

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

**REGULAR MEETING
Public Session
AGENDA**

NOVEMBER 4, 2015

Angela Kennedy, Chair
Trustee Ward 11

Garry Tanuan, Vice Chair
Trustee Ward 8

Ann Andrachuk
Trustee Ward 2

Patrizia Bottoni
Trustee Ward 4

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Allison Gacad
Student Trustee

Jo-Ann Davis
Trustee Ward 9

Michael Del Grande
Trustee Ward 7

Joseph Martino
Trustee Ward 1

Sal Piccininni
Trustee Ward 3

Barbara Poplawski
Trustee Ward 10

Maria Rizzo
Trustee Ward 5

Karina Dubrovskaya
Student Trustee



MISSION

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

VISION

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

Recording Secretary: Lalita Fernandes 222-8282 extension 2293

Angela Gauthier
Director of Education

Michael Del Grande
Chair of the Board

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

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

Terms of reference:

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

OUR MISSION

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

PUBLIC SESSION

Angela Kennedy, Chair

Garry Tanuan, Vice-Chair

Wednesday, November 4, 2015

7:00 P.M.

	Pages
1. Opening Prayer	
2. Roll Call & Apologies	
3. Approval of the Agenda	
4. Declarations of Interest	
5. Approval & Signing of the Minutes of the Meeting held October 8, 2015 for Public Session	1 - 14
6. Delegations	
7. Presentations	
8. Committee Member/Trustee Matters (submitted 72 hours notice)	
9. Reports Requiring Action	
9.a Administrative Support for Trustees	15 - 18
10. Reports/Minutes of Special/Ad Hoc Committees	
11. Reports For Information	
11.a Supplemental Conflict Resolution Department Report	19 - 23

11.b	Education Quality And Accountability Office (EQAO) Grade 9 Assessment Of Mathematics Results	24 - 29
11.c	Requests for Religious Accommodations 2015	30 - 38
11.d	TCDSB K-12 Professsional Development Plan 2015-2016	39 - 65
12.	Communications	
13.	Inquiries and Miscellaneous	
14.	Pending List	66 - 68
15.	Resolve into FULL BOARD to Rise and Report	

**MINUTDES OF THE REGULAR MEETING OF THE
STUDENT ACHIEVEMENT AND WELL BEING CATHOLIC
EDUCATION AND HUMAN RESOUCES COMMITTEE**

HELD THURSDAY, OCTOBER 8, 2015

PUBLIC SESSION

PRESENT:

Trustees: A. Kennedy, Chair
G. Tanuan, Vice Chair
A. Andrachuk
N. Crawford
F. D'Amico
J.A. Davis – by teleconference
M. Del Grande
B. Poplawski – by teleconference
M. Rizzo – by teleconference
A. Gacad, Student Trustee
K. Dubrovskaya, Student Trustee

A.Gauthier
G. Poole
A. Sangiorgio
P. De Cock
R. McGuckin
N. D'Avella
J. Shanahan
C. Fernandes
A. Della Mora
G. Grant
D. Koenig
K. Malcolm
J. Shain
G. Iuliano Marrello
J. Saraco
D. Yack
J. Yan

L.Fernandes, Recording Secretary
G. Mak, Officer, Corporate Services

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that items 9a) Administrative Support for Trustees and 13a) Discussion regarding Inquiry from Trustee Kennedy regarding Constituency Assistants for Trustees be combined and moved into PRIVATE SESSION to be held at 10:00 p.m. or earlier.

On the vote being taken, as follows:

In favour

Opposed

Trustees Poplawski
Tanuan
Kennedy
Del Grande
Crawford

Trustees Davis
Rizzo
Andrachuk
Bottoni
D'Amico

The Motion was declared

LOST

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that the agenda, as amended, be approved.

On the vote being take on the agenda, as amended, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 D'Amico
 Tanuan
 Kennedy
 Del Grande
 Crawford
 Davis
 Rizzo
 Poplawski

The agenda, as amended, was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Crawford, that the meeting resolve into FULL BOARD to rise and report items dealt with in PRIVATE SESSION.

On the vote being taken as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 D'Amico
 Tanuan
 Kennedy
 Del Grande
 Crawford
 Davis
 Rizzo
 Poplawski

The Motion was declared

CARRIED

The meeting continued in PUBLIC SESSION with Trustee Kennedy in the Chair.

