wide Mass/Peace Walk for Catholic Education Week 2022	May - secondary student event to pray at significant Catholic sites and celebrate faith in solidarity across Ontario--> Peace Walk depending on Toronto Public Health regulations--> virtual mass & events can be planned.	9-12	all secondary	1	Common Feedback Form
MHWBE: Improve Student, Parent & Community Engagement	Pastoral Plan Launch (Year 2) "Walking with Christ with Hearts of Love and Kindness"	May - continue to design and implement faith based initiatives, which promote innovation and 21C competencies, with Catholic Social Teaching, and Catholic graduate expectations as a focus	K-12	all schools	1	Anecdotal Feedback
HRE: Culturally Responsive Pedagogy & Instructional Equity	Chaplaincy Leaders Retreat	May - for teachers/chaplains to meet for PD and spiritual renewal--> Date May 19, 2021, may be virtual or in-person based on TPH regulations	9-12	all secondary	1	Common Feedback Form
HRE: Culturally Responsive Pedagogy & Instructional Equity	Religion Department Heads Retreat	May - for teachers/chaplains to meet for PD and spiritual renewal--> Date May 19, 2021, may be virtual or in-person based on TPH regulations	9-12	all secondary	1	Common Feedback Form
HRE: Culturally Responsive Pedagogy & Instructional Equity	CSCO Conference (2022)	April 2022 - continue to design and implement faith based initiatives, which promote innovation and 21C competencies, with Catholic Social Teaching, and Catholic graduate expectations as a focus--> Changed to virtual event as per CSCO	9-12	all secondary	1	Common Feedback Form

2021-2022 - Professional Learning Plan - Catholicity, Community, Culture and Caring (CCCC) Program - 7-12 and Safe Schools						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
HRE: Culturally Responsive Pedagogy & Instructional Equity	CSCO Annual Membership Fee	October - continue to design and implement faith based initiatives, which promote innovation and 21C competencies, with Catholic Social Teaching, and Catholic graduate expectations as a focus	9-12	all secondary	1	Anecdotal Feedback
HRE: Culturally Responsive Pedagogy & Instructional Equity	CCC Membership Fee	November - continue to design and implement faith based initiatives, which promote innovation and 21C competencies, with Catholic Social Teaching, and Catholic graduate expectations as a focus	9-12	all secondary	1	Anecdotal Feedback
HRE: Culturally Responsive Pedagogy & Instructional Equity	CARFLEO Membership Fee	November - continue to design and implement faith based initiatives, which promote innovation and 21C competencies, with Catholic Social Teaching, and Catholic graduate expectations as a focus	9-12	all secondary	1	Anecdotal Feedback
HRE: Culturally Responsive Pedagogy & Instructional Equity	CARFLEO Conference	May - continue to design and implement faith based initiatives, which promote innovation and 21C competencies, with Catholic Social Teaching, and Catholic graduate expectations as a focus	K-12	all schools	1	Anecdotal Feedback
ACH: Improve Conditions for Learning	Virtual Experiences Elementary	Various speakers throughout the year to enrich learning modelling high impact instructional practices based on curriculum expectations.	K-8	all elementary	N/A	Anecdotal Feedback
ACH: Improve Conditions for Learning	Virtual Experiences Secondary	Various speakers throughout the year to enrich learning modelling high impact instructional practices based on curriculum expectations.	9-12	all secondary	N/A	Anecdotal Feedback
PT: Improve Student Readiness for Future Success	Collaborative Inquiry on Experiential Learning Pilot Project (9-12 Religion)	end of November/end of February for introduction - supporting staff/student classes in curriculum-based final culminating projects connected to community partners and experiential learning	9-12	all secondary	Unknown	Common Feedback Form
HRE: Culturally Responsive Pedagogy & Instructional Equity	Retreats for Vice Principals, Principals	Fall/Spring - continue to design and implement faith based initiatives, which promote innovation and 21C competencies, with Catholic Social Teaching, and Catholic graduate expectations as a focus	K-12	all schools	all	Anecdotal Feedback

2021-2022 - Professional Learning Plan - Catholicity, Community, Culture and Caring (CCCC) Program - 7-12 and Safe Schools						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
MHWBE: Improve Student Mental Health & Well Being	2SLGBTQ+ Support Sessions for Administrators (Elementary & Secondary) in conjunction with Equity and Mental Health Depts	Early 2022 - PD for administrators on how to approach and promote inclusion of 2SLGBTQ+.	1-8	all schools	1	Anecdotal Feedback
MHWBE: Improve Student Mental Health & Well Being	2SLGBTQ+ Support Sessions for Teachers in Elementary & Secondary (in conjunction with Equity and Mental Health Depts) - Feb/March 2022	Spring 2022 - PD for teachers on how to approach and promote inclusion of 2SLGBTQ+	9-12	all schools	1	Anecdotal Feedback
MHWBE: Improve Student, Parent & Community Engagement	Systemwide Masses	Periodic - To nurture faith throughout the liturgical year	K-12	all schools	all	Anecdotal Feedback
MHWBE: Improve Student Mental Health & Well Being	Student Mental Health and Wellbeing initiative- Stop the Stigma Intermediate and Secondary School Teams Mental Health and Well-Being Virtual Student Symposium & Ongoing Mental Health literacy	In collaboration with the Mental Health Team review board's Mental Health Strategy, board and Ministry resources, School Mental Health Ontario (SMHO) and TCDSB Mental Health Strategy and promising practices. Timeline: Ongoing Stop the Stigma Symposium offers students a selection of live sessions on Mental Health and Well Being. Timeline: January-June	7-12	112	1-2 per school	Anecdotal Feedback
LRR: Re-engaging Students	Promote Pathway Opportunities for Student Re-Engagement	Promote and create opportunity among SSTs to learn about the of the variety pathway options available to TCDSB students (students at-risk/in-risk). By offering informational sessions to SSTs, including modules, pre-recorded webinars, and ministry resources dedicated to specific pathways (e.g., OYAP, Dual Credit etc.,) SSTs can better promote pathway options within their own school community and better identify students that would make good candidates for programs. Timeline: January -June	9-12	32	1-2 per school	Anecdotal Feedback
PT: Improve Graduation Rates	Student Success Teachers /Credit Recovery (New and Experienced SSTs)	Continue to build capacity among SSTs by offering professional learning sessions and drop in 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	32	1-2 per school	Anecdotal Feedback

2021-2022 - Professional Learning Plan - Catholicity, Community, Culture and Caring (CCCC) Program - 7-12 and Safe Schools						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	Addressing Challenging Behaviour in Adolescents - February 17, 2022	9-12	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: Addressing Challenging Behaviour in Adolescents	9-12	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: Building Empathy in the Classroom	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Virtual Professional Learning Session	Classroom Management and Progressive Discipline Platform - NTIP December 9, 2021	All	All	NTIP	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: Connecting with Parents and Caregivers	K-8	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: Creating Safety, Security and Sense of Self: Building a Trauma Informed Classroom Environment	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	Cyber Bullying and Internet Safety March 3, 2022	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: Cyber Bullying and Internet Safety	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	De-Escalating Worrisome Behaviours: Video Launch Date: March 29, 2022	6-12	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	Domestic Sex Trafficking of Youth: Trauma-informed Prevention & Intervention April 7, 2022	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Virtual Professional Learning Session	EARL Training September 20, 2021 September 21, 2021 September 22, 2021	All	All	Social Work, Psychology and Mental Health Staff	Participant Feedback



2021-2022 - Professional Learning Plan - Catholicity, Community, Culture and Caring (CCCC) Program - 7-12 and Safe Schools						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	Effective Classroom Management – Elementary April 20, 2022	K-8	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: Effective Classroom Management – Elementary	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	Empathy – The Social Emotion May 18, 2022	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: Formal Restorative Practice – Resolution Conference and Mediation Circles (RCMC)	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: Fostering Self-Compassion and Kindness	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	Gang Awareness and Hate Motivated Behaviour in Schools April 6, 2022	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	How to Create an Anti-Racist and Anti-Oppressive Classroom: Video Launch Date: Winter 2022	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	How to Create a Trauma Informed Classroom February 2, 2022	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: Informal Restorative Processes	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: Introduction to Autism and Applied Behaviour Analysis: Strategies in Secondary Schools	9-12	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: Learnkey (previously Shadowbox/Online Expert): Character Building and Social/Emotional Modules	All	All	All	Participant Feedback

2021-2022 - Professional Learning Plan - Catholicity, Community, Culture and Caring (CCCC) Program - 7-12 and Safe Schools						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: Listening With the Heart: Building Safe and Inclusive Classrooms Through Mindfulness and Meditation	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	Dynamics of Power in Unhealthy Relationships March 9, 2022	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Virtual Professional Learning Session	Mitigating and Other Factors Winter 2022	All	All	All Principals and Vice Principals	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: Promoting Healthy Relationships in Elementary School	K-8	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Session	RCMC Facilitator Training ( <b>Part 1</b> ) March 8, 2022	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	RCMC Coordinator Training ( <b>Part 2</b> ) April 12, 2022	All	All	All Previously Trained RCMC Facilitators	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	Safe Schools Transition Planning February 10, 2022	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	SHADOWBOX/LEARNKEY Training & Refresher Fall 2021	All	All	Social Work, Psychology and Mental Health Staff	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Virtual Professional Learning Session	START AV Training January 12, 2022 January 13, 2022 January 18, 2022 January 20, 2022	All	All	Social Work, Psychology and Mental Health Staff	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Supporting Successful Transitions to High School Launch Date: December 15, 2021	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	The Class Meeting: an effective means of scaffolding your positive classroom climate February 3, 2022	K-8	All	All	Participant Feedback

2021-2022 - Professional Learning Plan - Catholicity, Community, Culture and Caring (CCCC) Program - 7-12 and Safe Schools						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: The Traumatic Impact of the COVID-19 Pandemic on Students	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	Threat Assessment Training February 24, 2022	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: TIPSS: A Guide for Parents, Caregivers and Students: Transitional Intervention Program for Suspended Students	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: Tools to Support Students' Self-Regulation	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Session	Trauma: Impact and Interventions May 3, 2022	All	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	Understanding and Addressing Aggressive Relationships May 4, 2022	Intermediate to 12	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	Understanding and Responding to Elementary Student Behaviour March 24, 2022	K-8	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	In-Person Professional Learning Session	Verbal De-Escalation May 17, 2022	K-8	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Pre-Recorded Video	Currently Available on Safe Schools Employee Portal Page: What You Need to Know About Cannabis for Students from Grades 6-12	6-12	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Virtual Professional Learning Session	Worrisome Behaviours, Threats and Interventions and Progressive Discipline Platform Follow-Up (Virtual) March 3, 2022	All	All	NTIP	Participant Feedback

<b>2021-2022 - Professional Learning Plan - Catholicity, Community, Culture and Caring (CCCC) Program - 7-12 and Safe Schools</b>						
<b>Priority: Focus</b>	<b>Initiative</b>	<b>Details and Timeline</b>	<b>Grade(s)</b>	<b># of Schools</b>	<b># Teachers/ School</b>	<b>Monitoring</b>
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Virtual Session	Bullying Awareness and Prevention Launch Elementary - November 23, 2021 (Postponed)	K-8	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Virtual Session	Bullying Awareness and Prevention Launch Secondary - November 23, 2021	9-12	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Virtual Session	Safe Schools Student Ambassador Symposium - Secondary - April 5, 2022	9-12	All	All	Participant Feedback
Safe Schools - School and Classroom Leadership: Professional Learning, Collaboration and Engagement	Virtual Session	Safe Schools Student Ambassador Symposium - Elementary - April 26, 2022	K-8	All	All	Participant Feedback

2021-2022 - Professional Learning Plan - English Language Learner Program (ELL)						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
MHWBE: Improve Student, Parent & Community Engagement	Newcomer Conference	<p>October 28 - TCDSB Newcomer's Day - Collaboration with Community Relations Department</p> <p>Prepare a package to share with each school. Create an online space (TCDSB portal) to house resources in support of newcomers. Plan and facilitate a variety of online learning sessions on topics related to newcomer well being and support in TCDSB schools.</p> <p>Timeline: Supporting Newcomers Portal - ongoing September - June</p>	Grade(s) 4 - 12	ALL	ALL	<p>Collect data from IT department</p> <p>Feedback Forms - principals/ESL teachers</p> <p>Student artifacts</p> <p>Feedback from Settlement workers</p>
HRE: Culturally Responsive Pedagogy & Instructional Equity	TCDSB Newcomer Welcome Center K-12	<p>Create and Lead Welcome Center Committee</p> <p>Write newly revised proposal for a TCDSB K-12 Welcome Center</p> <p>Visit and consult with K-12 Welcome Center's across the GTA</p> <p>Timeline: Ongoing September - June (Multi-year Plan)</p>	K-12	ALL	ALL	<p>Collect data - current Orientation Center, Research Department</p> <p>Feedback Forms</p>
HRE: Culturally Responsive Pedagogy & Instructional Equity	Text Selection Collaborative Inquiry for ESL(SEC)	<p>Working with ESL teachers to help English departments with discernment process for text selection.</p> <p>Modelling and explaining how to use text selection set of criteria. Includes 2 cycles (one with teachers &amp; one with teachers and their students)</p> <p>Timeline: October - June</p>	9-12	TBD	TBD - voluntary participation	<p>Pre, during, post sessions with teacher participants:</p> <p>anecdotal feedback, teacher and student surveys,</p> <p>teacher and student written documentation</p>
ACH: Improve Literacy Achievement	Online Learning Modules	<p>On demand modules to support teachers when planning for Multilingual Learners</p> <p>A video library of resources that support ESL classroom and teachers.</p> <p>Topics may include:</p> <ul style="list-style-type: none"> <li>a. Understanding Differentiated Instruction</li> <li>b. Using Read Aloud Strategies to Support English Language Learners</li> <li>c. Using STEP to plan and program for English Language Learners</li> <li>d. Modifications and Accommodations for English Language Learners</li> </ul> <p>Timeline: September - June</p>	K-12	ALL	ALL	<p>After viewing modules, teachers can complete a form to ask questions or request follow up support.</p> <p>Check usage views on portal page.</p>

2021-2022 - Professional Learning Plan - English Language Learner Program (ELL)						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
ACH: Improve Conditions for Learning	Check & Connect and Lunch & Learn Sessions	<p>Monthly online check and connect or lunch and learn sessions for ESL teachers and/or classroom teachers (voluntary) - topics generated based on interest and teacher feedback.</p> <p>Focus - supporting St. Anne teachers with ESL students</p> <p>Timeline: September - June</p>	K-12	ALL	ALL	Pre, during, post sessions with teacher participants: anecdotal feedback, teacher surveys, teacher written documentation

2021-2022 - Professional Learning Plan - French as a Second Language (FSL) - K-12						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers /School	Monitoring
ACH: Improve Literacy Achievement	Develop a Comprehensive Literacy Guide Outline/tools to support FSL planning	Using the Comprehensive Literacy Guide in FSL program planning to provide students with engaging content and literacy-based practices, through the action-oriented approach. Initial Zoom meeting with all teachers to review key components of the Comprehensive Literacy Guide in English and how to apply it in FSL planning. Monthly check in to share ideas, student work and future projects. <del>* October 2021 - June 2022</del>	5-8	18	4	- assisting in the classroom by modeling mini-lessons - offering writing/reading workshops through zoom - providing ongoing support through emails, phone calls, and drop in office hours or school visits.
LRR: Re-engaging Students						
HRE: Support the Implementation of De-Streaming	Instructional Equity Grade 9 Core French	Using the principles of de-streaming, to review current resources and teaching practices in order to ensure that Grade 9 students receive a comprehensive course in Grade 9 that allows them to meet the Ministry requirements and opens doors to future courses in Grades 10 to 12. Initial Zoom meeting with all FSL department heads - examine existing resources and the use of these for planning project based learning <b>* October 2021- June 2022</b>	CORE Gr. 9	32	1	- 4 department heads meeting per year - Planning and offering Team teaching opportunities - providing ongoing support through emails, phone calls, and drop in office hours or school visits.
PT: Improve Student Readiness for Future Success						
HRE: Culturally Responsive Pedagogy & Instructional Equity	'Décoloniser et diversifier la salle de classe"	- research culturally responsive text and discuss with publishers for purchase - Create a list of French picture books and novels that can be used across grade levels - Offer videos/ lesson plans to support the use of these picture books in the classroom  <b>*November 2021- June 2022</b>	All interested FSL teachers in all 3 programs at the Elementary and Secondary panels	sent to all 200 to gauge interest	10 elementary and 10 secondary	- Use of Google Classroom for sharing of ideas, observations and student artefacts - visit classroom to see implementation - anecdotal feedback - survey to see impact of literature on teacher and student perspectives

2021-2022 - Professional Learning Plan - Science, Social Studies & Eco Schools - K-12						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers /School	Monitoring
MHWBE: Improve Student, Parent & Community Engagement	SPEAKERS SERIES [STEAM FOCUSED]	This experiential learning opportunity will bring experts from <i>Science, Technology, Engineering, Arts and Math to the classroom</i> . <b>Timeline: September - June</b>	7 - 12	ALL	ALL	Teacher/Student Feedback Student Artifacts
PT: Improve Student Readiness for Future Success	VIRTUAL STEAM WEBINARS	In collaboration with various community partners, these virtual webinars will engage and challenge students to apply the principles of design thinking to local or world problems. The focus of this initiative is to allow students to raise cultural awareness and make deeper connections to their learning. Community partners may include: <i>The Learning Partnership, Let's Talk Science, Everfi, Edwin, other</i> . <b>Timeline: September - June</b>	4-12	ALL	ALL	Pre, during, post sessions with teacher participants: anecdotal feedback, teacher surveys, teacher written documentation
MHWBE: Improve Student, Parent & Community Engagement	TORONTO SCIENCE FAIR	Encourage and support teachers and students to participate in the Virtual Toronto Science Fair. Students will apply the scientific inquiry model to investigate a topic of curiosity and wonder. <b>Timeline: January - May</b>	7-12	ALL	TBD	Participation Teacher/Student Feedback
ACH: Improve Literacy Achievement	INNOVATION CHALLENGE	This initiative will promote <i>Design Thinking</i> by challenging student to learn about the UN Sustainable Goals and empathize, define, ideate, prototype and test solutions to world problems. This initiative will support integrated thinking, critical thinking, problem solving and communication skills. <b>Timeline: January - May</b>	K-12	ALL	ALL	Participation Teacher/Student Feedback Student Artifacts
ACH: Improve Conditions for Learning	LEARNING THROUGH DOING' INITIATIVE	To extend the <i>Science and Social Studies</i> curriculum and promote exploratory learning, this initiative will engage teachers and students in hands-on activities, kits or other DIY experiences. <b>Timeline: December - June</b>	K-10	ALL	TBD	Participation Teacher/Student Feedback Student Artifacts