MOVED by Trustee Andrachuk, seconded by Trustee Bottoni, that the Minutes of the Regular Meeting held September 10, 2015 for Public Session be approved.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
D'Amico
Tanuan
Kennedy
Del Grande
Crawford
Davis
Rizzo
Poplawski

The Motion was declared

CARRIED

Lynn Hiebert, on behalf of PLASP Child Care Services, addressed the Committee regarding Before and After School Programs

MOVED by Trustee Andrachuk, seconded by Trustee Bottoni, that the presentation by Lynn Hiebert, on behalf of PLASP Child Care Services, regarding Before and After School Programs be received with a direction to staff to provide Trustees with the locations of the 14 schools that presently have the PLASP program.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 D'Amico
 Tanuan
 Kennedy
 Del Grande
 Crawford
 Davis
 Rizzo
 Poplawski

The Motion was declared

CARRIED

Geoff Feldman, on behalf of CPIC, addressed the Committee regarding invitation to Trustees to OAPCE-CPIC Summit on Oct 24, 2015

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that the presentation by Geoff Feldman, on behalf of CPIC, regarding invitation to Trustees to OAPCE-CPIC Summit on Oct 24, 2015 be received with thanks to CPIC for working with the Board.

On the vote being taken, as follows:

In favour**Opposed**

Trustees Andrachuk
 Bottoni
 D'Amico
 Tanuan
 Kennedy
 Del Grande
 Crawford
 Davis
 Rizzo
 Poplawski

The Motion was declared

CARRIED

Director Christiano de Florentiis, addressed the Committee regarding the Italian Contemporary Film Festival Junior.

MOVED by Trustee Bottoni, seconded by Trustee Rizzo, that the presentation by Director Christiano de Florentiis, regarding the Italian Contemporary Film Festival Junior be received.

On the vote being taken, as follows:

In favour**Opposed**

Trustees Andrachuk
 Bottoni
 D'Amico
 Tanuan
 Kennedy
 Del Grande
 Crawford
 Davis
 Rizzo
 Poplawski

The Motion was declared

CARRIED

Dan Koenig and Geoff Grant, Superintendents of Education, made a presentation to the Committee regarding Health and Physical Education/Fully Alive Resources for Parents and Schools

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that the presentation by Dan Koenig and Geoff Grant, Superintendents of Education, regarding Health and Physical Education/Fully Alive Resources for Parents and Schools be received.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 D'Amico
 Tanuan
 Kennedy
 Del Grande
 Crawford
 Davis
 Rizzo
 Poplawski

The Motion was declared

CARRIED

Trustee Kennedy turned the Chair over to Trustee Del Grande,

The Chair ruled that while the Committee is dealing with items 9a) and 13a) discussion could lead to dollars and staff and as the Trustees already have a full-time person who support them in the office and this person's salary could be in question.

Trustee Andrachuk challenged the ruling of the Chair

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford	Trustees Rizzo
Kennedy	Davis
Del Grande	Andrachuk
Tanuan	Bottoni
Poplawski	D'Amico

The ruling of the Chair was upheld.

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that the meeting be extended until the agenda is complete.

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford	Trustees Andrachuk
Kennedy	Bottoni
Del Grande	Rizzo
Tanuan	Davis
Poplawski	
D'Amico	

The Motion to extend was declared

CARRIED

The Chair reviewed the Order Paper Items.

The following items were questioned.

Item 11a)	Trustee Poplawski
Item 11c)	Trustee Poplawski
Item 11e)	Trustee Rizzo

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that the items not questioned be approved.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 D'Amico
 Tanuan
 Kennedy
 Del Grande
 Crawford
 Davis
 Rizzo
 Poplawski

The Motion to approve the items not questioned was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

Archbishop Romero Catholic Secondary School Name Change that the Board approve the renaming of Archbishop Romero Catholic Secondary School to Blessed Archbishop Romero Catholic Secondary School.

Request for the Creation of an African-Canadian Advisory Council that the Board approve the attached Terms of Reference (Appendix A) for the establishment of the African-Canadian Advisory Council

CSLIT - Inspiring Active Citizenship in Catholic Education – received.

Enrolment Report and Revised Enrolment Report – September 2015 – received.

MOVED by Trustee Davis, seconded by Trustee Andrachuk, that item 11a) be adopted as follows:

11a) Update Report on the Pilot Project for Jump Mathematics – received.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
D'Amico
Tanuan
Kennedy
Del Grande
Crawford
Davis
Rizzo
Poplawski

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Kennedy, that item 11c) be adopted as follows:

11c) Education Quality and Accountability Office (EQAO) Ontario Secondary School Literacy Test (OSSLT) Results – received.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
D'Amico
Tanuan
Kennedy
Del Grande
Crawford
Davis
Rizzo
Poplawski

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Tanuan, that item 11e) be adopted as follows:

11e) International Languages Programs In TCDSB Elementary Schools - referred to Budget Committee for discussion.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
D'Amico
Tanuan
Kennedy
Del Grande
Crawford
Davis
Rizzo
Poplawski

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the meeting resolve into FULL BOARD to rise and report.

CARRIED

The meeting continued in PUBLIC SESSION with Trustee Del Grande in the Chair.

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the meeting resolve into PRIVATE SESSION.

CARRIED

The meeting continued in PUBLIC SESSION with Trustee Del Grande in the Chair.

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that items 9a) and 13a) be adopted as follows:

9a) & 13a) Administrative Support for Trustees & Discussion regarding Inquiry from Trustee Kennedy regarding Constituency Assistants for Trustees That Trustees continue to be supported by the Administrative Assistant centrally and that they be able to hire an external independent contractor not to exceed \$10,000.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Davis, that the Motion be ratified after the information centrally versus field is presented at the Board.

On the vote being taken, on the Amendment as follows:

In favour

Trustees Crawford
Del Grande
D'Amico
Davis

Opposed

Trustees Bottoni
Tanuan
Kennedy
Poplawski
Rizzo

The Amendment was declared

LOST

On the vote being taken, on part 1 of the Motion as follows:

In favour

Trustees Bottoni
D'Amico
Tanuan
Kennedy

Opposed

Del Grande
Crawford
Davis
Rizzo
Poplawski

Part 1 of the Motion was declared

CARRIED

On the vote being taken, on part 2 of the Motion as follows:

In favour

Opposed

Trustees Bottoni
D'Amico
Tanuan
Kennedy
Davis
Rizzo
Poplawski

Trustees Crawford
Del Grande

Part 2 of the Motion was declared

CARRIED

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

CARRIED

SECRETARY

CHAIR



REPORT TO

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

ADMINISTRATIVE SUPPORT FOR TRUSTEES

"Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. For everyone who asks receives; he who seeks finds; and to him who knocks, the door will be opened."

Matthew 7:7-8

Created, Draft

October 27, 2015

First Tabling

November 4, 2015

Review

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

P. De Cock, Comptroller of Business Services & Finance

P. Matthews, General Legal Counsel

RECOMMENDATION REPORT

Vision:

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Mission:

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G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This report responds to a request from Board to review and discuss the provision of additional administrative support services to the Board of Trustees. The provision of such administrative support services is funded by the Board Administrative and Governance Grant, in which there is an amount earmarked for Board Governance.

B. PURPOSE

1. Arising from the from the Corporate Affairs, Strategic Planning and Property Committee meeting held on October 15th 2015, the Board identified the need to provide Trustees with additional administrative supports in order to accommodate the unique circumstances of trustees.

C. BACKGROUND

1. During the Corporate Affairs, Strategic Planning and Property Committee held on October 15th 2015, the Board of Trustees approved the following motions:
 - a) That the following motion from the October 8, 2015 meeting of Student Achievement be rescinded: “that trustees be able to hire an external independent contractor not to exceed \$10,000”
 - b) That the Director assure the Trustees that any Trustee who requires accommodation as per Board policy and legislation that they be appropriately accommodated.
 - c) Direction to staff that a letter be sent to the Ministry from the Director and Chair to clarify misconceptions about the amount of \$26,000.
2. Included in the Education Act in Section 218.1 part (f), a member of a board shall, entrust the day to day management of the board to its staff through the board’s director of education. The provision of administrative support to trustees is thereby entrusted to the Director of Education and the associated cost is funded by the Board Administration and Governance Grant.

3. The Board approved the 2015-16 Budget Estimates during the Student Achievement Committee meeting held on June 4th 2015, in which the following Grant and Expenditure estimates are included:

2015-16 Board Governance Grant and Expenditure Estimates	
Grant Allocations	
Governance & Trustees' Association Fee	284,818
Board Administration Grant (\$856,107 - \$284,818)	571,289
Total Grant Allocation	856,107
Expenditure Estimates	
Honorariums	259,138
Administrative Support	120,000
Other Expenses	267,629
OCSTA Membership Fees	209,340
Total Expenditure Estimates	856,107

As per the 2015-16 Budget Estimates, TCDSB is compliant in the Board Administration & Governance Expenditure Category with a total funding allocation of \$23,953,062 and net expenses of \$20,908,046.

4. The 2015-16 Budget Estimates includes a budget provision for the following:
- i. One Central Administrative Support (1.0 Full Time Equivalent Position)
 - ii. Additional Administrative Support Provision (\$120,000)

D. EVIDENCE/RESEARCH/ANALYSIS

The following options are provided for discussion and final choice by the Board of Trustees:

Option A: Hire Additional Administrative Officer (1.0 FTE)

- 1.0 FTE Administrative Officer Position
(\$70,000 inclusive of Benefits)
- Reserve for Supply Administrative Support as required to
accommodate Trustees as needs arise
(\$50,000)
- TOTAL ESTIMATED COST: (\$120,000)

Option B: Hire Additional Half-time Administrative Officer (0.5 FTE)

- 0.5 FTE Administrative Officer Position
(\$35,000 inclusive of Benefits)
- Reserve for Supply Administrative Support as required to
accommodate Trustees as needs arise
(\$85,000)
- TOTAL ESTIMATED COST: (\$120,000)

Option C: Do Not Hire & Maintain Reserve for Supply Administrative Support

- Reserve for Supply Administrative Support as required to
accommodate Trustees as needs arise
(\$120,000)
- TOTAL ESTIMATED COST: (\$120,000)

E. STAFF RECOMMENDATION

That the Board consider Option A as the desired model of Administrative Support for Trustees.