2021-2022 - Professional Learning Plan - Science, Social Studies & Eco Schools - K-12						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers /School	Monitoring
MHWBE: Improve Student Mental Health & Well Being	OUTDOOR LEARNING INITIATIVE	This initiative will promote the importance of outdoor learning, mental health and wellness, physical education and science exploration and stewardship. This pilot will bring learning outdoors and and promote inquiry through exploration and discovery. This is a collaborative effort with Early Learning, Outdoor Education, Health and Physical Education, ESL and Science departments. <b>Timeline: January - June</b>	K-3	2	TBD	Participation Teacher/Student Feedback Pedagogical Documentation
HRE: Culturally Responsive Pedagogy & Instructional Equity	WAYS OF KNOWING INITIATIVE	In collaboration with other departments and curriculum areas, [FNMI, Community Relations, ESL, Religion, other], this initiative is intended to help educate teachers and students about the vast variety of knowledge that exists across diverse Indigenous communities and the relationship to Mother Earth through authentic learning experiences. The goal of this initiative is to build capacity and knowledge about the Social Studies curriculum. <b>Timeline: September - June</b>	K - 12	ALL	ALL	Pre, During, Post ' <i>check and connect</i> ' with teachers and students Anecdotal feedback
HRE: Culturally Responsive Pedagogy & Instructional Equity	FILM FESTIVAL [Focus: Social Studies, Science and Environmental Science]	This initiative will bring documentaries to the classrooms that support integrated thinking. Documentaries create connections across time, place, and cultures. <b>Timeline: January - June</b>	7-12	ALL	ALL	Participation Teacher/Student Feedback
MHWBE: Improve Student, Parent & Community Engagement	BOARD INITIATIVES	Curriculum focused learning experiences that support the curriculum and celebrate culture, innovation and historical events. Some examples include: International Women's Day, Holocaust Education Month, Earth Day, Holodomor, other. <b>Timeline: September - June</b>	K-12	ALL	ALL	Participation Teacher/Student Feedback

2021-2022 - Professional Learning Plan - Science, Social Studies & Eco Schools - K-12						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers /School	Monitoring
MHWBE: Improve Student, Parent & Community Engagement	GREENING INITIATIVES [School Greening and Pollinator Gardens Projects]	These initiatives promote environmental stewardship and our collective call to action. In partnership with the Toronto Regional Conservation Authority, the City of Toronto and other Environmental groups/organizations, these initiatives aim at learning more about Pope Francis' encyclical - <i>Laudato Si</i> and deepen an awareness of Indigenous ways of knowing. <b>Timeline: September - June</b>	K-12	8-10	TBD	Participation Teacher/Student Feedback

2021-2022 - Professional Learning Plan - Outdoor/Health/Physical Education						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
MHWBE: Improve Student Mental Health & Well Being	Strong Minds Strong Kids - Kids Have Stress Too! And Stress Lessons Refresher course	Provide implementation support for the Kids Have Stress Too! and Stress Lessons programs by modelling lessons and exploring the resource content. Implementing the program provides a comprehensive approach that will help young people develop resilience and positive coping skills related to Social Emotional Learning and Mental Health Literacy. Virtual PD sessions for HPE educators with their students hosted by Strong Minds Strong Kids. Timeline: Elementary (Jan) Secondary (Feb)	Elementary (K-8) & Secondary (9-12)	All	1/School	Follow up with teachers for feedback, collect evidence of implementation, implementation touchpoint - collaborate with teachers to improve/adjust the learning to suit the needs of their students, impact follow up - what impact has the new learning had on student achievement and well being.
MHWBE: Improve Student Mental Health & Well Being	Cannabis Education: Professional Learning, Parent Engagement & Resource Development	Cannabis Education building capacity on safe schools policy, mitigating factors, educational and curriculum supports, building safe and inclusive spaces for students to dialogue about harm reduction, and parent engagement to support student well-being. HPE educators will be given curriculum connections and resource supports to encourage open and safe dialogue with students about cannabis. [In collaboration with Mental Health Team, Safe Schools, NCC] Timeline: Multiple Sessions beginning in November	Elementary (6-8) & Secondary (9-12)	All	Open to all HPE teachers	Follow up with teachers for feedback, collect evidence of implementation, implementation touchpoint - collaborate with teachers to improve/adjust the learning to suit the needs of their students, impact follow up - what impact has the new learning had on student achievement and well being.
ACH: Improve Conditions for Learning	Teaching Games for Understanding Professional Learning & Resource Supports	These in-person sessions will build educator capacity on using effective instructional strategies that support all grade 4-8 learners through the use of inquiry and differentiation and will further support HPE teachers through resource implementation. This includes visiting classes in-person to work with teacher and students. Timeline: Elementary (December - March)	Elementary (4-8)	All	Open to all HPE teachers	Continuation of opportunities for teacher self reflection of practices and pedagogy. Opportunities for co-teaching
HRE: Culturally Responsive Pedagogy & Instructional Equity	Cricket Initiative: Create culturally responsive programs	Educators will be supported with implementation tools for engaging students in the skills of the game of cricket. Exposing students to a wider variety of culturally responsive activities and providing access to equipment promoting inclusive practices in physical education. This includes visiting classes in-person to work with teachers and students. Timeline: March - June	Secondary (9-12)	All	Open to all HPE teachers	Follow up with teachers for feedback, collect evidence of implementation, implementation touchpoint - collaborate with teachers to improve/adjust the learning to suit the needs of their students, impact follow up - what impact has the new learning had on student achievement and well being. Opportunities for co-teaching
ACH: Improve Conditions for Learning	Natural Curiosity: Outdoor Exploration	To promote outdoor investigation, provide schools with an Outdoor Education Kit with supporting lessons. This virtual session will take teachers with their students through the parts of the Outdoor Education Kit along with a sample lesson. Time will be given for outdoor exploration. Timeline: January - March	Elementary (K-3, 4-8)	All	Open to all K-8 teachers	Collect evidence of implementation and use of lessons, provide implementation touchpoints and opportunities for continued co-teaching
ACH: Improve Conditions for Learning	Meaningful Assessment with Edwin for Health & Physical Education	This virtual professional learning opportunity will be offered to teachers teaching the HPE curriculum on meaningful assessment and use of Edwin's digital collections. The focus will be on the use of effective assessment strategies that support all learners while highlighting some of the tools in Edwin's digital collections. Virtual PD sessions for HPE educators with their students.	Elementary (5-8) & Secondary (9&10)	All	Open to all HPE teachers	Continuation of opportunities for teacher self reflection of practices and pedagogy
MHWBE: Improve Student Mental Health & Well Being	Menstrual Equity & Education					

## 2021-2022 - Professional Learning Plan - Indigenous Education

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers /School	Monitoring
MHWBE: Improve Student Mental Health & Well Being	Elder/Knowledge Keeper in Residence porgrqam	Working with collaboration with community partners and Elders (Male and Female) will identity and address topics relevant to the health, including mental health and wellbeing, of Aboriginal students. They will also dedicate their time to personally providing a cultural connection for Aboriginal and non-Aboriginal 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. This is an ongoing initiative since 2014 This initiative supports the current self-identification promotional campaign that has been underway since 2015 and it is also aligned with the TCDSB's Strategic Multi Year Plan – Fostering Student Achievement and Well Being by 2021 <b>Timeline Sept. 2021 to June 2022</b>	K to 12	200		meetings to discuss progress providing ongoing support through emails and phone calls,
HRE: Culturally Responsive Pedagogy & Instructional Equity	Gathering of Nations Summer Camp for Indigenous Students	To provide Indigenous students and those Indigenous students who are considered at-risk with Secondary School credit courses in a safe and caring outdoor environment based on the philosophies, aesthetics, and worldviews of Indigenous peoples in Canada. 2019/20 year was cancelled because of the pandemic. The Albion Field Center run by the Toronto Regional Conservation Authority. <b>Timeline July 2022</b>	8 to 10			meetings to discuss progress - providing ongoing support through emails and phone calls,
HRE: Culturally Responsive Pedagogy & Instructional Equity	National Day for Triuth and Reconciliation and Orange Shirt Day	National Day for Truth and Reconciliation is observed on September 30, and is a legacy of the St. Joseph Mission (SJM) residential school commemoration event held in Williams Lake, BC, Canada, in the spring of 2013. It grew out of Phyllis' story of having her shiny new orange shirt taken away on her first day of school at the Mission, and it has become an opportunity to keep the discussion on all aspects of residential schools happening annually. <b>Timeline Sept. 30, 2021</b>	K to 12	200		feedback forms, qualitative data, emails, phone callls, meetings
HRE: Culturally Responsive Pedagogy & Instructional Equity	Indigenous Heritage Month June – 2022	Catholic Education Center. A month of on line and if permitted in-person activities, celebrating Indigenous culture, history and spiritual connections with high school and elementary students, teachers, staff, administrations and parents and community organizations. <b>Timeline June 2022</b>	K to 12	200		feedback forms, qualitative data, emails, phone callls, meetings
HRE: Culturally Responsive Pedagogy & Instructional Equity	Teacher Symposium in April 2022	One day virtual symposium 7:00 pm to 8:30 pm. This years topic will be the Truth and Reconciliation and the Calls to Action	K to 12	200	1	feedback fors, emails and qualitative data

## 2021-2022 - Professional Learning Plan - Indigenous Education

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers /School	Monitoring
HRE: Culturally Responsive Pedagogy & Instructional Equity	Indigenous Arts Interactive Website Proposal	Collaboration between the Art, Muic and Indigenous Education Depattments proposes to engage members of the Indigenous Communities across all disciplines of Arts to provide a video presence on an interactive site for TCDSB students K - 12. Artists will share their stories through performance and interview based on a set list of prompts (questions) co created with CEC resource staff and members of the indigenous community. The goal of this interactive site is to allow students an opportunity to tell their own stories. By engaging with Indigenous Art Forms and the stories of Indigenous Artists, we hope students will be inspired to share their own experience. For example, Que Rock has shared the teachings that surround the Medicine Wheel, and students have shared their own stories through this medium. Additionally, the Afro-Metis Nation uses music and spoken word to inspire students to draft their own versions of lyrics for O Canada. <b>Timeline January to June 2022</b>	K to 12	200	2	qualitative and qualitative data through obdservations, feedback forms, questionnaires, teacher and student repsonses
HRE: Culturally Responsive Pedagogy & Instructional Equity	Indigenous Heritage Month June – 2022	Catholic Education Center. A month of on line and - if permitted in-person- activities, celebrating Indigenous culture, history and spiritual connections with high school and elementary students, teachers, staff, administrations and parents and community organizations. <b>Timeline June 2022</b>	K to 12	200		qualitative and qualitative data through obdservations, feedback forms, questionnaires, teacher and student repsonses
HRE: Culturally Responsive Pedagogy & Instructional Equity	Indigenous Educational Resources for Teachers	Resources to increase their knowledge and awareness of Indigenous cultures, histories, traditions, and perspectives and enhance their capacity to support Indigenous learners more effectively, and shifts and spreads to other departments such as literacy religion and numeracy. <b>Timeline Sept 2021 to June 2022</b>	K to 12		6	feedback forms, emails, conversations,
HRE: Culturally Responsive Pedagogy & Instructional Equity	AQ Funding for FNMI Courses 2021/ 22	The initiative offered full funding for Ontario FNMI AQ courses. The Indigenous Education Department believes that subsidized AQ courses will provide and strengthen teachers and administrators with a deeper understanding and relationship with Indigenous culture, while building networks of support for educators. <b>Timeline Jan 2022 to June 22</b>				emails, zoom and email calls
HRE: Culturally Responsive Pedagogy & Instructional Equity	Collaboration with the French Department	To raise awareness of Indigenous culture and residential schools with on-line resources in French <b>Timeline Jan 2022 to June 22</b>	Gr. 7 to 12	30		conversations, emails, feedback forms and student repsonses

## 2021-2022 - Professional Learning Plan - Indigenous Education

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers /School	Monitoring
MHWBE: Improve Student Mental Health & Well Being	Supporting Bishop Marrocco/Thomas Merton 2021/22	This project focuses on the implementation of Soccer and Dance Camps in Attawapiskat This initiative supports community partnerships and Increase knowledge base of FNMI history, culture, and worldviews both for administrators, teachers integrating the cross-curricular expectations in curriculum and TCDSB's on-going support for professional development of staff in the area of Mental Health support for students. <b>Timeline July 6 to 12 2022</b>	Gr. 6 to 12	2	200	teacher, student, parent and community reponses,



2021 - 2022 - Professional Learning Plan - Arts & Music						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# of Teachers/ School	Monitoring
ACH: Improve Conditions for Learning	Focus group of Secondary Arts Teachers to explore Hybrid learning strategies (in tandem with the Phys. Ed dept.)	In response to the concerns expressed by Secondary Drama/Dance teachers, we will attempt to troubleshoot and create strategies for teachers to facilitate an equitable and rich model of delivery of Drama and Dance curriculum in the hybrid model, acknowledging constraints of the current Pandemic Restrictions.	9-12	32	approx 5 Drama and Dance Teacher total	feedback forms, google docs, email communication, virtual and in-person interaction
ACH: Improve Conditions for Learning	PD sessions for Hybrid Learning strategies for Drama and Dance	October - Darren Black and Kristina UDEGBUNAM Drama and Dance Teachers from Appleby College who have been delivering Hybrid learning throughout all of COVID, will share strategies with our Secondary Drama and Dance teachers. Each group will have their own session. Designed to meet needs as early as possible.	9-12	32	approx 5 Drama and Dance Teachers per school NO CODE DAYS REQUIRED	
HRE: Culturally Responsive Pedagogy & Instructional Equity	Arts and AI project	November - May: 4 week programs for selected Grade 7 and 9 classes that explore the interaction between Art and Artificial Intelligence with a focus on cultural meanings of colour. Students will engage with VR and Colour analysis of art that has been created along with an African Canadian artist and RECREATE another work based on feedback from AI as well as their own aesthetic goals. (other sessions focus on Asian and Indigenous arts)	7 and 9	2 - 6 schools depending on availability of artists and TCDSB/IBM team members	One teacher and ONE of their classes (30 students) for each 4 week program that can be held from November to May. NO CODE DAYS REQUIRED	Student work and engagement, Teacher feedback forms, continued evolution of process
ACH: Improve Conditions for Learning	Create a library of PD videos featuring best practices in the Hybrid Model	October - Vicki and Bob are reaching out to Educators who have been teaching Drama and Dance in the Hybrid model. We will film the educators and create PD videos for TCDSB teachers.	9-12	32	approx 5 Drama and Dance Teachers per school NO CODE DAYS REQUIRED	
HRE: Culturally Responsive Pedagogy & Instructional Equity	Multi-cultural Music PD videos for teachers	Invite Musicians of a variety of diverse cultural backgrounds to demonstrate and share their Music in a video format that can be used as PD for teachers.				
MHWBE: Improve Student Mental Health & Well Being	In-servicing Elementary Teachers with cross-curricular religion and arts program - Growing through the Arts.	on going - (2 or 3 session upon demand)- Vicki, Bob, Lisa Malcolm and Rhea Howley will introduce and model both the specific lessons in the Resource "Growing through the Arts" to Elementary teachers - either virtually or in-person, and elaborate on the subject of arts integration with other subject areas.	K-8	167	1-2	feedback forms, shared student work, hits on CCC website.