REPORT TO

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

SUPPLEMENTAL CONFLICT RESOLUTION DEPARTMENT REPORT

Blessed are the peacemakers for they shall be called sons of God. (Matthew 5:9)

Created, Draft	First Tabling	Review
October 22, 2015	November 4, 2015	Click here to enter a date.
Isolina Varano, Coordinator-Conflict Resolution Rory McGuckin, Superintendent- Human Resources and Labour Relations		
INFORMATION REPORT		

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G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This supplemental report will provide an overview of the types of complaints/inquiries received by the department, as well as outline patterns and policy issues for consideration of the Board.

B. PURPOSE

1. On June 4, 2015 the Board passed a motion requesting that the Annual Report of the Conflict Resolution Department be supplemented to include the following information:
 - i. *A summary of the types of complaints/inquiries;*
 - ii. *That the report identify any patterns which indicate either systemic issues for the Director to action or policy issues which the Board should review;*
 - iii. *That it provide a summary of direct feedback via surveys completed by individuals who have contacted the department regarding the effectiveness, fairness and privacy of the Conflict Resolution Department;*
 - iv. *That the above be provided as part of the annual report presented by the Conflict Resolution Department to the Student Achievement and Well Being Committee moving forward.*

C. BACKGROUND

1. An Annual Report is presented to the Board at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee in April.
2. **October 9, 2014** - Student Achievement and Well-Being, Catholic Education and Human Resources Committee, the Board received the report outlining the services and the policies that guide the Conflict Resolution department's activities. Included in the report was a brochure that was provided to the TCDSB community.
3. **November 24, 2014**-The Conflict Resolution Department launched an educative podcast about H.M. 14- Respectful Workplace-Addressing Harassment and Discrimination in the Workplace policy on the TCDSB portal and website. The goal of this initiative was to raise awareness of the policy and the services provided by the Conflict Resolution Department.

4. **April 23, 2015** - The Board approved revisions to policy H.M. 14 Harassment and Discrimination in the Workplace, as well as the Operational Procedures known as The Respectful Workplace document. Additional sections were added to make the policy more accessible and inclusive for all TCDSB stakeholders.
5. **June 4, 2015** – The Board received the annual report of the Conflict Resolution department, and passed motions seeking additional information pertaining to the types of inquiries and complaints, patterns of behaviour and the feedback surveys.

D. EVIDENCE/RESEARCH/ANALYSIS

1. As previously communicated in the Annual Report, the Conflict Resolution Department continues to routinely receive inquiries/consults/referrals from TCDSB staff members, school administrators, management staff, union representatives and parents, noting a 57% increase in referrals from 2013/2014 to 2014/2015. (Table 1)
2. It was noted that the majority of inquiries/complaints from parents were resolved through consultations, CSPC in-services and facilitated meetings.

Table 1

Services	04/14 – 04/15	04/13 - 04/14	Variance
Inquiries	850	543	307
Facilitations	66	21	45
Mediations	1	1	0
Investigations	7	8	-1
In-services	58	37	21

Stakeholders	04/14 – 04/15	04/13 - 04/14	Variance
Teachers	542	365	177
EAs	109	59	50
Parents	116	33	83
Facilities	85	31	54

3. Further analysis of the data revealed the following patterns:
 - i. Breaches of policy H.M.30 Complaint Against a Staff Member (i.e. either TCSDb employees or parents who make complaints/adverse comments

- against TCDSB employees without informing them verbally or in writing)
- ii. Conflicts between members of TCDSB bargaining units (e.g, teacher-teacher, teacher-educational assistant, teacher-early childhood educator, teacher-administrator, CSPC-CSPC members)
 - iii. Harassment complaints against TCDSB non-union employees (including administrators and senior management staff).
4. The following are the types of inquiries that occurred between TCDSB employees:
- i. Gossip and innuendo (breaches of H.M.30 Complaint Against a Staff Member);
 - ii. Conflicts regarding professional roles and responsibilities (e.g Teacher/ Early Childhood Educators);
 - iii. Personality conflicts and behaviours that were viewed as harassment; and
 - iv. The exercise of supervisory responsibilities being viewed as harassment.
5. The following are types of conflicts that involved non-TCDSB employees:
- i. Personality conflicts between CSPC members
 - ii. Conflicts regarding fundraising initiatives
 - iii. Complaints against TCDSB employees
6. In the past, feedback was sought about the information provided and the process of facilitating resolution to a conflict was collected throughout the process of supporting employees and other stakeholders, such as parents. Formal surveys were not considered out of concern for confidentiality and willingness to fully participate in the process. Even through this informal process, some participants were unwilling to provide feedback out of an abundance of caution.
7. The Conflict Resolution department will undertake to develop and implement an optional feedback tool to assess the interaction between individuals and department members, the value of the information provided and satisfaction with the process.