2021 - 2022 - Professional Learning Plan - Arts & Music						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# of Teachers/ School	Monitoring
ACH: Improve Conditions for Learning	After school Ukulele Pedagogy sessions to support Music Teachers in Ukulele instruction (pandemic approved instrumental music option)	as soon as possible with TECT restrictions. Continued refinement of online resource for all teachers available on the music portal.	4-12	200		
ACH: Improve Conditions for Learning	Vocal and Instrumental Music Pedagogy	Ongoing (as sanctions permit) Create interactive Virtual Sessions for teachers who seek to advance their knowledge in the areas of *Classroom Management; *Incorporation of Musical Elements, *Vocal Production and Health, *Bucket Drumming. *Instrument Repair, *Assessment, *Addition areas as required	K-8	167	211 Vocal and Instrumental Teachers NO CODE DAYS REQUIRED as sessions will be after hours	feedback forms, follow up discussions
HRE: Culturally Responsive Pedagogy & Instructional Equity	Continue to collaborate with Special Ed. Autism team to support learning through the arts in MEDD classrooms.	Ongoing/As-needed: Provide PD for MEDD teachers highlighting the techniques used to incorporate Arts subject areas in a cross-curricular setting focusing on the needs of the MEDD learner.	K-12	53 Elem/24 Secondary	approximately 100 MEDD teachers	Follow up discussions with teachers who have assessed the response, from students and parents, to the incorporation of more arts focused instruction.
MHWBE: Improve Student, Parent & Community Engagement	Interdisciplinary Arts Festivals	A series of exposure opportunities for Arts Students to share their work with the TCDSB community. Virtual and in-person concerts and exhibitions will be mounted throughout the year. An attempt toward streamlining by combining Drama, Dance, Visual/Media Arts and Music will be made. A variety of Board initiatives can be incorporated as themes for presentations.	K-12	200	Code days for participating schools?	
ACH: Improve Conditions for Learning	OTHER - Nurturing Catholic Community In-servicing Elementary Teachers with cross-curricular religion and arts program - Growing through the Arts. see line 7	In place of providing discrete Art, Drama, Dance and Music workshops for Elementary Teachers, we propose this integrated workshop to be delivered as 3 daylong workshops throughout the year. This will prevent the first come, first serve inequity that results in the same teachers receiving all 3 arts days.	K-8	167	30 days per session- total 90 days	
HRE: Culturally Responsive Pedagogy & Instructional Equity	Storytelling through Indigenous Arts interactive website	In collaboration with the Indigenous Ed. and SHSM Depts., we propose a website that will function as a repository of Indigenous arts presentations supporting classroom activities. Students will then tell their own stories using what they have learned from Indigenous presenters.	7-12	200	all	traffic on the website, teacher/student response, work samples



2021 - 2022 - Professional Learning Plan - Arts & Music						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# of Teachers/ School	Monitoring
MHWBE: Improve Student Mental Health & Well Being	Pottery support	Sculptor and Pottery Technician will provide Teacher Training via: zoom sessions, school visits etc. to maximize use of pottery equipment in schools. Of particular interest for NAC10 teachers.	9-12	5-8	1-2 teachers per school	Teacher feedback
LRR: Re-engaging Students	Recorder Specialist - Teacher training for St Annes	Provide support to teachers at St Annes using recorders to implement Instrumental music programs. Session recording will remain available to all teachers.	7-8	St Annes	7 teachers	Teacher feedback
ACH: Improve Conditions for Learning	Hybrid learning focus group	Provide code days to Lead teachers within the Secondary Panel to help understand and problem-solve issues surrounding arts delivery in the Hybrid model.	9-12	32	5 Teachers total	Teacher feedback
ACH: Improve Conditions for Learning	Vocal Health Presentation	Speech Pathologist and Vocal Expert - Aaron Low, will provide a workshop for teachers about proper vocal projection while masked. Session will be recorded and available for all.	K-12	200	5 Teachers for workshop	Teacher feedback

2021-2022 - Professional Learning Plan - Pathways						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers /School	Monitoring
PT: Improve Student Readiness for Future Success	SHSM ongoing school-based team meetings for program planning and implementation	School SHSM team meetings aimed at building capacity and sustainability for program delivery. <b>Timeline: September to June</b>	11, 12	28	9-10	Anecdotal feedback. Continue to monitor SHSM board and school specific enrolment and completion data.
PT: Improve Student Readiness for Future Success	SHSM Weekly Office Hours (Wednesdays 10 - 11 am & 1 - 2 pm)	Designed to be responsive to the system when convenient for our classroom colleagues; school SHSM teams are invited to share best practices; provide messaging and/or Ministry updates; and provide school support through Q and A. <b>Timeline: September to June</b>	11, 12	28	9-10	Anecdotal feedback. Continue to monitor SHSM board and school specific enrolment and completion data.
PT: Improve Student Readiness for Future Success	SHSM Professional Learning Modules via Sharepoint Site: <a href="#">SHSM SharePoint for Teachers</a>	A variety of asynchronous informational packages and resources shared throughout the year (i.e. communication, online student workshops, webinars, SHSM promotional videos, promotion/recruitment resources). These resources are updated regularly <b>Timeline: September to June</b>	11, 12	28	9-10	Anecdotal feedback. Continue to monitor SHSM board and school specific enrolment and completion data.
PT: Improve Graduation Rates	Support for the new 6 SHSM program applications	Meet with school teams to prepare a school application for a new SHSM program. <b>Timeline: November to December 2021</b>	11, 12	Based on Local School Interest	Variable	Anecdotal feedback. Continue to monitor SHSM board and school specific enrolment and completion data.
PT: Improve Student Readiness for Future Success	Province-wide SHSM Sector-Partnered Experience Event (SPE) focused on entrepreneurship in the skilled trades.	A province-wide virtual event hosted by OCTE (Ontario Council for Technology Education) for teachers to network with different sector partners and other educators. <b>Timeline: Winter 2022</b>	11,12	Based on Local School Interest	1-2	Anecdotal feedback. Continue to monitor SHSM board and school specific enrolment and completion data.
PT: Improve Student Readiness for Future Success	SHSM School-Specific Promotional Events	Virtual pre-SHSM days for grade 10 classes where students and teachers can experience a sample SHSM/EL opportunity to promote pathways planning and career exploration.	10	Based on Local School Interest	2-4	Anecdotal feedback. Continue to monitor SHSM board and school specific enrolment data.
MHWBE: Improve Student, Parent & Community Engagement	Professional Development via SHSM Program Promotion to both high school and intermediate students and parents.	Provide informational pathways planning presentations to teachers, parents/guardians, and students in grades 7-10. <b>Timeline: January 2022</b>	7-10	Based on Local School Interest	Variable	Anecdotal and common feedback forms
HRE: Culturally Responsive Pedagogy & Instructional Equity	Promote interdepartmental dialogue	Share new programming resources (i.e. anti-oppression/allyship training, financial literacy, experiential learning opportunities for skilled trades and technological education etc.) to support students across all pathway destinations so that all students feel represented, valued, and have a sense of self worth.	7-12	28	9-10	Anecdotal feedback

2021-2022 - Professional Learning Plan - Pathways						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers /School	Monitoring
PT: Improve Student Readiness for Future Success	Co-op Monthly Live Sessions for new to coop teachers as well as all coop teachers	Provide Professional Learning sessions and best practices for new to Co-op Teachers, refresher sessions for returning teachers. <b>Timeline: September to June</b>				
HRE: Culturally Responsive Pedagogy & Instructional Equity	Co-op interdepatmental dialogue	Create cooperative education opportunities and curriculum resources with a focus on Indigenous studies. <b>Timeline: September to June</b>				
PT: Improve Graduation Rates	Co-op Professional Learning on Pathway progr	Pre-recorded and live sessions on Pathway programs to Guidance, student success, special education teachers, students, parents. <b>Timeline: January to April</b>				
LRR: Re-engaging Students	Dual Credit Professional Learning for guidance teachers/coop teachers (synchronous) and for all secondary teachers (asynchronous)	Educate and promote Dual Credit to teachers, social work, CYW's, admin about program eligibility and how to apply through hosting zoom webinars and/or visiting school sites to meet with staff and students. <b>Timeline: December - Febuary</b>	10-12	32	1-5	Anecdotal feedback. Monitor completion rate and enrollment numbers for second semester
LRR: Re-engaging Students	School Within a College (SWAC) Training Module	Educate and promote SWAC to teachers, social work, CYW's and admin about program, eligibility and how to apply through email with Guidance Heads and zoom webinars. This will be follwed up with school visits to meet with students interested/identified for the program. <b>Timeline: December - February</b>	10-12	32	1-5	Anecdotal feedback. Monitor completion rate and enrollment number for second semester.
MHWBE: Improve Student, Parent & Community Engagement	TCDSB School Within a College (SWAC) Professional Learning Live Info Session	Host Learning live session for any interested student, parent or staff. Sessions focus on what SWAC is, eligibility, advantages, and how to apply <b>Timeline: Early December - February</b>	10-12	32	1-5	Anecdotal feedback. Monitor completion rate and enrollment numbers for second semester
MHWBE: Improve Student, Parent & Community Engagement	CGTA (School College Work-Initiative Collaboration) Dual Credit Virtual Info Sessions	Host Learning Live sessions for any interested student, parent or staff, focused on what dual credits are, advantages, and eligibility. <b>Timeline: December to February</b>	10-12	32	1-5	Anecdotal feedback. Monitor completion rate and enrollment number for second semester

2021-2022 - Professional Learning Plan - Pathways						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers /School	Monitoring
MHWBE: Improve Student, Parent & Community Engagement	Community-Connected Call for Experiential Learning Proposals	Call out to all TCDSB Educators K-12 to bring appropriate Experiential Learning to their students. Experiences must be connected to the community (local, national or international: and grounded in the EL Cycle (Participate, Reflect, Apply) Teacher PD is available through a library of PD videos connected to EL Cycle and EL applications <b>Timeline: Secondary- Starting October 2021, Elementary Starting after Job Action</b>	K-12	All who apply	Depends on Applications	Educators to document the experience and provide samples and reflections through all stages of the cycle. To be submitted using a provided Google Slides Template.
PT: Improve Student Readiness for Future Success	OYAP and EL Car Kits	Call out to all TCDSB Educators K-12 to bring appropriate Experiential Learning to their students. Experiences must be connected to the community (local, national or international: and grounded in the EL Cycle (Participate, Reflect, Apply) Teacher PD is available through a library of PD videos connected to EL Cycle and EL applications <b>Timeline: Secondary- Starting October 2021, Elementary Starting after Job Action</b>	4-6	Up to 165	Depends on Applications	Educator Feedback Survey on usage - in development with Research team
PT: Improve Student Readiness for Future Success	OYAP and EL House Kits	Kits will be provided for groups of students to build a house following blueprint plans and using trade tools such as a jig. Teacher-led PD is provided through a Teacher Guide that models how to work through all 3 stages of the EL Cycle while connecting to topics such as Career Exploration, Skilled Trades, Apprenticeships, Math, Science, Literacy <b>Timelines: Career Studies Sem 2, Grade 9 Math</b>	9-10 Grade 10 Careers and Grade 9 Math	32	Depends on Applications	Educator Feedback Survey on usage - in development with Research team

2021-2022 - Professional Learning Plan - Pathways						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers /School	Monitoring
HRE: Culturally Responsive Pedagogy & Instructional Equity	Coded Bias- Experiential Learning	Teachers will have access to this on-going EL opportunity when needed. They will be able to access the film as well as a website created to support teacher self-lef PD and student learning opportunities including pre-activities, and connections to curriculum areas: Arts & Dance, Career Studies, Geography & Environment, Language & Literacy, Law & Ethics, Mathematics, Science, Technology. All aspects of the EL Cycle are modeled throughout <b>Timelines: Started October 2021 for secondary and November 2021</b>	7-12	All who apply	Depends on Applications	Educator Feedback Survey on usage - in development with Research team
MHWBE: Improve Student, Parent & Community Engagement	Community Walks & Guides- Experiential Learning	Pilot Project to connect educators with local community members and leaders for guided walks on a specific theme, depending on curriculum area to address. Ideally PD learning and experiences will be offered by smaller area, depending on availability. FOCUS on connected local indigenous leaders to help students and educators better bring the land acknowledgement to life in their particular community. <b>Timeline: Spring 2022</b>	6-12	Depends on focus areas	Depends on focus areas	Educator Feedback Survey on usage - in development with Research team
ACH: Improve Math Achievement	Do Your Bit Challenge- EL, Math, Literacy & STEAM	Cross-curricular learning opportunity developed with Math, Literacy and STEAM last year. Covering curriculum expectations in Math (coding), literacy and geography/social studies. Teacher PD can be embedded throughout live (virtual) student sessions if teacher coverage is not available. Classrooms without sets will receive micro:bits for classroom use for the project. <b>Timeline: Term 2</b>	6-8	All who apply	Depends on Applications	Educator and Student feedback surveys
MHWBE: Improve Student Mental Health & Well Being	CrossFit Educator Training- EL & HPE	Educators will engage in functional fitness training to be able to bring high-intensity, minimal equipment fitness opportunities to students in HPE courses and fitness clubs. Training can be done either on the weekend or if codes are available, with a TCDSB specific 2-day training session. <b>Timeline: Winter 2022</b>	9-12		20 total teachers	Educator reflection documents and implementation of programming.

2021-2022 - Professional Learning Plan - Pathways						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers /School	Monitoring
ACH: Improve Conditions for Learning	Virtual Elementary Science- Wiggler Kits- EL	St Anne Grade 5 teachers will be able to engage in professional learning from a colleague who is an enthusiastic virtual science educator, looking to help educators bring science to life in the virtual classroom. All teachers participating in PD will receive ready to use resources, as well as a hands-on science kit mailed to each of their virtual students. (This opportunity is from funds received from last year's EL grant that couldn't be used due to job action) <b>Timeline: After Job Action</b>	5	1- St Anne	20 total teachers	Educator Feedback Survey on usage - in development with Research team
HRE: Culturally Responsive Pedagogy & Instructional Equity	Arts and AI- EL & Arts	As an on going partnership between EL and the Arts department we are working with York University and IBM to connect cultural learning around colour and art to life through the exploration of the role and implecation of the use of Artificial Intelligence. Hoping to engage students this year with an African Artist. Schools invited to join are all EPAN schools. <b>Timeline: Winter 2022</b>	9-10	2-3	1	Anecdotal feedback from participating educators, students and community partners.
LRR: Re-engaging Students	Cardboard Hovercraft Race (Skills Ontario) - EL & OYAP	Educators will receive classroom kits to have their students work in groups to build and race their own hovercrafts. Educators will also receive a Teacher's Guide to model how to work through all 3 aspects of the experiential learning cycle and prompts to connect to curriculum areas such as Careers, Skilled Trades, Technology, STEAM and French) <b>Timeline: October-Novemeber 2021</b>	9-12	As many as apply	Depends on application	Educator Feedback Survey on usage - in development with Research team
ACH: Improve Conditions for Learning	Embedding EL Across the Curriculum- for Resource Staff	Opportunity to promote and explore experiential learning with various Curriculum groups who work centrally. To best expand EL implementation across the school board, all resource staff need to be aware of the pedagogy and implementation opportunities. This can also help connect resources teachers to educators in the field already modelling EL in their curriculum area. This work can be approached in small or larger groups	K-12	0	0	CEC Staff implementation, monitoring EL applications
PT: Improve Graduation Rates	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. <b>Timeline: ongoing (November, February, April)</b>	Gr. 9-12	35	1-2	Adectodal Feedback



2021-2022 - Professional Learning Plan - Pathways						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers /School	Monitoring
PT: Improve Student Readiness for Future Success	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. <b>Timeline: 4 times per year</b>	Gr. 9-12	35	1	Anecdotal Feedback
PT: Improve Student Readiness for Future Success	Professional Learning sessions for Secondary Dept. Heads or Counsellors	Topics could include assessment, mental health and wellness, pathways programming initiatives, Trillium support, OSSD requirements, myBlueprint, post-secondary planning, transition to high school, outside agencies Timeline: during departmental meetings periodically throughout the year	K-12	50	1-5	Anecdotal Feedback/Common Feedback Form
PT: Improve Student Readiness for Future Success	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: during departmental meetings	K-8	14	14	Anecdotal Feedback
PT: Improve Student Readiness for Future Success	Ontario School Counsellors Association	One-Day Conference on Pathways Topics - October 2021	K-12	50 + Central Pathways Team	56	OSCA Survey
MHWBE: Improve Student Mental Health & Well Being	Ontario School Counsellors Association	One-Day Conference on Mental Health Topics - October 2021	K-12	50 + Central Pathways Team	56	OSCA Survey
MHWBE: Improve Student Mental Health & Well Being	Professional Development for Elementary and Secondary Guidance Counsellors	Areas of focus, issues of concern, and implementation of Guidance Initiatives with a focus on Pathways/Transitions//SEL/Mental Health. Timeline: during departmental meetings (i.e. focus topics)	K-12	49	49	Anecdotal Survey
PT: Improve Student Readiness for Future Success	myBlueprint in-servicing for K-6 Teachers	Classroom opportunities designed to build capacity for K-6 teachers to implement All About Me. <b>Timeline: Winter/Spring</b>	K-6	50	1-2	Common Feedback Form
PT: Improve Graduation Rates	myBlueprint in-servicing for Gr. 8 teachers and Elementary/Secondary Guidance Counsellors with a focus on Course Selection	Workshop designed to build capacity for Gr. 8 teachers and Elementary/Secondary Guidance Counsellors to support and implement online course selection. <b>Timeline: Dec. 2021-Spring 2022.</b>				Anecdotal Feedback/myBlueprint Survey

2021-2022 - Professional Learning Plan - Pathways						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers /School	Monitoring
PT: Improve Student Readiness for Future Success	Professional Learning Session for Secondary Guidance Counsellors	Explore Apprenticeship as an equal and worth while pathway option post graduation. Share and explore OYAP -s curriculum connected program option that supports student directed expential learning.	9-12	32	2-6	Common Feedback Form
PT: Improve Student Readiness for Future Success	School OYAP Presentation	Share details, criteria and information about OYAP connections and opportunitites	9-12	32	2-4	Anecdocal Feedback



2021-2022 - Professional Learning Plan - 21st Century Learning						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
ACH: Improve Conditions for Learning	Drop in Office Hour- Staff	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. <b>Ongoing: Tuesday (10-11am) &amp; Thursdays (1-2pm)</b>	K-12	200	5	Survey provided by Research Department
PT: Improve Student Readiness for Future Success	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  <b>Timeline: October 2021</b>	K-8	169	1	Survey provided by Research Department.
HRE: Culturally Responsive Pedagogy & Instructional Equity	New Teacher Induction Program Report Card Workshop	In partnership with New Teacher Induction Program: Elementary: January dates reserved: January 5 and 6 (2 half day session). Secondary: January (1 session) <b>Numbers TBD when co-ordinator is announced</b>	K-12	200	2	Survey provided by Research Department. Feedback provided by the NTIP department
ACH: Improve Conditions for Learning	iPad Management for Administrators	Drop In sessions in the winter to support Principals in using Apple School Manager to purchase apps at the school level.  <b>Timeline: TBD</b>	K-12	200	0	
ACH: Improve Math Achievement	Hour of Code	Virtual week long event. Partners: Apple, Microsoft (Logics). Will create a slidedeck similar to Earth Week 2021 to share with the system. (Send system wide invitation to participate) <b>Timeline: December 6-10</b>	3-8	169	5	Survey provided by Research Department Twitter Analytics (using the hashtag)
MHWBE: Improve Student Mental Health & Well Being	Leaders of Your Own Learning 9-12 Workshops-VIRTUAL	Collaboration with Student Success: Professional Development Day for Secondary Teachers TCDSB/TSU  <b>Timeline: January/February</b>	9-12	33	0	
PT: Improve Student Readiness for Future Success	STEAM Projects	TBD Site Specific Projects focused around the integration of Science, Technology, Mathematics, Arts and Engineering (eg. speakers series,Board Challenge)	9-12	7	2	Survey provided by Research Department