8. Effective September 1, 2015, stakeholders can now file a complaint through the Ontario Ombudsman of Ontario once they have exhausted all internal TCDSB mechanisms.
9. As part of the cyclical policy review/revision process at TCDSB, the following policies are scheduled to be reviewed and revised to reflect current practices and legislative changes:
 - H.M.19 Conflict Resolution
 - H.M.30 Complaint Against A Staff Member
 - A.33 Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns

E. CONCLUDING STATEMENT

This report is for the consideration of the board.



REPORT TO

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

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE (EQAO) GRADE 9 ASSESSMENT OF MATHEMATICS RESULTS

*“AN INTELLIGENT HEART ACQUIRES KNOWLEDGE, AND THE EAR OF THE WISE
SEEKS KNOWLEDGE.”
PROVERBS 18-15*

Created, Draft

October 9, 2015

First Tabling

November 4, 2015

Review

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

M. Vanayan, Senior Coordinator, Educational Research

N. D’Avella, Superintendent of Learning, Student Achievement and Well Being

INFORMATION REPORT

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G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and
Facilities

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This report summarizes the results of the Toronto Catholic District School Board (TCDSB) student achievement on the 2014-2015 Grade 9 Assessment of Mathematics. Since not all schools in Ontario participated in the 2015 assessment, provincial-level results were not published by EQAO this year. Results in Grade 9 academic mathematics for the board has remained relatively high and stable for many years. In 2014-2015, 82% of students in the academic program were at or above the provincial standard. Over the past five years, in Grade 9 applied mathematics, the percentage of students at or above the provincial standard has increased from 38% to 44%.

B. PURPOSE

This report presents Provincial and TCDSB results of the Education Quality and Accountability Office (EQAO) Grade 9 Assessment of Mathematics. These results will be publicly released on October 28, 2015. (***Results are confidential until October 28, 2015**)

C. BACKGROUND

1. The Grade 9 Assessment of Mathematics is administered to all Ontario students who are working toward their Grade 9 academic or applied mathematics credit. Students in the first-semester mathematics courses take the test in January; students in the second-semester or full-year mathematics courses take the test in June.
2. The Grade 9 Assessments of Mathematics assesses cumulative knowledge and skills and is based on the Ontario Curriculum. Achievement is reported according to the province's four achievement levels. The provincial standard is Level 3, which corresponds to a 70 to 79 per cent.
3. Since not all schools in Ontario participated in the 2015 assessment, provincial-level results were not published by EQAO this year.

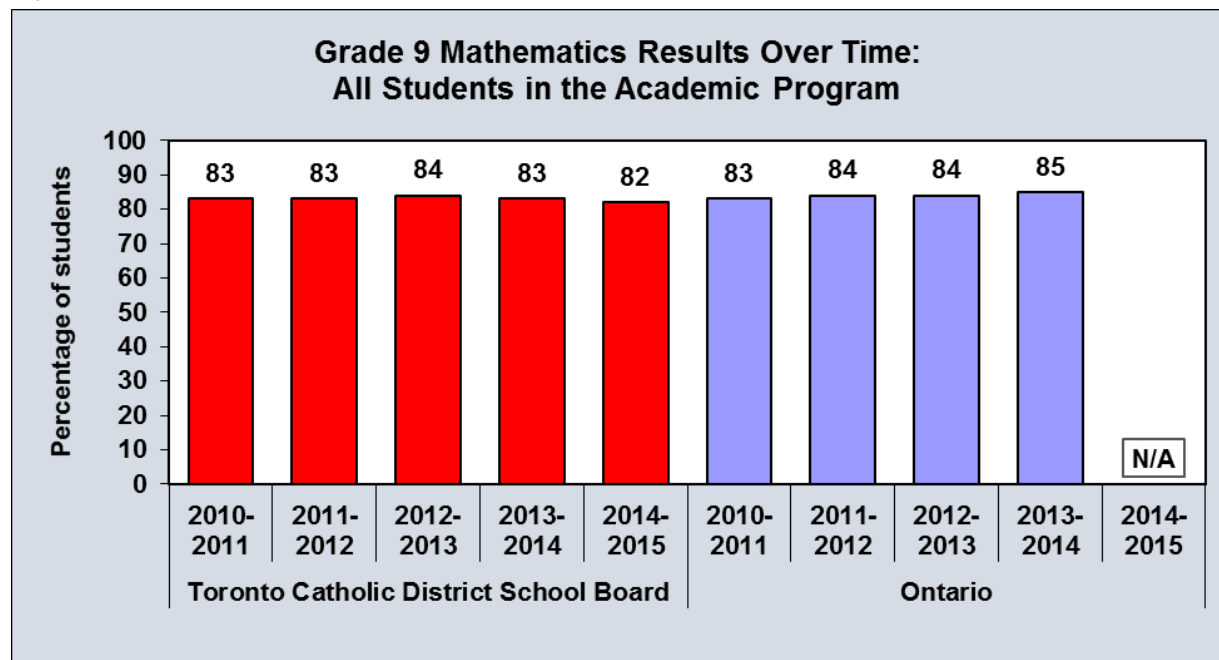
D. EVIDENCE/RESEARCH/ANALYSIS

1. GRADE 9 MATHEMATICS RESULTS OVER TIME FOR TCDSB AND ONTARIO

The following graphs display the percentage of students in the academic and applied programs at Levels 3 or 4, over the past 5 years for both the TCDSB and Ontario. The Provincial standard is Level 3.

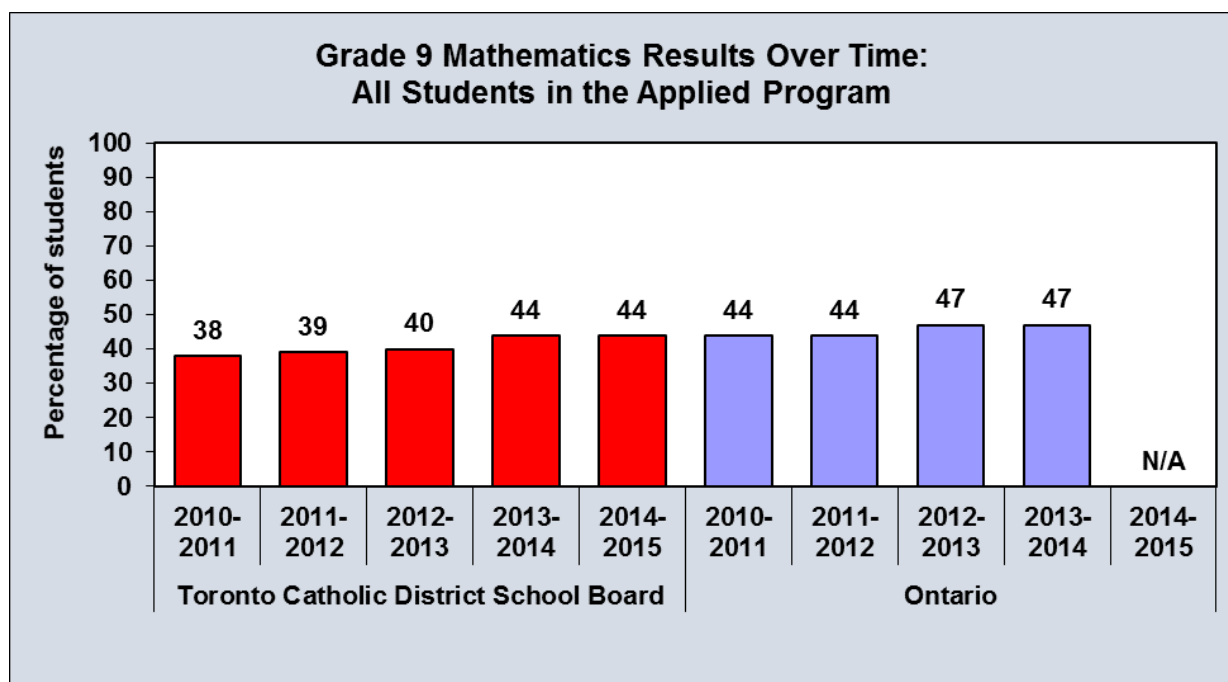
ACADEMIC PROGRAM

Total number of TCDSB Grade 9 Academic Program students in 2014-2015 = 4611



APPLIED PROGRAM

Total number of TCDSB Grade 9 Applied Program students in 2014-2015 = 1979



In Grade 9 academic mathematics, 82% of students are at or above the provincial standard; in Grade 9 applied mathematics, 44% of students achieved the provincial standard or above. Results in Grade 9 academic mathematics for the board have remained relatively high and stable for many years. In applied mathematics, there has been a 6% gain for the board over the past five years.

E. METRICS AND ACCOUNTABILITY

1. The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, inform improvement planning, and strengthen accountability. Deeper analysis of the results at both the system and school levels are underway and will be used in conjunction with other school-based information to direct individual School Learning Plans and the Board Learning Improvement Plan.
2. Our 2015-2016 plan for addressing the numeracy needs of students will include the following:
 - Initial meeting with Mathematics Department Heads and Numeracy Leads of all secondary schools:
 - Mathematics Department Heads and Numeracy Leads meet with Numeracy Resource team (resource teachers and coach) to analyse data, identify student learning needs and develop plans to address these needs.
 - Four full-day learning sessions with Grade 9 mathematics teachers (two days in Semester 1 and two days in Semester 2 are offered to teachers of students in Grade 9 mathematics applied or academic courses):