2021-2022 - Professional Learning Plan - 21st Century Learning						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
ACH: Improve Math Achievement	STEAM-The Learning Partnership (Entrepreneurial Adventure)	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	Survey provided by Research Department. Analytics provided by the Learning Partnership
PT: Improve Student Readiness for Future Success	STEAM-The Learning Partnership (Investigate!Invent!Innovate!)	On availability of The Learning Partnership: I3 - Investigate! Invent! Innovate! is a program that empowers students in grades six, seven and eight classrooms to identify problems in their everyday lives and invent solutions.'	7-8	30	1	Survey provided by Research Department. Analytics provided by the Learning Partnership
ACH: Improve Math Achievement	21C/STEAM Scratch collaboration with Math	PD for central staff is occurring on October 4, 2021. Understand Resource: Lessons have 2 components: - grade-specific content that address curriculum expectations. - mathematically rich contexts to help students experience content within bigger ideas of math. <del>-maker component to the resource</del>	K-9	200	5	Survey provided by Research Department.
HRE: Culturally Responsive Pedagogy & Instructional Equity	Minecraft "Ways of Knowing" Indigenous Environmental Awareness	A custom world developed to teach students about of indigenous culture and how they interacted with their environment	K-8	169	2	Survey provided by Research Department
ACH: Improve Math Achievement	Swift Playground (Coding)	Using Apple's Swift playground software (available to all TCDSB iPad devices) to develop student and teacher knowledge, understanding, thinking and application in coding (mathematics). We can potentially connect with the math department as well.	4-8	169	2	Survey provided by Research Department IT analytics- check to see download/usage of the app across the board.
LRR: Re-engaging Students	Teacher Learning Series in partnership with Apple (Device/App Training/Assessment)	In collaboration with Apple Canada, teachers will be provided promising practices to integrate iPad's and Apps (found in the TCDSB app catalogue) for lesson delivery and assessment	3-12	200	2	Survey provided by Research Department IT analytics- check to see download/usage of the app across the board.
PT: Improve Student Readiness for Future Success	The Learning Partnership(Coding Quest) Storytelling Through Coding and Game Design (steam) in collaboration with Elementary Literacy (STEAM)	TBD On availability of The Learning Partnership: An engaging, experiential program that teaches computational thinking and coding skills to students in grades 1-8. 21C and Elementary Literacy will provide promising practices and assessment specific for TCDSB students	4-8	169	1	

2021-2022 - Professional Learning Plan - 21st Century Learning						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
LRR: Re-engaging Students	3D Printing in collaboration with Arts	In collaboration with the Arts department, teachers are invited to explore ways to build capacity using 3D imaging technology as well as 3D printers to bring their designs to life. Teachers will be inserviced on how to connect these learning activities to be assessed through the arts curriculum, 21c Global competencies and the TCDSB Next Lesson. Proposed location for this workshop is St. Patrick CSS.	7 -12	200	1	Survey provided by Research Department. Analytics provided by the Learning Partnership
ACH: Improve Literacy Achievement	21C/Elementary Literacy	Provide teachers with a guide to project based learning through the lense of the elementary literacy curriculum, TCDSB Next Lesson and 21C Global Competencies	K-8	169	2	Survey provided by Research Department
ACH: Improve Literacy Achievement	21C/Secondary Literacy	Provide teachers with a holistic approach to student assessment through secondary english curriculum and TCDSB Next Lesson and 21C Global Competencies	9-12	30	2	Survey provided by Research Department
HRE: Culturally Responsive Pedagogy & Instructional Equity	Portfolio Tool: Student Documentation of Learning	In collaboration with early learning department, inservicing our DECEs and early year educators on incorporating the Portfolio tool in D2L for documentation of student learning.	K-3	169	2	Survey provided by Research Department D2L Analytics
LRR: Re-engaging Students	Assessment of Music through 21c Global Competencies	Provide teachers with a holistic approach to student assessment through music curriculum, TCDSB Next Lesson and 21C Global Competencies.	K - 8	169	1	Survey provided by Research Department D2L Analytics
ACH: Improve Conditions for Learning	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.  <b>Timeline: Weekend in Spring</b>	K-12	200	1	Survey provided by Research Department Twitter Hashtag analytics
ACH: Improve Conditions for Learning	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.  <b>Timeline: Weekend Spring</b>	K-12	200	1	Survey provided by Research Department Twitter Hashtag analytics

2021-2022 - Professional Learning Plan - 21st Century Learning						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
ACH: Improve Literacy Achievement	21C/Elementary Numeracy	Provide teachers with a holistic approach to student assessment through secondary english curriculum, TCDSB Next Lesson and 21C Global Competencies	K - 8	169	2	Survey provided by Research Department
ACH: Improve Conditions for Learning	Assessment & Breakout (Escape) rooms using Google Forms	Provide teachers different approach of assessing and creating lessons -Formative assessment and engage in data collection -Gamifying learning on topic (immersive learning and team building activities)	4-12	200		
ACH: Improve Conditions for Learning	Scratch - Creating accounts and learning to navigate program	Provide teachers an opportunity to learn how to begin with Scratch for the math curriculum and STEAM	K-8	169		
ACH: Improve Conditions for Learning	Everfi - "Future goals" and "Data Science Foundation"(STEAM)	Collaboration with Literacy department. Reinforce key concepts like scientific thinking and data analysis, exposing students to foundational STEAM concepts through real-life applications.	5-8 and Secondary	200		
ACH: Improve Conditions for learning	Edwin- Digital Citizenship and Career Exploration (STEAM)	In collaboration with Literacy and Science, STEAM and availability of Edwin.Understand Resource: and- grade-specific content that address curriculum expectations to encourage integrated curriculum.	Grades 5-9	200		
ACH: Improve Conditions for learning	Coding & Religion	In collaboration with STEAM - pending discussion	K-8	20		Ongoing
ACH: Improve Conditions for learning	The Indigenous Cultural Kits	In collaboration with Diverse & Equity Department	K-8	6		Ongoing

2021-2022 - Professional Learning Plan - Special Services						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
ACH: Improve Conditions for Learning	Differentiated Assessment Examples	Via Instructional Equity. Completion by March 2022	ALL	ALL	ALL	Principal Meetings, Monthly Plenary meetings, 3 department head meetings
ACH: Improve Conditions for Learning	Growing Success (2010); Learning For All (2013)	Via Instructional Equity. Completion by March 2022	ALL	ALL	ALL	
ACH: Improve Conditions for Learning	Responsive PD for IEP Development (Special Education in Ontario, 2017)	Tuesday, October 5th- Secondary teachers 2 sessions- 9:30-11:30, 12:30-2:30 Wednesday, Oct 6th- Secondary 2 sessions- 9:30-11:30, 12:30-2:30  Oct 7th- Admin 3:15-4:15 Oct 8th - Admin 1-2:30  Drop in support sessions to support all staff (administration/teachers) 11:00-1:00 Oct 12th and Oct 14			ALL	
MHWBE: Improve Student Mental Health	Responsive PD for SIP Development	All Day - October 22 / October 25 / October 27	ALL	ALL	ALL	
All areas of Priority Focus	Instructional Equity Monthly Themes	September: Exceptionalities and IEPs October: HIP Strategies November: DI and Growth Mindset December: Responsive PD January: Assistive Technology February: Universal Design for Learning March: Growing Success April: Supporting Students with Autism May: Instructional Strategies June: Feedback	ALL	ALL	ALL	- Monthly Plenary Meetings with Chiefs, ASD team, APT & PATs - 3 department heads meeting per year - Planning & offering Team teaching opportunities - providing ongoing support through Zoom, Google Meets, emails, phone calls, text support, drop-in office hours & school visits - PLC presentations to school teams
ACH: Improve Conditions for Learning	Launch of Digital SEA platform; further reduce/eliminate barriers for students to access their learning	On-going. Anticipated Launch Date: Wednesday November 24th, 2021	ALL	ALL	ALL	
PT: Improve Student Readiness for Future Success	Support Post-21 and Post-Secondary Transition meetings	Providing families with community resources that support transition and validate all graduation pathways (Community Participation, Work Experience and College/University)	10, 12, Year 6 or 7	ALL	ALL	

2021-2022 - Professional Learning Plan - Special Services						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
MHWBE: Improve Student, Parent & Community Engagement	Parent Post-21 Workshops for both ISP and Reg Program	Providing families with community resources that support transition and validate all graduation pathways (Community Participation, Work Experience and College/University) Nov 30 Evening Workshop for Parents (7-8:30 pm) with community partners like DSO, CLT, Surrey Place, etc. Meeting for Parent on Knowing Your Child's IEP (date to be determined with SEAC)	ALL	ALL	ALL	<ul style="list-style-type: none"> <li>- Monthly Plenary Meetings with Chiefs, ASD team, APT &amp; PATs</li> <li>- 3 department heads meeting per year</li> <li>- Planning &amp; offering Team teaching opportunities</li> <li>- providing ongoing support through Zoom, Google Meets, emails, phone calls, text support, drop-in office hours &amp; school visits</li> <li>- PLC presentations to school teams</li> </ul>

2021-2022 - Professional Learning Plan - Equity						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	Monitoring
HRE: Culturally Responsive Pedagogy & Instructional Equity	Equity Professional Learning Series for VPs	Series focused on Anti-Racism, Anti-Black Racism, Indigenous Ed, Inclusion, 2SLGBTQ+, Anti-Asian Racism. January - June 2022	Secondary	All	N/A	Common feedback form
HRE: Culturally Responsive Pedagogy & Instructional Equity	Equity Professional Learning Series for NTIP Teachers	Series focused on Anti-Racism, Anti-Black Racism, Indigenous Ed, Inclusion, 2SLGBTQ+, Anti-Asian Racism. January - June 2022	All	All	N/A	Common feedback form
HRE: Culturally Responsive Pedagogy & Instructional Equity	Equity Professional Learning Series for MAPA members	Series focused on Anti-Racism, Anti-Black Racism, Indigenous Ed, Inclusion, 2SLGBTQ+, Anti-Asian Racism. November 2021 - May 2022	N/A	N/A	N/A	Common feedback form
HRE: Culturally Responsive Pedagogy & Instructional Equity	Supporting 2SLGBTQ+ Students for Principals	Professional learning on supporting 2SLGBTQ+ students including faith perspective, professional practice, and mental health and well-being. March - June 2022	Secondary	N/A	N/A	Common feedback form
HRE: Culturally Responsive Pedagogy & Instructional Equity	Connections and Conversations Series	Variety of equity topics offered to all staff in the system. December 2021 - June 2022	All	All	N/A	Common feedback form



2021-2022 - Professional Learning Plan - Early Years						
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	Monitoring
ACH: Improve Literacy Achievement	Early Reading Intervention	April to June: Using the Science of Reading and CRRP. Literacy, 5th Block, Special Services (SLP &APT) central staff will pilot phonics and phonemic awareness programs with classrooms/teachers	Grade(s) K-2	16	48	Pedagogical documentation and collection of data by teachers to be analyzed by reserach departement. Tracking progress and impact on student learning
HRE: Culturally Responsive Pedagogy & Instructional Equity	Co-plan and Co-teach with educators Culturally Responsive Emergent literacies	Programming Planning and implementing ways to teach Early emergent literacies through a culturally responsive lens  Timeline: Ongoing September - June (Multi-year Plan)	K-1	ALL	ALL	anecdotal feedback, teacher and student documentation of learning.
ACH: Improve Conditions for Learning	Professional Development for Designated Early Childhood Educators	Working with ETFO president and Early Years Manager to plan and implement professional development for all Designated Early Childhood Educators (DECE's) on Play-Based Learning, The Four Frames in Kindergarten, and supporting behaviour management strategies using Jenna Bilmes Text (The Six Life Skills Children Need: Collaboration, Attachement, Adaptability, Belongining, Self-regulation, Contribution)  Timeline: November-May	K	All	480 DECE	Pedagogical Documentation of Evidence of Learnning and Teacher Surveys
LRR: Re-engaging Students	Early Years Saturday School Proposal for in school re-engagement	The goal is to re-engage students in kindergarten that are learning virtually to engage in Saturday face to face learning, focusing on child development (physical, social, emotional and cognitive development). The goal would be to set the foundation for Early Learners Mindset for learning and teaching traits for independence, growth and joyful learning with a focus on Empathy, Flexibility, Persistence, Resilience, and Optimism. This would be a Saturday Program led by Early Childhood Educators. This program will also align with K-8 Parent workshops that would run every other weekend from the Play-Based Saturday Programs.  Timeline: April to June	K	24	72 ECE	Pre-assessment and Post assessment for growth in learning and Teacher Surveys
PT: Improve Student Readiness for Future Success	Early Years Skills Trade Canada Expirential Learning	Promotion of the Skills Trade in Grade 1 through Skills Ontario Booklets with experiential learning kits  Timeline: February- June	1	ALL	ALL	Pre, during, post sessions with teacher participants: anecdotal feedback, teacher surveys, teacher written documentation, student evidence of learning





**REPORT TO**

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

**ACCOUNTABILITY FRAMEWORK SPECIAL  
SERVICES REPORT BACK 2020-2021**

*The Lord said, "If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. Genesis 11.7"*

Created, Draft	First Tabling	Review
November 22, 2021	December 2, 2021	Click here to enter a date.

Maria Meehan, Superintendent of Education, Special Services  
Dr. Marina Vanayan, Sr. Coordinator, Educational Research

**INFORMATION REPORT**

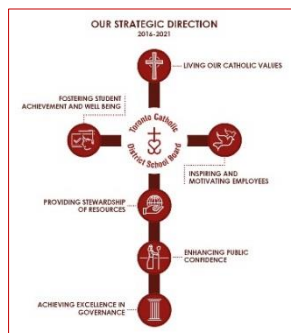
**Vision:**

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

**Mission:**

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

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



Brendan Browne, PhD  
Director of Education

A. Della Mora  
Associate Director of Academic  
Affairs and  
Chief Operating Officer

D. Boyce  
Associate Director of  
Facilities, Business and  
Community Development

R. Putnam  
Chief Financial Officer and  
Treasurer

## **A. EXECUTIVE SUMMARY**

The Accountability Framework for Special Services (AFSS) Report Back 2020-2021 guides renewal and improvement in the delivery of programs and services. The AFSS Report Back 2020-2021 reflects the progress towards the achievement of goals outlined in the Accountability Framework for Special Services 2019-2021.

*The cumulative staff time required to prepare this report was 35 hours.*

## **B. PURPOSE**

1. This Information Report is on the Order Paper of the December 2, 2021, Student Achievement and Well-Being, Catholic Education and Human Resources Committee as an Annual Standing Report.
2. The purpose of the AFSS Report Back is to conduct an annual review of Special Education programs through the lens of student achievement and well-being. The report summarizes the work of the various Framework committees during the 2020 - 2021 school year including their goals, actions/strategies, and evidence of achievement.

## **C. BACKGROUND**

1. The Toronto Catholic District School Board Accountability Framework for Special Education (AFSS), first established in 2010, guides renewal and improvement in the delivery of programs and services. Over the years, there was expansion of the Accountability Frameworks to eleven committees addressing the learning needs of students identified with different exceptionalities, students in different placements, and Mental Health and Well-being.
2. Aligned with the TCDSB Multi-Year Strategic Plan (MYSP) and Board Learning and Improvement Plan (BLIP) and informed by the Ministry of Education's *Learning for All* foundational strategies, the AFSS supports the strategic direction to foster student achievement and well-being through four areas of focus.

A. Home, School and Parish: Nurturing our Catholic Community.

- B. Curriculum, Teaching and Learning: A Focus on Assessment Practices.
- C. Pathways, Planning and Programming: Student Engagement and Well-being.
- D. School and Classroom Leadership: Professional Learning, Collaboration and Engagement.

3. Eleven committees guide the work of the Accountability Framework. Each committee meets at least four times per year. While the goals for improved achievement and well-being for all students with Special Education needs ground our collective commitments, each Accountability Framework focuses on unique and targeted areas of need. There are goals that pertain to the population of students with Special Education needs and those that pertain to specific exceptionalities.
4. The Accountability Framework for Special Services spans three years (2019-2021). It is an operational plan that details targeted evidence-based strategies, professional learning opportunities and resources. The document may be accessed through this link: [AFSS 2019 - 2021](#)
5. In the spring of 2020, the TCDSB Academic Emergency Response Team (AERT) was established and coordinated all efforts related to student learning during the unprecedented time of Distance Learning. The 2020-2021 school year continued to be marked significantly by the impacts of the COVID-19 pandemic and adaptations to the learning environment. There were various learning models to meet the requirements of the Ontario curriculum in support of student achievement and well-being (e.g., online or virtual, adaptive, hybrid, bricks-and-mortar or in-person). In addition, during the school year, there were times when all students were required to learn online (e.g., Ontario government mandated ‘stay at home’ order in January and between April and June 2021; as well as two-week isolation periods for individual students or cohorts, as required).
6. Due to these exceptional circumstances, in 2020-2021, the majority of target-specific data identified in the TCDSB AFSS were not available. This required staff to adapt their methods to create an overall assessment for each category or exceptionality in the framework.
7. Where target-specific data were not available to inform the reporting of evidence from the 2020-2021 academic year, evidence of COVID-19-

priority strategies that were put in place to address student learning needs were included. This evidence was captured in response to emerging needs and priorities that could not have been anticipated when Smart Goals and targets were originally presented in the AFSS 2019-2021.