- Full day in-depth analysis of EQAO school results takes place (e.g. EQAO Grade 9 Applied and Academic math results, Open Response and Multiple Choice questions, Item Information Reports, Tracking a Cohort's Achievement, etc.) focussing on organization, planning, teaching and assessment strategies in preparation for grade 9 EQAO Assessment of Mathematics.
- Teachers examine how the results inform their instructional strategies and how they link with their School Improvement Learning Plan (SLIP) (Goal setting) and share their learning with peers.
- Math Department Head Learning Sessions:
 - Three math department head learning sessions are scheduled during the year focussed on developing math content and pedagogical knowledge within the context of the school and regional leadership.
- Ongoing School Numeracy Leads Meetings:
 - The numeracy resource team meets with numeracy leads upon request to learn how to analyse EQAO data, use the data analysis to set goals and identify instructional strategies to improve student achievement, and plan next steps on implementing the strategies.
 - Sessions focus on addressing the needs of students in academic programs and applied programs (e.g., co-teaching, planning Grade 9 and 10 lessons with and without the use of technology, in-depth analysis of student achievement data).
- Mathematics Professional Learning Sessions:
 - *Collaborative Teacher Inquiry*: Secondary school teachers are invited to participate in collaborative inquiry (CODE days are used). In 2014-2015, 28 secondary schools participated. A community of teachers within schools and across schools (professional learning teams) engage in a collaborative inquiry, share similar goals and/or professional learning interests and help one another improve student learning.
 - *Local or group Mathematics Professional Learning Sessions*: Schools are invited to participate in group learning sessions linked with TCDSB mathematics department goals and are offered differentiated support to address student learning needs. These sessions are facilitated by the numeracy resource team and include: studying the urgent critical needs; planning a lesson; identifying evidence-based instructional strategies; creating common assessment; moderated marking; co-teaching; teaching and learning through problem solving;

learning skills in mathematics; embedding technology in a math classroom; implementing learning goal, success criteria, and descriptive feedback in a math lesson; enrichment in mathematics at all levels and grades.

- Other strategies to support Grade 9 applied mathematics:
 - Together with classroom teachers, the numeracy resource team studies the trajectory of applied math concepts (from Grade 7 to Grades 9 and 10) and identifies strategies to support student learning.
 - Teachers make use of resources to create the pre- and post – assessment [e.g., resources from Ontario Numeracy Assessment Package (ONAP 9), Gap Closing, Math Gains].
 - The use of iPads to support math learning and engage students continues in all our secondary schools. The focus is on investigating, studying math content, implementing related instructional strategies, analysing and monitoring the impact on student learning and achievement.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

REQUESTS FOR RELIGIOUS ACCOMMODATIONS 2015

So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets. Matthew 7:12

Created, Draft	First Tabling	Review
October 28, 2015	November 4, 2015	Click here to enter a date.
Nick D'Avella, Superintendent of Student Success		
INFORMATION REPORT		

Vision:

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

Mission:

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



G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

Through the use of a survey and follow-up interviews with school principals, this report outlines the number and type of requests for Religious Accommodation within *Toronto Catholic District School Board* schools up to October 28, 2015. Since 2012 there have been relatively few requests for religious accommodation, including exemptions, and this pattern continues this school year.

B. PURPOSE

1. This report fulfils the obligation articulated in the *TCDSB Religious Accommodation Policy S. 22* that ‘the consistent application of religious accommodation requests will be monitored and reported in an annual report to the Board of Trustees’. (Appendix A)

C. BACKGROUND

1. With 155 schools reporting (i.e., 124 elementary, 28 secondary, 3 elementary/secondary) there have been few requests for religious accommodations. Those schools that have received requests typically receive one request. (Appendix B)
2. A summary of all requests and their accommodation is provided in Appendix B. Accommodations have been made in accordance with the *TCDSB Religious Accommodation Policy S. 22* and with the provisions of the Education Act, Section 42, (11 and 13) (Appendix C).
3. With relatively few requests there is no distinct pattern to the type of requests that are made.

D. METRICS AND ACCOUNTABILITY

The practice of an annual survey of School Principals will continue. Principals will inform Field Superintendents of requests as they arise.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Appendix A

Religious Accommodation S.22

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

Purpose:

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

Scope and Responsibility:

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

Alignment with MYSP:

Living Our Catholic Values

Fostering Student Achievement and Well-being Strengthening Public Confidence

Financial Impact:

Generally, there is no significant financial impact.

Legal Impact:

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

Policy:

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

Regulations:

1. The TCDSB supports freedom of religion and an individual's right to manifest his or her religious beliefs and observances. The right to freedom is not absolute, and religious accommodation in TCDSB is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.
2. The TCDSB will, at all times, seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs, but the principles of the Catholic Church.
3. It is understood that all students registered in TCDSB schools acknowledge that the school community proclaims, celebrates and cherishes its Catholic identity and traditions and that staff will teach the curriculum from a Catholic perspective. At the same time, the school is enriched and is committed to providing an environment that is inclusive, safe and free of barriers based on religion.

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

Definitions:

Constitution Act, 1867, Section 93

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

Ontario Human Rights Code, Section 19

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

Appendix B

Religious Accommodation Survey: 2014-15 Results

My school is:	Frequency	Percentage of all respondents
Elementary	124	80%
Secondary	28	18%
Elementary and Secondary	3	2%
Total	155	100%

Survey Question: How many students have made requests for religious accommodations thus far in the 2014-2015 school year? (Please note, requests for exemption from religious course of study, from school opening and closing exercises, and from liturgy are all considered “religious accommodations”.)