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

1. The AFSS Report Back 2020-2021 is informed by the work of the committees that set the goals for the academic year. The AFSS Report Back provides the following information:
  - Goals
  - Actions/Strategies
  - Evidence
2. The status of each goal is assessed using the following scale:
  - On Target (green) – on track
  - Monitor (yellow) – on track but requires additional support
  - Action Required (red) – not on track
3. Framework committees meet on a regular basis for the following Exceptionalities:
  - A. Autism
  - B. Behaviour
  - C. Blind/Low Vision
  - D. Deaf/Hard of Hearing
  - E. Gifted
  - F. Language Impairment
  - G. Learning Disability
  - H. Mild Intellectual Disability
  - I. Multiple Exceptionalities/Developmental Disability
  - J. Physical Disability (to be developed)
  - K. Mental Health and Well-Being

## I. ANALYSIS: MULTIPLE SOURCES OF DATA

<b>A. AUTISM</b>
<b><i>Goals</i></b>
<ul style="list-style-type: none"><li>• Improvement in self-regulation of students identified with Autism.</li><li>• Promising practices in the area of self-regulation and resources will be shared with elementary schools.</li><li>• Deepened professional learning for school administrators focused on supporting students with Autism.</li></ul>
<b><i>Actions/Strategies</i></b>
<ul style="list-style-type: none"><li>• For the elementary panel, the focus remained on improvement to self-regulation. A Social Skills kit was created and was planned to be piloted in eight elementary schools. Continued focus on improvement of self-regulation skills in targeted students in these schools was planned.</li><li>• For the secondary panel, Social Competency Modules was created and was planned to be piloted in two secondary schools. Continued focus on social engagement for targeted students in these schools was planned.</li><li>• Deepened professional learning for school administrators, <u>Unlocking ABA for Administrators</u> presentation.</li></ul>
<b><i>Evidence</i></b>
<ul style="list-style-type: none"><li>• Social Skills Kit was implemented in 3 schools.</li><li>• A Google site of the Social Skills kit was created to respond to the needs of online learning.</li><li>• Social Competency Modules were delivered at one secondary school.</li><li>• Resources provided to school administrators via the Autism Portal.</li><li>• Webinars for parents of students transitioning from elementary to secondary.</li><li>• Common Feedback Form Results (5 PD sessions, 117 staff respondents): 97% strongly agreed or agreed that they would integrate their learning into their planning and instruction; 91% agreed or strongly agreed that the PD session would contribute to student learning and achievement.</li></ul>

<b>B. BEHAVIOUR</b>
<b><i>Goals</i></b>

<ul style="list-style-type: none"> <li>• Investigate virtual programming through Behaviour Matters for at least two ISP programs as a pilot using digital platform.</li> <li>• Continue Student Support Response Team (SSRT) support to behaviour programs, including modelling de-escalation and resource support for emotion management and track success during integration periods.</li> </ul>
<p><b><i>Actions/Strategies</i></b></p> <ul style="list-style-type: none"> <li>• Parent Engagement.</li> <li>• Virtual and in-person SSRT support.</li> <li>• Implementation of group social skills programs.</li> </ul>
<p><b><i>Evidence</i></b></p> <ul style="list-style-type: none"> <li>• Every student in the behavior ISPs received individual and group social skills instruction daily which built on skills that require solidification. Programs such as Zones of Regulation, Mind Up, Behavior Matters and SNAP (Stop Now and Plan) were employed to support individual and class self-regulation goals.</li> <li>• Behavior ISPs provided students with a more intense level of support and attention with the goal always being success in the larger classroom. Most students were at least 30% integrated into the home classroom by the end of the first year in the behavior program.</li> <li>• The SSRT actively engaged in supporting behaviour identified students and building capacity in the system to ensure all staff are aware of behaviour needs and how to successfully engage these learners. The largest role undertaken by this team has been mentorship of new behaviour program staff which included modelling of teaching strategies, environmental classroom support and social skills program delivery training.</li> <li>• Two parent engagement seminars hosted by <i>Behaviour Matters</i>, a mental health agency that partners with our classes to deliver meaningful social skills programming, were held. These parenting sessions focused on calming spaces and emotional awareness and understanding the mind-body connection. These sessions created space for parents to share their own strategies and provided opportunities to discuss parent self-care and coping.</li> <li>• The behaviour team and SSRT staff provided extensive support to create positive “virtual classrooms” using a variety of tools and strategies to engage learners as much as possible. A platform of resources was shared with all teachers and consultation was readily available for any student, teacher or parent in need.</li> </ul>

<b>C. BLIND AND LOW VISION (BLV)</b>
<b><i>Goals</i></b>
<ul style="list-style-type: none"> <li>• Support student access to assistive technology.</li> <li>• Support the professional development of staff working with BLV students</li> <li>• There has been some tangible progress with respect to technology within TCDSB, in locating and setting up Special Equipment Amount (SEA) equipment, connecting with SEA IT, providing access to TCDSB platforms for TDSB staff, connecting TDSB staff with the Help Desk. There will be a focus on the development of quicker turnaround times from the submission of the claim to the delivery of the equipment to the school.</li> </ul>
<b><i>Actions/Strategies</i></b>
<ul style="list-style-type: none"> <li>• Improve turnaround time from submission of SEA claim to delivery of equipment.</li> </ul>
<b><i>Evidence</i></b>
<ul style="list-style-type: none"> <li>• Progress has been made with respect to coordination of services for TCDSB BLV students receiving assistive technology to support access to the curriculum.</li> <li>• The SEA claim process is being reviewed to improve efficiency.</li> <li>• Staff is engaged in developing professional learning for teachers of the visually impaired in BLV specific software.</li> </ul>

<b>D. DEAF AND HARD OF HEARING (D/HH)</b>
<b><i>Goals</i></b>
<ul style="list-style-type: none"> <li>• Educational audiologist will continue to meet with each D/HH teacher to consider each student and determine most appropriate Hearing Assistive Technology (HAT) during this period of remote learning. The most appropriate technology will be immediately ordered through Special Equipment Amount (SEA) process.</li> <li>• To support student engagement and wellness D/HH teachers will continue to check and connect with students as well as with classroom teachers and parents.</li> <li>• Explore opportunities to virtually teach small groups of students with similar learning needs.</li> <li>• Offer virtual small group sessions for students of similar grade levels and interests that promote positive self-image (e.g., working with an artist, cooking with a chef).</li> </ul>



<ul style="list-style-type: none"> <li>• Professional learning to provide virtual in-services on needs of D/HH students to teachers of newly identified students.</li> <li>• Educational audiologist to share best evidence-informed HAT practices.</li> <li>• Attend D/HH in-services offered through Itinerant Teachers of the D/HH Southern Ontario (i.e., Effective Collaboration On-line).</li> </ul>
<b><i>Actions/Strategies</i></b>
<ul style="list-style-type: none"> <li>• Preschool Services to shift online to deliver the parent-guidance program.</li> <li>• Itinerant teachers to service students virtually, as required, working with educational audiologist to support in transitioning their personal SEA equipment (Frequency Modulation Devices) for home use.</li> <li>• Provide virtual parent-workshop for incoming preschoolers (parents for all new students attended).</li> </ul>
<b><i>Evidence</i></b>
<ul style="list-style-type: none"> <li>• Major overhaul of our equipment database occurred to ensure equipment could be accounted for if students move or change placement.</li> <li>• Provided headsets for virtual teachers of students having significant difficulties w/virtual for optimal mic placement (near the mouth) vs using a laptop mic.</li> <li>• Strengthened our protocols for sharing of equipment and correct sanitization for optimal service delivery.</li> <li>• Worked with students online to develop advocacy skills as online learners (headphones, what to do if the computer is inaudible and working with teachers to create accessible classrooms (e.g., use of closed captioning option).</li> <li>• Resources were delivered by mail to students' residences.</li> <li>• Parents received video materials to support learning in American Sign Language (ASL) when students with multiple exceptionalities were unable to attend virtual class.</li> <li>• Worked with students online to develop advocacy skills as online learners (headphones, what to do if the computer is inaudible and working with teachers to create accessible classrooms (e.g., use of closed captioning option).</li> <li>• Parent virtual Workshop was held to engage parents.</li> </ul>

<b>E. GIFTEDNESS</b>
<b><i>Goals</i></b>



- Improvement in Organization and Self-regulation skills (specifically increase the percentage of students with Giftedness rated as ‘Excellent’ on the Provincial Report Card).
- Deepened professional learning of elementary and secondary teachers of Gifted students on relevant topics (e.g., characteristic of Giftedness, supporting various learning needs of students with Giftedness time management and organizational strategies).

### ***Actions/Strategies***

- Circulate annual newsletter to school staff and parents on the following topics:
  - Improving time management and organizational skills (2018-2019)
  - Debunking misconceptions about the identification of Giftedness (2019-2020)
  - Describing the importance of Gifted programming and focusing on student and parent voice (2020-2021)
- Gifted teachers (withdrawal, congregated and secondary) to participate in at least one professional development session annually focused on the needs of their students.

### ***Evidence***

- Teachers of the Gifted received professional development through monthly virtual meetings. Content focused on continuing support for online learning, and teaching resources for synchronous learning. There was also a focus on facilitation of staff and student mental health, specifically related to recognizing symptoms of distress (anxiety, self-regulation), and the process of accessing school supports.
- Newsletter *Building Resilience with Gifted Students* to be released for teachers and parents in Fall 2021.
- Teacher ratings of student’s overall Organization and Self-Regulation remain at or above baseline levels. Engagement of Gifted students in the virtual format remains high.
- Student Report Card Learning Skills: Organization and Self-Regulation for the 2019-2020 Grade 6 cohort

	<b>June 2019 (Grade 5 baseline)</b>	<b>June 2020 Grade 6</b>	<b>June 2021 Grade 7</b>
<b>Rated as <i>Excellent</i></b>			
<b>Organization</b>	64.9%	65.0%	69.5%
<b>Self-Regulation</b>	68.0%	66.8%	68.5%

## **F. LANGUAGE IMPAIRMENT (LI)**

<b>Goals</b>
<ul style="list-style-type: none"> <li>• Student engagement and wellness support.</li> <li>• Professional learning for staff.</li> </ul>
<b>Actions/Strategies</b>
<ul style="list-style-type: none"> <li>• Promote parent/teacher website with mental health and wellness resources.</li> <li>• Monitor student engagement to inform instruction</li> <li>• Speech and Language Pathologists (SLP) to offer sessions to LI class teachers to meet the virtual and in-person programming needs.</li> <li>• Continue to explore alternative programming to reflect the rapidly changing learning environment and additional demands of students.</li> <li>• Explore opportunities to provide sessions to parents (e.g., oral language and communications strategies).</li> <li>• Offer an "Ask a Speech-Language Pathologist" forum for teachers at St. Anne Catholic Academy – School of Virtual Learning.</li> </ul>
<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Professional Development (PD) was delivered in two parts to one <i>Early ON</i> site. Over 30 families participated. Parents requested home tips. Parent feedback comment: <i>Felt cut off from support and was so glad to be able to join a session and speak to professionals.</i></li> <li>• Parent friendly resources/links were shared by the department through both weekly newsletter and monthly calendar of activities to support communication skills across all grade levels.</li> <li>• In-person/Virtual PD offered regularly to SLP Department Staff, Special Services Staff, School Staff, and Parents/Caregivers.</li> <li>• Offered weekly, "Ask a Speech-Language Pathologist", virtual office hours for families and school staff.</li> <li>• Promoted parent/teacher website with mental health and wellness resources.</li> <li>• Developed protocols and ongoing professional development for online assessments.</li> </ul>

<b>G. LEARNING DISABILITY (LD)</b>
<b>Goals</b>
<ul style="list-style-type: none"> <li>• Ensuring that all students who started during the 2019-2020 academic year have completed the <i>Empower</i> program in 2020-2021.</li> <li>• Planning for strategic placement of <i>Empower</i> programs to address equity of access across the board.</li> </ul>

<ul style="list-style-type: none"> <li>• Delivery of professional development for Special Education teachers during the 2020-2021 school year. This will include establishing a Google classroom for virtual presentations, archiving of past presentations, and a repository for Learning Disability resources.</li> <li>• Increasing availability of <i>Lexia</i> licenses to all Intensive Support Programs.</li> </ul>
<b><i>Actions/Strategies</i></b>
<ul style="list-style-type: none"> <li>• Resumption of all <i>Empower</i> classrooms in September 2021 following the school closure. The Hospital for Sick Children and <i>Empower</i> mentors supported teachers of the <i>Empower</i> program with online resources, ongoing mentoring, and virtual meetings.</li> <li>• Expanding the availability of <i>Empower</i> programs to schools in underserved regions.</li> <li>• Creation of a Google classroom for all Learning Disability Intensive Support Program Teachers.</li> </ul>
<b><i>Evidence</i></b>
<ul style="list-style-type: none"> <li>• Students completed the <i>Empower</i> program after school closure from the previous school year.</li> <li>• Schools delivering the <i>Empower</i> program expanded to include 2 schools, bringing the total number to 69 board wide. This included the introduction of 4 new <i>Comprehension-Vocabulary</i> programs for students in grades 6-8.</li> <li>• The Google classroom for teachers was created and made available to all teachers in Learning Disability Intensive Support Programs.</li> <li>• All Intensive Support Teachers received asynchronous professional development through the Google Classroom on <i>Psychological Assessment and Intervention for Students with Special Needs</i>.</li> <li>• All students in Learning Disability Intensive Support Programs, not in an <i>Empower</i> program, received a <i>Lexia</i> licenses.</li> </ul>

<b><i>H. MILD INTELLECTUAL DISABILITY (MID)</i></b>
<b><i>Goals</i></b>
<ul style="list-style-type: none"> <li>• Distribution of existing <i>Lexia</i> licenses to MID Intensive Support Program (ISP) classes 2020-2021.</li> <li>• Monitoring of student reading improvement gains for students using <i>Lexia</i> reading intervention software in MID ISP classes.</li> </ul>
<b><i>Actions/Strategies</i></b>
<ul style="list-style-type: none"> <li>• Psychology development of resources for Special Services and school staff regarding clarification for identifying students with Mild Intellectual</li> </ul>

Disabilities (in addition to the Multiple Exceptionalities (ME), a Developmental Disability (DD) categories).
<b><i>Evidence</i></b>
<ul style="list-style-type: none"> <li>• <i>Lexia</i> licenses distributed to all eligible students in MID ISP classrooms</li> <li>• Preparations for in-service for Psychology and all staff of updated MID, ME, and DD criteria for next academic year.</li> </ul>

<b>I. MULTIPLE EXCEPTIONALITIES/DEVELOPMENTAL DISABILITY (ME/DD)</b>
<b><i>Goals</i></b>
<ul style="list-style-type: none"> <li>• Improvement in secondary school teachers' responses regarding the literacy learning engagement of students in their ME/DD Intensive Support Program (ISP) class</li> <li>• Improvement in elementary school teachers' responses regarding numeracy learning engagement of students in their ME/DD (ISP) class</li> <li>• Implementation of Early Literacy Builder resource with students by secondary school teachers of the ME/DD ISP class to address their functional literacy skills</li> <li>• Implementation of EQUALS resource with students by elementary school teachers of the ME/DD program to address their functional numeracy skills and student engagement</li> </ul>
<b><i>Actions/Strategies</i></b>
<ul style="list-style-type: none"> <li>• Implementation of Early Literacy Builder resource with students by secondary school teachers of the ME/DD ISP class to address their functional literacy skills</li> <li>• Implementation of EQUALS resource with students by elementary school teachers of the ME/DD program to address their functional numeracy skills and student engagement</li> </ul>
<b><i>Evidence</i></b>
<ul style="list-style-type: none"> <li>• Resource staff continued to support the implementation of the Early Literacy Builder resource with students at the secondary level.</li> <li>• Resource staff continued to support the implementation of EQUALS at the elementary level.</li> </ul>

- Tip sheets (High 5) for staff in ME/DD ISP classes and primary classes continued monthly.
- ME/DD Promising Practices Handbook draft form was created.
- Resources were added to the Special Education Google site for teachers to support students in ME/DD ISP classes.

## **J. PHYSICAL DISABILITY**

The Framework for Physical Disability is to be developed.

## **K. MENTAL HEALTH**

### ***Goals***

- An increase in positive responses regarding students' social-emotional competency.
- Increase staff's mental health competency to better support students' mental health.
- An increase in Stop the Stigma Mental Health and Well-being initiatives from 70 elementary schools.
- An increase in positive responses regarding staff well-being.

### ***Actions/Strategies***

- Mental health professionals will improve students' social-emotional literacy by delivering mental health workshops to students and staff.
- Stop the Stigma Campaign will increase to expand to all Grade 6-12 St. Anne students.
- Mental health Professional Development (PD) will be offered to various teams remotely including St. Anne educators, 100 team members will follow Suicide awareness webinars, a total of 12 clinicians will be trained in Suicide intervention skills.
- Continue to deliver PD on Staff Well-Being to secondary educators through LOYOL and through live sessions as well as pre-recorded webinars to be shared through system.

### ***Evidence***

Student Voice Survey 2020-2021 results: - Student Well-being focused question: Felt stressed or very stressed during this school year: Elementary 46%; Secondary 61%

- Mental health professionals collectively delivered 40 school-wide mental health literacy workshops to 23 secondary schools, reaching over 4000 students and 600 staff members on topics such as Tips for Stress Management, Gratitude, Strength and Hope, etc.
- Stop the Stigma Campaign continued to be implemented in all 32 secondary schools as well as 73 elementary schools in 2020-2021. In addition, 19 additional St. Anne classrooms with teacher mentors participated in the campaign.
- Multiple mental health PD sessions were offered to various stakeholders, including system-wide PD on Fostering a Mentally Healthy Return to School, PD to 200 St. Anne educators, to 200 new teachers in the New Teacher Induction Program (NTIP) on different topic areas. Suicide awareness PD was offered to 96 support staff and 50 Chaplains. A total of 7 staff members were trained in Suicide Intervention Skills.
- Multiple Staff Well-Being workshops offered to various groups including 100 members of the Teaching Learning Collaborative (TLC), 30 Speech and Language Pathologists, 30 Business leaders, 40 secondary vice-principals as well as all 4000 secondary educators through Leaders of Your Own Learning (LOYOL) in collaboration with the Nurturing Our Catholic Community (NCC) team.

## **II. OVERALL ASSESSMENT**

Staff reviewed the actions planned for the 2020-2021 school year and for each framework, made an overall determination of the status of achievement of those actions (*On Track; Monitor; Action Required*).

The table below shows the status of each of the frameworks. The status for 2020-2021 is based on the analysis from various sources described above and is based on a summary of the three years of the plan.

<b>Category/Exceptionality</b>	<b>Goal Status</b>
Autism	On Target
Behaviour	On Target
Blind/Low Vision	Monitor

Deaf/Hard of Hearing	On Target
Giftedness	On Target
Language Impairment	On Target
Learning Disability	On Target
Mild Intellectual Disability	Monitor
Multiple Exceptionalities/Developmental Disability	On Target
Physical Disability (to be developed)	Action Required
Mental Health	On Target

## **E. METRICS AND ACCOUNTABILITY**

1. Annual reporting on the work of the Accountability Frameworks for Special Services is undertaken in compliance with policy S.P. 01 Special Education Programs and Services.
2. The data, goals and next steps will be continuously monitored by Special Services staff in collaboration with the Research Department members who serve on the various Framework committees.
3. The Accountability Framework for Special Services (AFSS) spanned 3 school years, 2019-2021. Currently, plans for renewal are underway.
4. In the fall of 2021, the new Board Improvement and Equity Plan (BIEP) was launched by the Ministry of Education. This document will impact the direction for the 2021-2022 school year and beyond.
5. Considerations from research on school effectiveness, feedback from the Ministry of Education and the TCDSB community will inform the new framework for Special Services. This operational plan will be aligned with the Multi-Year Strategic Plan which is to be launched in 2022.
6. The next AFSS Report Back will take place in the fall of 2022.

## **F. CONCLUDING STATEMENT**

This report is for the information of the Board.





REPORT TO

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

**METRICS REPORT ON THE CATHOLIC SCHOOL  
PARENT COUNCIL, POLICY S.10, 2020-2021**

*"May he give you the desire of your heart and make all your plans succeed." Psalm 20:4*

Created, Draft	First Tabling	Review
November 22, 2021	December 2, 2021	Click here to enter a date.

J. Wujek, Superintendent of Schools (Area 5) & Parent Engagement

M. Sequeira, Coordinator-International Languages and Parent Engagement

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## **A. EXECUTIVE SUMMARY**

This report provides metrics on the activities and valued contributions of the Toronto Catholic District School Board (TCDSB) Catholic School Parent Councils (CSPCs) for the academic year of 2020-2021 at the local level.

This report also includes the engagement and learning opportunities provided by staff to parents and to Catholic School Parent Councils.

*The cumulative staff time required to prepare this report was 16 hours*

## **B. PURPOSE**

1. The purpose of this report is to comply with the TCDSB Catholic School Parent Council Policy, S. 10, metrics requirements that the “*annual report of CSPC activities will serve as an assessment of the Council’s work to support student achievement and well-being at the school.*”

## **C. BACKGROUND**

1. Consistent with Ontario Regulation 612 on *School Councils and Parent Involvement Committees*, the purpose of [Catholic] school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents.”
2. The TCDSB’s Parent Engagement and Communications Departments play a guiding and supportive role to Catholic School Parent Councils and staff in the promotion and enhancement of effective parent engagement that is in harmony with TCDSB’s shared vision of transforming the world through witness, faith, innovation and action.
3. At the system level, staff from these and other departments worked closely with TCDSB’s Catholic Parent Involvement Committee (CPIC) and the Ontario Association for Parents in Catholic Education - Toronto (OAPCE-Toronto) to maximize support to the local Catholic School Parent Councils.

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

### **Catholic School Parent Council Activities and Parent Engagement Initiatives**

1. Consistent with Ontario Regulation 612, s.24 (1) and (2) every school council must submit an annual report on its activities, including a financial report.
2. For 2020-2021 academic year, 127 school councils complied with the regulatory requirement by electronically submitting a CSPC annual report.

The chart below provides some highlights from the reports submitted in comparison to the previous year:

<b>2019-2020 Metrics</b>	<b>2020-2021 Metrics</b>
52% of councils submitted a report	64% of councils submitted a report
100% of councils met the minimum frequency requirements	100% of councils met minimum meeting frequency requirements
98% of the councils had a designated OAPCE-Toronto representative	96% of the councils had a designated OAPCE-Toronto representative
78% of CSPCs raised funds to support the purchase of learning materials	68% of CSPCs raised funds to support the purchase of learning materials
75% of CSPCs raised funds to support the Arts	34% of CSPCs raised funds to support the Arts
56% of CSPCs raised funds to support the sports	19% of CSPCs raised funds to support the sports
63% of CSPCs raised funds to support the transportation for events/excursions	Not measured
74% of CSPCs raised funds to support celebrations (graduation/sacraments)	65% of CSPCs raised funds to support celebrations (graduation/sacraments)
48% of CSPCs raised funds to support humanitarian /charity organizations	35% of CSPCs raised funds to support humanitarian /charity organizations

### 3. Details of CSPC data and activities for the 2020-2021 school year:

<b>CSPC Statistics</b>		
<b>Item</b>	<b>Number of Schools</b>	<b>Percentage</b>
Schools with active Councils	190	96%
Schools without a Council	7	4%
Councils in compliance with Ministry and Board reporting mandate (i.e., CSPC Annual Activity and Financial Report)	127	64%
Councils that held the minimum number of meetings	190	100%
Councils with an OAPCE representative	190	96%
<b>Activities/Initiatives Supported by CSPC Fundraising</b> (Based on the information provided by the 127 schools that submitted the CSPC Annual Activity and Financial Report)		
<b>Activity</b>	<b>Number of Schools</b>	<b>Percentage</b>
<b>Arts</b> (e.g., musical instrument repairs; dance workshops; classroom materials for arts & crafts)	43	34%
<b>Buses</b>	12	9%
<b>Celebrations</b> (e.g., Halloween; Christmas; graduation, sacraments)	82	65%
<b>Humanitarian Causes</b> (e.g., charity drives; Terry Fox Foundation; donations to local church)	44	35%
<b>Learning Materials</b> (e.g., technology; Smart TVs; classroom and art supplies; math manipulatives; Scientists in the Schools presentations; coding workshops; student virtual workshops; Raz Kids reading program; Mathletics app.; physical education equipment; virtual book fair; gardening supplies; student agendas; playground improvement; virtual excursions; library books; STEM materials)	86	68%
<b>Sports</b>	24	19%

<b>Other</b> (e.g., spirit wear; PPE; water bottle filling stations; school yard/field filed revitalization; handwashing stations; additional signage and desks shield; SNP; log t-shirts)	63	50%
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#### 4. Summary of Inquiry Topics Supported by Parent Engagement Department

##### **General:**

- Multilingual resources (school messenger, school correspondence, etc.)
- Continue to provide parents with up-to-date information on new initiatives and board policies through on-line communication
- Clear directions on the appropriate channels for parents to contact with concerns (i.e.. what concerns go to the trustee, principal, etc.,)
- CSPC access of School Messenger to communicate with school community
- Additional funding for technology
- Timely notice of consultations and information of Board decisions that impact school communities
- Learning opportunities for parent council and the parent community at large to build an equitable school environment for students

##### **Training:**

- Information and training sessions for chair/ treasurer/secretary early in the school year to ensure all parties are aligned with roles, responsibilities and submission requirements
- Continuation of CSPC workshops and information sessions virtually (more accessible to parents)
- Training for CSPCs – School Cash Online and School Cash Express

##### **Material Resources:**

- Continue to update and add resources in CSPC Share Point
- CSPC package with checklists of what is expected of CSPC at the beginning of the year
- Continued access to grants for planning parent engagement events (PIC, PRO) and other grants available to support parent engagement and student learning

- List of speakers to address racism
- Resources on how the parent council can work to support equity at the local level
- Resources to broaden representation from various diversity groups, recruit and increase parent engagement
- List of board approved vendors/companies/speakers that the parent council can engage for parent engagement events, community events, etc.
- Resources on mental health and wellness
- Resources to support Catholic learning
- Resources to support chairs/co-chairs in effective management of CSPC funds, running meetings and reporting to board
- Best practices for parent engagement, fundraising and school community involvement

**Human Resources:**

- Central CSPC staff to attend more CSPC meetings
- Ongoing support and communication from parent engagement coordinator

Participation from CPIC members, trustees, and superintendents at CSPC meetings

## **Parent Reaching Out (PRO) Grants**

1. In 2020-2021 the Ministry continued to provide the Board with a Regional PRO grant for a total of \$50,326.89.
2. All schools were eligible to apply for a \$500.00 grant.
3. **The following chart outlines data for the Regional PRO grant for 2020-2021:**

PRO Grant Data	
Total Grant	\$50, 326.89
• School Projects	\$38, 893.48
• Parent Resources	\$11, 200.00
• Amount Returned to the Ministry	\$11, 433.41

Projects Planned by Catholic School Parent Councils (CSPC)		
Item	Number	Percentage
Total number of schools that applied	84	43%
Number of schools that held the parent engagement event	62	74%
Number of schools that requested reimbursement	62	74%
Number of schools that completed the Ministry report	62	100%
Number of schools that conducted an exit survey	23	37%
Number of participants	6, 377	N/A
Project Objectives		
To improve perception of a welcoming school climate where parents’ perspectives are encouraged, valued and heard	6 %	
To increase awareness of school initiatives	3%	
To involve parents in the local school environment and child’s education	16%	
To provide parents with the knowledge, skills and tools they need to support their child’s learning at home and at school	72 %	
To reduce barriers to participation in child’s learning	3%	
Parent Resources for Schools’ Parent Lending Library Central Purchase in Consultation with Catholic Parent Involvement Committee (CPIC)		
Title	Quantity	
Hold on to Your Kids: Why Parents Matter More than Peers	200	
The Whole Brain Child	200	
Mindset	200	
Project Objectives		
To provide parents with the knowledge, skills and tools they need to support their child’s mental health at home and at school		

## **Parent Involvement Committee (PIC) Grant**

1. The Ministry of Education provides each school board with funds to be allocated to local CSPCs to support school-based parent engagement initiatives.
2. These funds are earmarked to find local solutions that lessen barriers to parent engagement and enhance the participation of parents, with the goal of equity of outcomes for all students.
3. In September, each school was allocated an annual PIC grant of \$500.
4. Appendix A is a listing of all TCDSB schools by Ward. The data is from October 2021 but indicates the carryover of available PIC funding.

The chart below summarizes the funds spent in PIC funds for parent engagement activities in 2020-2021:

<b>Parent Involvement Committee (PIC) Funds</b>	
Total Funding and Carryover Balances from 2019-2020	\$351,205.39
Remaining Balance as of August 31, 2021	\$314,914.92
Total PIC Funds Use in 2020-2021	\$36,290.47

5. The chart below provides recurring themes in parent engagement activities funded by PRO and PIC grants:

<ul style="list-style-type: none"><li>• Conversations about race and stereotypes</li><li>• Equity and inclusion in the school community</li><li>• Building inclusivity in schools and examining the language and stereotypes home and at school</li><li>• Unpacking the language and identities of 2SLGBTQ+</li><li>• Mental health and caring</li><li>• Mental health and wellness</li><li>• Mental health and wellbeing in young women</li></ul>	<ul style="list-style-type: none"><li>• Developing resilience in children</li><li>• Supporting emotional well-being</li><li>• Developing personal happiness</li><li>• Childhood anxiety and stress</li><li>• Mindfulness and well-being</li><li>• Minimizing the effects of the pandemic on children's sense of self</li><li>• Online/Internet safety and protocols</li><li>• Cyberbullying</li></ul>
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<ul style="list-style-type: none"> <li>• Identifying and addressing anxiety and stress in children</li> <li>• Supporting emotions and resiliency</li> <li>• Understanding youth and teaching resiliency</li> <li>• Helping families 'bounce back' from challenging circumstances</li> <li>• Regulating emotions</li> <li>• Parenting as a reflective practice</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying, addressing and supporting bullying</li> <li>• Science family night</li> <li>• Spiritual and mental health night</li> <li>• Family math night</li> <li>• Family STEM night</li> <li>• Skills for parenting in pandemic times</li> <li>• Healthy eating through a pandemic</li> <li>• Identifying and addressing current parenting challenges</li> </ul>
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### **System Activities and Resources Supporting and Promoting Parent Leadership**

1. Based on support request from the Annual CSPC Activity and Financial report, the following virtual executive training workshops were provided:

Topic	Date	Time	Number of Participants	Total Number of Participants
CSPC Policy S. 10 & CSPC By-Laws	January 25 <sup>th</sup>	7:00 – 8:15 p.m.	24	122
	January 26 <sup>th</sup>	4:00 – 5:15 p.m.	19	
	February 2 <sup>nd</sup>	4:00 – 5:15 p.m.	37	
	February 3 <sup>rd</sup>	7:00 – 8:15 p.m.	42	
The Role & Responsibility of the Chair/Co-Chairs	February 23 <sup>rd</sup>	4:00 – 5:15 p.m.	33	123
	February 24 <sup>th</sup>	7:00 – 8:15 p.m.	35	
	March 2 <sup>nd</sup>	7:00 – 8:15 p.m.	23	
	March 3 <sup>rd</sup>	7:00 – 8:15 p.m.	32	
CSPC Annual Activity & Financial Reporting &	April 20 <sup>th</sup>	4:00 – 5:15 p.m.	31	143
	April 21 <sup>st</sup>	7:00 – 8:15 p.m.	50	
	April 26 <sup>th</sup>	7:00 – 8:15 p.m.	36	
	April 29 <sup>th</sup>	4:00 – 5:15 p.m.	26	

KEV Banking System				
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2. Outreach and collaboration between the Parent Engagement Department, CSPC, CPIC and OAPCE has resulted in increased two-way communication with parents.
3. CSPC, TCDSB website and CSPC SharePoint was regularly updated to provide CSPC chairs and administration with resources to assist in the operational activities of councils.

The following resources were available on the CSPC SharePoint to CSPC, CPIC and school administration

<b>Title of Folder</b>	<b>Content</b>
AGM and CSPC Elections	<ul style="list-style-type: none"> <li>• CSPC &amp; CPIC election timelines</li> <li>• Information on CSPC elections</li> <li>• Information on running CSPC elections</li> <li>• Templates of election nomination forms and ballots</li> </ul>
CSPC Annual Activity and Financial Report	<ul style="list-style-type: none"> <li>• Reporting activity and financial templates</li> </ul>
CSPC Chair	<ul style="list-style-type: none"> <li>• Resource – Role and responsibilities of the chair/co-chairs</li> <li>• Resource – Using TCDSB designated email address</li> <li>• Resource – Accessing email on a personal device</li> <li>• Tips for running an effective meeting</li> </ul>
CSPC Finances - Templates	<ul style="list-style-type: none"> <li>• Resource: CSPC Finances - Roles and Responsibilities – KEV Accounting System</li> <li>• CSPC Budget, monthly and annual reporting templates</li> <li>• CSPC Bank reconciliation form</li> <li>• Standardized funds collection form</li> <li>• Standardized funds disbursement form</li> <li>• Confidentiality form for volunteers</li> <li>• CSPC HST template</li> </ul>

CSPC Meeting & Minutes	<ul style="list-style-type: none"> <li>• Sample meeting templates: <ul style="list-style-type: none"> <li>○ Inaugural meeting</li> <li>○ AGM</li> <li>○ Elections</li> <li>○ CSPC meetings</li> </ul> </li> </ul>
CSPC Policy S. 10 & CSPC By-Laws	<ul style="list-style-type: none"> <li>• Policy S. 10</li> <li>• Mandated CSPC By-Law template, Appendix A</li> </ul>
CSPC Fundraising – Information	<ul style="list-style-type: none"> <li>• Resource -Fundraising in Schools</li> <li>• Ministry Fundraising Guidelines</li> <li>• Information on charitable donations</li> <li>• Confidential form for volunteers</li> </ul>
IT Assistance	<ul style="list-style-type: none"> <li>• Accessing TCDSB email on a personal device</li> <li>• Managing exchange ActiveSync</li> </ul>
Parent Lending Resources	<ul style="list-style-type: none"> <li>• Parent books sent to all schools for parent lending library</li> </ul>
Parent Resources	<ul style="list-style-type: none"> <li>• Articles: <ul style="list-style-type: none"> <li>○ <i>Capacity Building Series – Parent Engagement</i></li> <li>○ <i>Bringing Marginalized Parents and Caregivers into their Children’s Schools</i></li> <li>○ <i>Capacity Building Series -Culturally Responsive Pedagogy</i></li> <li>○ <i>French Immersion in Ontario</i></li> <li>○ <i>Parents in Partnership – A Parent Engagement Policy for Ontario Schools</i></li> <li>○ <i>Parents Matter</i></li> <li>○ <i>People in Education – Parent Involvement</i></li> <li>○ <i>School Administrator’s Guide to Parent Engagement</i></li> <li>○ <i>Supporting Students with Refugee Backgrounds</i></li> <li>○ <i>Too Busy for PTA</i></li> </ul> </li> </ul>
PIC Grant	<ul style="list-style-type: none"> <li>• PIC grant information brochure</li> <li>• PIC frequently asked questions</li> <li>• PIC reporting template (principal &amp; chair)</li> <li>• TCDSB cheque requisition (principal)</li> </ul>
School Cash Online	<ul style="list-style-type: none"> <li>• FAQ – School cash online</li> <li>• What is School Cash Online</li> </ul>

	<ul style="list-style-type: none"> <li>• School Cash Online – guide for CSPCs</li> <li>• Making donation using School Cash Online</li> <li>• School Cash Express</li> </ul>
Signage for Schools	<ul style="list-style-type: none"> <li>• Elementary school contact information templates</li> <li>• Secondary school contact information templates</li> </ul>

4. In 2020-2021, 100% of schools with active school councils updated the CSPC chair/co-chairs' information providing chairs/co-chairs with a TCDSB email and credentials, allowing for greater communication and access to internal CSPC sites (e.g., CSPC Share Point; Grants 4 You).
5. Several CPIC Motions associated with improving parent access and communication were approved at Board for further implementation with the goal to improve parent engagement.
6. The coordinator of the Parent Engagement Department provided resources/reminders via email with regards to the operation requirements and timelines of CSPCs, as well as, responding daily, via phone and/or email, to council executives' and staffs' inquiries.
7. The Superintendent of Parent Engagement provided updates, information and direction to superintendent colleagues through regular Education Council updates of CSPC matters.
8. System-wide initiatives that require parent consultation were often fostered and managed through the PE Department. Examples of such consultations were Multi-year Strategic Plan and Equity Action Plan.
9. The Superintendent and Coordinator of Parent Engagement offered regular CSPC and parent engagement information and updates at bi-weekly system principals' meetings

## **E. METRICS AND ACCOUNTABILITY**

1. The metrics and accountability framework as outlined in Catholic School Parent Council, Policy S. 10, will be the basis for this report and for assessing parent engagement impact.

2. The data in this report will continue to serve as the benchmark for strategy improvement to enhance and support continued parent engagement, and partnership enhancement.

## **F. CONCLUDING STATEMENT**

This report is for the information of the Board.

## APPENDIX A

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD CSPC**  
**Account Budget Status**

for the period of September 01, 2021 to October 31, 2021

Cost Centres by Trustee	LOC	Ward	(1)Balance C/fwd from Prev.Yr	(2)Current Year Receipts	(3)YTD Allocation	(4)Current Year Expenditures \$500	(5) Commitments	(6)Available Funds - PIC	(7)Available Funds reserved for CSPC
* Father Henry Carr C.H.S.-CSPC	521	Ward 1	4,066	0	4,066	(500)	0	2,618	1,948
* Holy Child - CSPC	433	Ward 1	620	0	620	(500)	0	1,120	0
* Msgr John Corrigan Catholic Schl-CSPC	399	Ward 1	2,745	0	2,745	(500)	0	2,596	649
* Msgr Percy Johnson Catholic Schl-CSPC	535	Ward 1	2,283	0	2,283	(500)	0	1,644	1,139
* St Andrew Catholic School-CSPC	295	Ward 1	2,059	0	2,059	(500)	0	2,548	11
* St Angela Catholic School-CSPC	361	Ward 1	6,515	0	6,515	(500)	0	4,000	3,015
* St Benedict Catholic School - CSPC	267	Ward 1	3,096	0	3,096	(500)	0	3,190	406
* St Dorothy Catholic School-CSPC	341	Ward 1	2,496	0	2,496	(500)	0	2,522	474
* St John Vianney Catholic School-CSPC	392	Ward 1	2,559	0	2,559	(500)	0	3,048	11
* St Maurice Catholic School-CSPC	379	Ward 1	1,629	0	1,629	(500)	0	2,129	0
* St Stephen Catholic School -CSPC	284	Ward 1	1,432	0	1,432	(500)	0	1,815	117
		<b>Ward 1</b>							
* All Saints Catholic School-CSPC	290	Ward 2	0	0	0	(500)	0	500	0
* Father Serra Catholic School - CSPC	391	Ward 2	3,795	0	3,795	(500)	0	1,139	3,156
* Josyf Card Slipyj Catholic Schl-CSPC	413	Ward 2	1,977	0	1,977	(500)	0	2,477	0
* Michael Power/St Joseph-CSPC	529	Ward 2	2,926	0	2,926	(500)	0	2,676	750
* Mother Cabrini Catholic School-CSPC	340	Ward 2	2,847	0	2,847	(500)	0	2,386	960
* Nativity Of Our Lord Catholic Schl-CSPC	288	Ward 2	3,165	0	3,165	(500)	0	3,369	296
* Our Lady Of Peace Catholic School-CSPC	253	Ward 2	2,463	0	2,463	(500)	0	2,548	415
* St Clement Catholic School-CSPC	307	Ward 2	5,406	0	5,406	(500)	0	2,622	3,284
* St Demetrius Catholic School-CSPC	384	Ward 2	2,125	0	2,125	(500)	0	2,617	9
* St Eugene Catholic School - CSPC	337	Ward 2	123	0	123	(500)	0	500	123
* St Gregory Catholic School - CSPC	262	Ward 2	511	0	511	(500)	0	1,000	11
* St Marcellus Catholic School-CSPC	311	Ward 2	3,000	0	3,000	(500)	0	3,500	0
* Transfiguration Of Our Lord C.S.-CSPC	276	Ward 2	9,632	0	9,632	(500)	0	2,596	7,536
		<b>Ward 2</b>							
* Bl Margherita Citta Catholic Schl-CSPC	409	Ward 3	1,101	0	1,101	(500)	0	1,565	36
* James Cardinal McGuigan-CSPC	527	Ward 3	1,251	0	1,251	(500)	0	1,497	255
* St Andre - CSPC	410	Ward 3	4,304	0	4,304	(500)	0	2,554	2,249

## APPENDIX A

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD CSPC**  
**Account Budget Status**

Cost Centres by Trustee	LOC	Ward	(1)Balance C/fwd from Prev.Yr	(2)Current Year Receipts	(3)YTD Allocation	(4)Current Year Expenditures \$500	(5) Commitments	(6)Available Funds - PIC	(7)Available Funds reserved for CSPC
* St Augustine Catholic School-CSPC	328	Ward 3	1,159	0	1,159	(500)	0	1,659	0
* St Basil The Great-CSPC	513	Ward 3	1,881	0	1,881	(500)	0	2,381	0
* St Charles Garnier Catholic School-CSPC	363	Ward 3	2,948	0	2,948	(500)	0	3,191	257
* St Francis De Sales Cath. Sch - CSPC	366	Ward 3	1,771	0	1,771	(500)	0	1,633	638
* St Jane Frances Catholic School - CSPC	296	Ward 3	1,418	0	1,418	(500)	0	1,918	0
* St Jude Catholic School-CSPC	279	Ward 3	2,054	0	2,054	(500)	0	2,456	97
* St Roch Catholic School-CSPC	320	Ward 3	1,941	0	1,941	(500)	0	2,308	133
* St Simon Catholic School-CSPC	383	Ward 3	399	0	399	(500)	0	513	386
* St Wilfrid Catholic School - CSPC	313	Ward 3	3,725	0	3,725	(500)	0	2,124	2,101
* Venerable J.Merlini Catholic Schl-CSPC	397	Ward 3	3,403	0	3,403	(500)	0	2,500	1,403
		<b>Ward 3</b>							
* Bishop Allen Academy CSPC	549	Ward 4	7,467	0	7,467	(500)	0	2,084	5,883
* Bishop Marrocco Merton-CSPC	545	Ward 4	3,476	0	3,476	(500)	0	2,218	1,758
* Father John Redmond C.H.S.-CSPC	540	Ward 4	2,850	0	2,850	(500)	0	3,000	350
* Holy Angels Catholic School-CSPC	329	Ward 4	1,468	0	1,468	(500)	0	1,000	968
* Holy Family Catholic School-CSPC	212	Ward 4	6,326	0	6,326	(500)	0	3,596	3,230
* James Culnan Catholic School - CSPC	325	Ward 4	2,116	0	2,116	(500)	0	2,616	0
* Our Lady Of Sorrows Catholic Sch - CSPC	246	Ward 4	2,162	0	2,162	(500)	0	2,662	0
* St Ambrose Catholic School-CSPC	259	Ward 4	5,607	0	5,607	(500)	0	3,435	2,672
* St Cecilia Catholic School-CSPC	218	Ward 4	2,548	0	2,548	(500)	0	3,048	0
* St Elizabeth Catholic School-CSPC	278	Ward 4	4,720	0	4,720	(500)	0	1,074	4,145
* St James Catholic School-CSPC	275	Ward 4	1,824	0	1,824	(500)	0	2,324	0
* St Josaphat Catholic School-CSPC	291	Ward 4	4,561	0	4,561	(500)	0	4,000	1,061
* St Leo Catholic School - CSPC	333	Ward 4	2,673	0	2,673	(500)	0	880	2,293
* St Louis Catholic School-CSPC	331	Ward 4	3,111	0	3,111	(500)	0	2,913	698
* St Mark Catholic School-CSPC	332	Ward 4	1,000	0	1,000	(500)	0	1,500	0
* St Pius X Catholic School-CSPC	237	Ward 4	1,921	0	1,921	(500)	0	942	1,479
* St Vincent De Paul Catholic Schl-CSPC	227	Ward 4	11,147	0	11,147	(500)	0	1,662	9,985
* The Holy Trinity	417	Ward 4	4,771	0	4,771	(500)	0	2,000	3,271
		<b>Ward 4</b>							

## APPENDIX A

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD CSPC**  
**Account Budget Status**

Cost Centres by Trustee	LOC	Ward	(1)Balance C/fwd from Prev.Yr	(2)Current Year Receipts	(3)YTD Allocation	(4)Current Year Expenditures \$500	(5) Commitments	(6)Available Funds - PIC	(7)Available Funds reserved for CSPC
* Blessed Sacrament Catholic School-CSPC	226	Ward 5	12,333	0	12,333	(500)	0	2,188	10,645
* Brebeuf College-CSPC	508	Ward 5	3,974	0	3,974	(500)	0	1,289	3,184
* Cardinal Carter Academy-CSPC	556	Ward 5	585	0	585	(500)	0	764	321
* Dante Alighieri Catholic School-CSPC	522	Ward 5	5,166	0	5,166	(500)	0	4,000	1,666
* Loretto Abbey Catholic School-CSPC	510	Ward 5	1,486	0	1,486	(500)	0	1,986	0
* Madonna Catholic School-CSPC	506	Ward 5	0	0	0	(500)	0	500	0
* Marshall McLuhan Catholic School - CSPC	561	Ward 5	5,306	0	5,306	(500)	0	1,500	4,306
* Our Lady Of Assumption Cath. Sch -CSPC	265	Ward 5	1,924	0	1,924	(500)	0	2,273	152
* Regina Mundi Catholic School - CSPC	362	Ward 5	4,035	0	4,035	(500)	0	3,255	1,280
* St Agnes Catholic School-CSPC	345	Ward 5	2,214	0	2,214	(500)	0	1,551	1,163
* St Antoine Daniel Catholic Schl-CSPC	339	Ward 5	5,236	0	5,236	(500)	0	2,098	3,638
* St Charles Catholic School-CSPC	250	Ward 5	2,272	0	2,272	(500)	0	2,772	0
* St Conrad Catholic School-CSPC	396	Ward 5	3,167	0	3,167	(500)	0	2,535	1,133
* St Cyril Catholic School - CSPC	270	Ward 5	4	0	4	(500)	0	500	4
* St Edward Catholic School - CSPC	255	Ward 5	13,061	0	13,061	(500)	0	2,236	11,325
* St Gabriel Catholic School-CSPC	256	Ward 5	5,380	0	5,380	(500)	0	2,548	3,332
* St Jerome Catholic School - CSPC	294	Ward 5	2,623	0	2,623	(500)	0	1,596	1,527
* St Margaret Catholic School-CSPC	249	Ward 5	3,299	0	3,299	(500)	0	3,517	282
* St Martha Catholic School - CSPC	344	Ward 5	625	0	625	(500)	0	1,125	0
* St Norbert Catholic School-CSPC	309	Ward 5	1,048	0	1,048	(500)	0	1,548	0
* St Paschal Baylon School-CSPC	283	Ward 5	4,563	0	4,563	(500)	0	2,701	2,362
* St Raphael Catholic School - CSPC	285	Ward 5	2,003	0	2,003	(500)	0	2,338	165
* St Robert Catholic School - CSPC	297	Ward 5	6,684	0	6,684	(500)	0	2,865	4,319
* Sts Cosmas & Damien C.S.-CSPC	398	Ward 5	7,180	0	7,180	(500)	0	1,005	6,675
		<b>Ward 5</b>							
* Loretto College Catholic School-CSPC	511	Ward 6	500	0	500	(500)	0	1,000	0
* St Anthony Catholic School-CSPC	210	Ward 6	3,377	0	3,377	(500)	0	3,548	329
* St Clare Catholic School-CSPC	214	Ward 6	5,449	0	5,449	(500)	0	3,072	2,876
* St Helen Catholic School - CSPC	208	Ward 6	2,287	0	2,287	(500)	0	2,787	0
* St John Bosco Catholic School - CSPC	305	Ward 6	2,856	0	2,856	(500)	0	897	2,459



## APPENDIX A

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD CSPC**  
**Account Budget Status**

Cost Centres by Trustee	LOC	Ward	(1)Balance C/fwd from Prev.Yr	(2)Current Year Receipts	(3)YTD Allocation	(4)Current Year Expenditures \$500	(5) Commitments	(6)Available Funds - PIC	(7)Available Funds reserved for CSPC
* St Luigi Catholic School-CSPC	370	Ward 6	573	0	573	(500)	0	1,073	0
* St Mary C.H.S.-CSPC	528	Ward 6	2,385	0	2,385	(500)	0	2,885	0
* St Mary Of The Angels Catholic Sch-CSPC	228	Ward 6	0	0	0	(500)	0	500	0
* St Nicholas of Bari Catholic Schl-CSPC	355	Ward 6	0	0	0	(500)	0	500	0
* St Paul VI Catholic School-CSPC	374	Ward 6	2,276	0	2,276	(500)	0	1,000	1,776
* St Rita Catholic School-CSQC	216	Ward 6	588	0	588	(500)	0	1,088	0
* St Sebastian Catholic School - CSPC	354	Ward 6	986	0	986	(500)	0	1,486	0
* Stella Maris-CSPC	371	Ward 6	56	0	56	(500)	0	500	56
		<b>Ward 6</b>							
* Epiphany Of Our Lord C.S.-CSPC	378	Ward 7	3,612	0	3,612	(500)	0	4,000	112
* Holy Spirit Catholic School-CSPC	282	Ward 7	1,297	0	1,297	(500)	0	1,797	0
* Mary Ward Catholic Sec School-CSPC	544	Ward 7	500	0	500	(500)	0	1,000	0
* Our Lady Of Wisdom Catholic Sch - CSPC	273	Ward 7	3,410	0	3,410	1,112	0	2,096	203
* Precious Blood Catholic School-CSPC	258	Ward 7	2,935	0	2,935	(500)	0	2,000	1,435
* St Aidan Catholic School-CSPC	350	Ward 7	1,000	0	1,000	(500)	0	1,500	0
* St Albert Catholic School-CSPC	335	Ward 7	5,130	0	5,130	(500)	0	2,675	2,955
* St Henry Catholic School-CSPC	395	Ward 7	3,323	0	3,323	(500)	0	1,596	2,227
* St Joan of Arc Catholic Academy-CSPC	554	Ward 7	3,807	0	3,807	(500)	0	4,000	307
* St Kevin Catholic School-CSPC	300	Ward 7	1,900	0	1,900	(500)	0	1,288	1,112
* St Lawrence Catholic School-CSPC	264	Ward 7	2,542	0	2,542	(500)	0	2,620	422
* St Nicholas Catholic School-CSPC	308	Ward 7	3,559	0	3,559	(500)	0	4,000	59
* St Sylvester Catholic School-CSPC	373	Ward 7	77	0	77	(500)	0	577	0
* St Victor Catholic School-CSPC	338	Ward 7	1,113	0	1,113	(500)	0	1,613	0
		<b>Ward 7</b>							
* Blessed Pier Giorgio Frassati - CSPC	456	Ward 8	3,096	0	3,096	(500)	0	3,058	538
* Cardinal Leger Catholic School - CSPC	419	Ward 8	1,960	0	1,960	(500)	0	2,460	0
* Divine Infant Catholic School-CSPC	414	Ward 8	1,305	0	1,305	(500)	0	1,805	0
* Francis Libermann C.H.S.-CSPC	524	Ward 8	937	0	937	(500)	0	1,437	0
* Our Lady Of Grace Catholic Schl-CSPC	372	Ward 8	2,033	0	2,033	(500)	0	2,210	323
* Prince Of Peace Catholic Schl-CSPC	416	Ward 8	2,510	0	2,510	(500)	0	2,603	407

## APPENDIX A

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD CSPC**  
**Account Budget Status**

Cost Centres by Trustee	LOC	Ward	(1)Balance C/fwd from Prev.Yr	(2)Current Year Receipts	(3)YTD Allocation	(4)Current Year Expenditures \$500	(5) Commitments	(6)Available Funds - PIC	(7)Available Funds reserved for CSPC
* Sacred Heart Catholic School-CSPC	415	Ward 8	3,874	0	3,874	(500)	0	2,196	2,178
* St Barnabas Catholic School - CSPC	351	Ward 8	1,526	0	1,526	(500)	0	1,500	526
* St Bartholomew Catholic School - CSPC	334	Ward 8	2,175	0	2,175	(500)	0	2,675	0
* St Bede Catholic School - CSPC	425	Ward 8	3,443	0	3,443	(500)	0	1,613	2,330
* St Brendan Catholic School - CSPC	359	Ward 8	1,076	0	1,076	(500)	0	500	1,076
* St Columba Catholic School-CSPC	380	Ward 8	1,115	0	1,115	(500)	0	1,590	25
* St Dominic Savio Catholic School - CSPC	467	Ward 8	4,019	0	4,019	(500)	0	3,048	1,471
* St Elizabeth Seton Catholic Schl-CSPC	386	Ward 8	3,689	0	3,689	(500)	0	4,000	189
* St Florence Catholic School-CSPC	385	Ward 8	4,665	0	4,665	(500)	0	3,154	2,011
* St Gabriel Lalemant Catholic Schl-CSPC	377	Ward 8	3,503	0	3,503	(500)	0	3,500	503
* St Ignatnatus of Loyola Catholic Schl-CSPC	365	Ward 8	1,300	0	1,300	(500)	0	1,800	0
* St Jean de Brebeuf School - CSPC	394	Ward 8	1,144	0	1,144	(500)	0	1,644	0
* St Malachy Catholic School-CSPC	336	Ward 8	2,460	0	2,460	(500)	0	2,644	316
* St Marg Bourgeoy Catholic Schl-CSPC	381	Ward 8	4,942	0	4,942	(500)	0	2,654	2,788
* St Mother Teresa C.H.S.-CSPC	538	Ward 8	5,672	0	5,672	(500)	0	2,144	4,027
* St Rene Goupil Catholic School - CSPC	408	Ward 8	1,266	0	1,266	(500)	0	1,766	0
		<b>Ward 8</b>							
* Bishop Macdonell - CSPC	462	Ward 9	1,000	0	1,000	(500)	0	1,500	0
* D'Arcy McGee Catholic School - CSPC	318	Ward 9	3,719	0	3,719	(500)	0	2,348	1,871
* Holy Rosary Catholic School-CSPC	225	Ward 9	2,071	0	2,071	(500)	0	2,028	543
* Msgr Fraser College-CSPC	533	Ward 9	8,013	0	8,013	(500)	0	3,507	5,006
* Our Lady Of Lourdes Catholic Schl-CSPC	221	Ward 9	5,377	0	5,377	(500)	0	2,564	3,313
* Our Lady Of Perpetual Help School-CSPC	239	Ward 9	25,317	0	25,317	(301)	0	1,645	23,972
* Pope Francis Catholic School-CSPC	347	Ward 9	2,648	0	2,648	(500)	0	2,118	1,030
* St Alphonsus Catholic School-CSPC	326	Ward 9	1,000	0	1,000	(500)	0	1,500	0
* St Bruno/St Raymond Catholic School-CSPC	376	Ward 9	6,551	0	6,551	(500)	0	3,283	3,768
* St Francis Of Assisi Catholic Schl-CSPC	206	Ward 9	6,041	0	6,041	(500)	0	3,982	2,559
* St Joseph College-CSPC	514	Ward 9	3,004	0	3,004	(500)	0	1,671	1,832
* St Mary Catholic School CSPC	205	Ward 9	1,643	0	1,643	(500)	0	2,143	0
* St Michael Catholic School-CSPC	387	Ward 9	2,052	0	2,052	(500)	0	2,552	0
* St Michael Choir School-CSPC	217	Ward 9	518	0	518	(500)	0	1,018	0

## APPENDIX A

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD CSPC**  
**Account Budget Status**

Cost Centres by Trustee	LOC	Ward	(1)Balance C/fwd from Prev.Yr	(2)Current Year Receipts	(3)YTD Allocation	(4)Current Year Expenditures \$500	(5) Commitments	(6)Available Funds - PIC	(7)Available Funds reserved for CSPC
* St Michael Choir Sec School-CSPC	518	Ward 9	1,350	0	1,350	(500)	0	1,000	850
* St Paul Catholic School-CSPC	204	Ward 9	619	0	619	(500)	0	1,119	0
* St Thomas Aquinas Catholic School-CSPC	236	Ward 9	1,500	0	1,500	(500)	0	2,000	0
		<b>Ward 9</b>							
* Chaminade College-CSPC	509	Ward 10	1,000	0	1,000	(500)	0	1,500	0
* Imm Conception Catholic School - CSPC	281	Ward 10	2,652	0	2,652	(500)	0	2,554	598
* Our Lady Of Victory Catholic School-CSPC	247	Ward 10	1,951	0	1,951	(500)	0	1,920	530
* Santa Maria Catholic School - CSPC	368	Ward 10	381	0	381	(500)	0	500	381
* St Bernard Catholic School-CSPC	261	Ward 10	2,383	0	2,383	(500)	0	2,752	132
* St Fidelis Catholic School-CSPC	358	Ward 10	1,550	0	1,550	(500)	0	2,050	0
* St Francis Xavier Catholic School CSPC	271	Ward 10	1,647	0	1,647	(500)	0	2,033	114
* St John the Evang C.S.-CSPC	244	Ward 10	440	0	440	(500)	0	500	440
* St Matthew Catholic School - CSPC	240	Ward 10	2,761	0	2,761	(500)	0	1,932	1,329
* St Oscar Romero Catholic School-CSPC	555	Ward 10	1,610	0	1,610	(500)	0	2,110	0
		<b>Ward 10</b>							
* Annunciation Catholic School-CSPC	299	Ward 11	3,726	0	3,726	(500)	0	2,527	1,699
* Blessed Trinity Catholic School-CSPC	289	Ward 11	2,453	0	2,453	(500)	0	2,953	0
* Canadian Martyrs Catholic School - CSPC	251	Ward 11	16,681	0	16,681	(500)	0	4,000	13,181
* Holy Cross Catholic School-CSPC	242	Ward 11	7,294	0	7,294	(500)	0	1,000	6,794
* Holy Name Catholic School-CSPC	215	Ward 11	11,062	0	11,062	(500)	0	1,084	10,478
* Notre Dame - CSPC	501	Ward 11	4,162	0	4,162	(500)	0	2,679	1,984
* Our Lady Of Gaudalupe C.Schl-CSPC	342	Ward 11	2,427	0	2,427	(500)	0	2,927	0
* Senator O'Connor Catholic School - CSPC	505	Ward 11	1,924	0	1,924	(500)	0	1,576	848
* St Anselm Catholic School - CSPC	243	Ward 11	3,213	0	3,213	(500)	0	1,874	1,839
* St Bonaventure Catholic School-CSPC	263	Ward 11	4,024	0	4,024	(500)	0	563	3,961
* St Brigid Catholic School - CSPC	235	Ward 11	4,678	0	4,678	(500)	0	2,670	2,507
* St Catherine Catholic School-CSPC	316	Ward 11	1,953	0	1,953	(500)	0	1,267	1,187
* St Denis Catholic School-CSPC	310	Ward 11	3,182	0	3,182	(500)	0	2,096	1,586
* St Gerald Catholic School-CSPC	319	Ward 11	554	0	554	(500)	0	1,054	0
* St Isaac Joques Catholic School-CSPC	315	Ward 11	0	0	0	(500)	0	500	0

## APPENDIX A

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD CSPC**  
**Account Budget Status**

Cost Centres by Trustee	LOC	Ward	(1)Balance C/fwd from Prev.Yr	(2)Current Year Receipts	(3)YTD Allocation	(4)Current Year Expenditures \$500	(5) Commitments	(6)Available Funds - PIC	(7)Available Funds reserved for CSPC
* St John Catholic School (Toronto)- CSPC	220	Ward 11	1,708	0	1,708	(500)	0	500	1,708
* St John XXIII C.S-CSPC	348	Ward 11	3,482	0	3,482	(500)	0	3,028	955
* St Joseph Catholic School-CSPC	209	Ward 11	3,250	0	3,250	(500)	0	2,960	790
* St Joseph Morrow Park-CSPC	516	Ward 11	500	0	500	(500)	0	1,000	0
* St Kateri Tekakwitha C.S.-CSPC	393	Ward 11	17,856	0	17,856	(500)	0	500	17,856
* St Matthias Catholic School-CSPC	357	Ward 11	1,382	0	1,382	(500)	0	1,192	691
* St Monica Catholic School - CSPC	224	Ward 11	3,851	0	3,851	(500)	0	1,720	2,632
* St Patrick C.H.S-CSPC	546	Ward 11	1,084	0	1,084	(500)	0	1,584	0
* St Timothy Catholic School - CSPC	298	Ward 11	500	0	500	(500)	0	1,000	0
		<b>Ward 11</b>							
* Cardinal Newman C.H.S.-CSPC	519	Ward 12	2,118	0	2,118	(500)	0	2,025	593
* Immaculate Heart Of Mary School - CSPC	272	Ward 12	608	0	608	224	0	384	0
* Neil McNeil Catholic H.S.-CSPC	502	Ward 12	2,081	0	2,081	(500)	0	2,581	0
* Our Lady Of Fatima Catholic Schl-CSPC	252	Ward 12	2,606	0	2,606	(500)	0	3,106	0
* St Agatha Catholic School - CSPC	302	Ward 12	19,166	0	19,166	(500)	0	2,640	17,026
* St Barbara Catholic School - CSPC	274	Ward 12	4,009	0	4,009	(500)	0	3,280	1,230
* St Boniface Catholic School-CSPC	277	Ward 12	2,644	0	2,644	(500)	0	3,096	48
* St Dunstan Catholic School-CSPC	241	Ward 12	1,898	0	1,898	(500)	0	2,398	0
* St Edmund Campion Catholic Schl-CSPC	356	Ward 12	2,206	0	2,206	(500)	0	2,044	663
* St Joachim Catholic School-CSPC	292	Ward 12	500	0	500	(500)	0	1,000	0
* St John Paul II-C.H.S.-CSPC	531	Ward 12	2,931	0	2,931	(500)	0	2,668	763
* St Maria Goretti Catholic School-CSPC	260	Ward 12	3,411	0	3,411	(500)	0	3,911	0
* St Martin De Porres Catholic Schl-CSPC	286	Ward 12	1,346	0	1,346	(500)	0	1,500	346
* St Richard Catholic School - CSPC	301	Ward 12	5,827	0	5,827	(500)	0	4,000	2,327
* St Rose Of Lima Catholic School - CSPC	269	Ward 12	1,033	0	1,033	(500)	0	1,533	0
* St Theresa Shrine Catholic School- CSPC	248	Ward 12	2,749	0	2,749	(500)	0	2,632	617
* St Thomas More Catholic School - CSPC	322	Ward 12	3,870	0	3,870	(500)	0	2,220	2,150
* St Ursula Catholic School-CSPC	306	Ward 12	3,394	0	3,394	(500)	0	3,392	502
		<b>Ward 12</b>							
		<b>Grand Total</b>	<b>624,129</b>	<b>0</b>	<b>624,129</b>	<b>(95,965)</b>	<b>0</b>	<b>412,691</b>	<b>307,403</b>



## REPORT TO

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

## 2022 CALENDAR OF BOARD AND COMMITTEE MEETINGS (REVISED)

*All that he does is apt for its time; but although he has given us awareness of the passage of time, we can grasp neither the beginning nor the end of what God does. Ecclesiastes 1:11*

Created, Draft	First Tabling	Review
October 18, 2021	November 8, 2021	December 2, 2021

Sophia Harris, Recording Secretary

Paul Matthews, General Legal Counsel

### RECOMMENDATION REPORT

#### Vision:

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

#### Mission:

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

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



Brendan Browne, PhD  
Director of Education

A. Della Mora  
Associate Director of Academic  
Affairs and  
Chief Operating Officer

D. Boyce  
Associate Director of  
Facilities, Business and  
Community Development

R. Putnam  
Chief Financial Officer and  
Treasurer

## **A. EXECUTIVE SUMMARY**

The proposed 2022 Annual Calendar of Board and Committee meetings, attached at **Appendix A**, is presented to the Board for further input and approval. At the Board meeting of November 18, 2022 this report was referred to back to staff to amend the report to address Bill 13 the *Supporting People and Businesses Act, 2021* and the change in the *Municipal Elections Act* which changes the beginning of the trustee term to November 15, commencing in 2022. As a result, this report has been amended to indicate that next year's Inaugural Meeting will be held on November 15 and the November 2022 Audit Committee meeting is rescheduled to November 8, 2022.

*The cumulative staff time required to prepare this report was 8 hours*

## **B. PURPOSE**

1. As per the Annual Calendar of Reports and Policy Metrics, a report for review and approval of the Annual Calendar of Board and Committee Meeting details for the following year is brought forward to the Board in November each year.

## **C. BACKGROUND**

1. The dates selected for the Annual Calendar reflect Statutory Holidays. The Student Achievement and Well Being, Catholic Education and Human Resources Committee (Student Achievement) meeting is typically held on the first Thursday of each month; and the Corporate Services, Strategic Planning and Property Committee (Corporate Services) meeting is held on the second Thursday.
2. Article 4.2 of the Toronto Catholic District School Board's Operating By-Law 175 requires the Board to meet on the third Thursday in each month unless otherwise ordered by a special motion.
3. Meetings are not normally held during the summer month of July and only one Board meeting is held in the month of August in order to facilitate return from the Board-wide shut down in the summer months.

4. At the Board meeting of November 18, 2022, this report was referred back to staff to amend the report to address Bill 13 the *Supporting People and Businesses Act, 2021* and the change in the *Municipal Elections Act* which changes the beginning of the Trustee term to November 15, commencing in 2022. As a result, this report has been amended to indicate that next year's Inaugural Meeting will be held on November 15 and the November 2022 Audit Committee meeting is rescheduled to November 8, 2022.
5. Below are the exceptions to the By-law requirement and adopted practices for scheduling the Committee meetings for the year 2022 and the reasons for those exceptions:

NEW DATE	MEETING	REASON
January 2022	All meetings	Scheduled one week later to accommodate the Christmas holidays.
March 2022	Regular Board	Scheduled one week later to accommodate the March Break.
April 2022	Student Achievement	Student Achievement is scheduled on Tuesday to accommodate ERDI Conferences (Wednesday, April 6 – Saturday, April 9)
	Corporate Services	Corporate Services is scheduled one week later to accommodate Holy Week (April 11-15).
		Corporate Services is scheduled on Tuesday to accommodate the OCSTA AGM (Thursday, April 21 – Saturday, April 23)
	Regular Board	Regular Board is scheduled one week later to accommodate the OCSTA AGM (April 21 – 23)
		Regular Board is scheduled on Tuesday to accommodate TCDSB hosting the



		provincial OCSOA meeting (Wednesday, April 27- Friday, April 29).
May 2022	Student Achievement	<p>Student Achievement is scheduled on Tuesday, May 3 to accommodate the Director's availability.</p> <p>Student Achievement is scheduled twice in the month, May 3 and May 26, to accommodate the CCSTA AGM (June 2 -4)</p>
June 2022	Corporate Services	Corporate Services is scheduled on Tuesday to accommodate the CCSTA AGM (Thursday, June 2 – Saturday, June 4).
	Regular Board	Corporate Services and Board are scheduled one week earlier to accommodate June graduations.
August 2022	Regular Board	Scheduled one week later to accommodate the return from Board closure.
October 2022	Corporate Services	Corporate Services and Board are scheduled one week later to accommodate ERDI Conferences (October 12 -16).
	Regular Board	
December 2022	Corporate Services	Corporate Services is scheduled on Wednesday to accommodate the scheduling of the Regular Board meeting the second Thursday of the month.
	Regular Board	Regular Board is scheduled one week earlier to accommodate Advent celebrations.

## **D. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. Once approved, the 2022 Calendar of Meetings will be posted on the Board's website.



## **E. STAFF RECOMMENDATION**

That the Board approve the 2022 Calendar of Board and Committee Meetings as per **Appendix A** in order to best meet the needs of the Board.

## TORONTO CATHOLIC DISTRICT SCHOOL BOARD REVISED 2022 CALENDAR OF MEETINGS

JANUARY				
M	T	W	T	F
3	4	5	6	7
10	GAP	12	SA	14
CP	ACAC	S	CS	21
24	2S+AC	A	B	28
OAP				

FEBRUARY				
M	T	W	T	F
	GAP	2	SA	4
7	8	IEAC/S	CS	11
14	ACAC/ NCC	16	B	18
21	SSA	FAC	24	25
OAP				

MARCH				
M	T	W	T	F
	GAP	2	SA	4
CP	8	S	CS	11
14	15	16	17	18
21	ACAC	23	B	25
28	2S+AC	30	31	

APRIL				
M	T	W	T	F
				1
4	SA	S	7	8
11	12	13	14	15
18	GAP/ SSA B/ NCC	CS/ FAC	21	22
CP	27	ACAC	29	

MAY				
M	T	W	T	F
AN	SA	A	5	6
9	GAP	S	CS	13
CP	IEAC	18	B	20
23	ACAC	25	SA	27
30	2S+AC			

JUNE				
M	T	W	T	F
		CS	2	3
6	GAP/ SSA	S	B	10
13	ACAC	15	16	17
CP	21	22	23	24
27	28	29	30	

JULY				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

AUGUST				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	B	26
29	30	31		

SEPTEMBER				
M	T	W	T	F
			SA	2
5	GAP	S	CS	9
12	13	14	B	16
CP	20	21	22	23
26	27	A	29	30

OCTOBER				
M	T	W	T	F
3	GAP	5	SA	7
10	11	S	13	14
17	18	19	CS	21
24	25	26	B	28
31				

NOVEMBER				
M	T	W	T	F
	GAP	S	SA	4
7	A	9	CS	11
CP	C/I	16	B	18
21	22	23	24	25
28	29	S		

DECEMBER				
M	T	W	T	F
			SA	2
5	GAP	CS	B	9
CP	13	14	15	16
19	20	21	22	23
26	27	28	29	30

ACAC	African Canadian Advisory Committee
A	Audit Committee
AN	Awards Night
B	Regular Board
C/I	Caucus/Inaugural
CP	Catholic Parent Involvement Council
CS	Corporate Services
FAC	Filipino Advisory Committee

GAP	Governance and Policy
IEAC	Indigenous Education Advisory Committee
OAP	OAPCE
S	SEAC
SA	Student Achievement
SSA	Safe Schools Advisory
NCC	Nurturing Our Catholic Community
2S+AC	2SLGBTQ+ Advisory Committee

January 1	New Year's Day
January 3	Board Offices Reopen
January 3	Schools Reopen
February 18	Parent/Teacher Interview (Elementary)
February 21	Family Day
March 14-18	March Break
April 15	Good Friday
April 18	Easter Monday
April 21-23	OCSTA AGM
May 1-6	Catholic Education Week
May 2	Awards Night
May 23	Victoria Day
June 2-4	CCSTA AGM

June 30	School Ends
July 1	Canada Day
Jul 25-Aug 5	Board Offices Closed
September 5	Labour Day
September 6	First Instructional Day
October 10	Thanksgiving Day
November 11	Remembrance Day
November 15	Inaugural Meeting
November 22	Annual Memorial Mass
Dec. 24 - Jan 2	Christmas Break
NIL	System Wide Retirement
TBC	Exemplary Practice Awards
TBC	Cardinal's Dinner

## 2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

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

## 2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

14	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
15	October (A)	Student Achievement	<u>S.22 Religious Accommodation Policy Report and S.S.02 Opening or Closing Exercises Policy Report</u> (combined)	Associate Director Academic Services
16	October	Student Achievement	Board Learning Improvement Plan (BLIP)	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 ESLIT	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
23	December	Student Achievement	<u>Staff CPIC Annual Report Including Financial Reporting</u>	Associate Director Academic Services

**STUDENT ACHIEVEMENT AND WELL BEING  
PENDING LIST TO DECEMBER 2, 2021**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	June-2020 Special Board	TBD	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 ( <b>Computers for Students in Need</b> )	Associate Director of Facilities, Business & Community Development