- 9 schools have received requests for religious accommodations.
- Within the 9 schools, 12 students made requests (one school had 2 students; another school had 3 students).

Each of the nine schools was contacted by telephone. The following requests were described:

- Five students (all Catholic) requested exemption from religious instruction. In four cases, following dialogue with the principal and the appropriate school staff, alternative programming was provided. In one case, the request was withdrawn after dialogue with the principal and the appropriate school staff.
- In three schools, exemptions from school liturgies and prayers were requested. In two of the latter cases, following dialogue with the principal and the appropriate school staff, exemptions were granted (one case involved Catholic students and the other non-Catholic students). In the third case, the request was withdrawn after dialogue with the principal and the appropriate school staff.
- One student requested two clothing accommodations on the basis of religious affiliation and time to pray during the school day. After dialogue with the principal and appropriate staff, the accommodation provided time

for daily prayer and the wearing of religious head covering while maintaining the school uniform.

Appendix C

Education Act, Section 42

Exemption from religious studies

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

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

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

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

http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_e.htm#BK47



REPORT TO

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

TCDSB K-12 PROFESSIONAL DEVELOPMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL BEING 2015-2016

"Let the wise hear and increase in learning, and the one who understands obtain guidance"
Proverbs 1:5

Created, Draft	First Tabling	Review	Approval	Implementation
October 19, 2015	November 4, 2015	Click here to enter a date.	Click here to enter a date.	Click here to enter a date.

D. Koenig, Superintendent of Curriculum and Accountability
N. D'Avella, Superintendent of Student Success
L. Di Marco, Superintendent of 21st Century Learning
V. Burzotta, Superintendent of Student Success, School Support Lead

INFORMATION REPORT

Vision:

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Mission:

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



G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

This Information Report, for the consideration of the Board, provides an overview of the K-12 professional development (PD) plan for teachers to support student achievement. The plan outlines the use of Ministry funds to support professional learning in the TCDSB. The teacher PD initiatives reflect the Multi-Year Strategic Plan (MYSP) priorities and the Board Learning Improvement Plan (BLIP) goals.

B. BACKGROUND

1. Each year central staff reviews board data with our research staff to determine our progress toward the achievement of the priorities articulated in the MYSP and the goals within the BLIP.
2. Based on the patterns, trends and needs identified in the data, professional development and learning sessions are developed to support improved student achievement and well-being.
3. The plan is informed by input from students, parents, teachers, federations, principals, and superintendents.
4. With the current change in Board structure and the reductions in funds allocated to professional development, the PD plan has integrated key concepts from the Ministry document entitled Strong Districts and Their Leadership. Moving from a good to great school system depends on a devolution of direction from the centre. The senior team has developed a graphic representation of a professional learning and school support model to highlight this key concept (Appendix A). This PD plan supports the principal as the instructional leader in the school and provides resources for the school improvement team to implement a school improvement plan that establishes ambitious but realistic student performance standards. The principal will include teachers in instructional improvement work and assist them in developing understandings of powerful and precise instruction for students.
5. All schools are required to complete a Professional Learning Form (Appendix B) that describes the school's urgent critical student learning need based on school data analysis. The Professional Learning Form includes the school's plan to address this particular student learning need. Code days will be differentiated based on need

to support the schools in attaining their student learning goals for the 2015-2016 school year (Appendix C 1-8). Professional learning related to improving teaching practice to address student learning needs will be conducted at each school under the direction of the principal. Networks based on similar student needs may be formed to allow for greater collaboration amongst staff. Resource staff will be available as supports to these schools and also to any established learning networks.

6. Upon the completion of each professional learning session conducted at the school level, schools will be responsible for submitting a reconciliation form to outline the learning goals and the agenda for the usage of these allocated code days (Appendix D). Area Superintendents will monitor the achievement of the learning goals and schools will provide evidence of student improvement to the Superintendent during their annual school learning improvement plan visits.
7. The main foci of our BLIP and hence our PD plans include:
 - a) A culture of high expectations that supports the belief that all students can learn, progress and achieve so that we can reduce the gaps in numeracy and literacy.
 - b) Collaborative inquiries for staff and students. Support will be given to create and implement learning cycles which will use data and evidence to guide Professional Learning Teams in the identification of high yield learning strategies that address student learning needs.
 - b) Coherence and alignment in our work related to supports provided to improve student learning needs.
 - c) Building curriculum leadership capacity in our system through the inquiry process.
8. The K-12 PD plan for 2015-2016 is multi-faceted and has the following components:
 - a) PD for teachers in the Early Years Program (Appendix E)
 - b) PD for Teachers K-6 in Literacy (Appendix F) and Numeracy (Appendix G)
 - c) PD for Teachers 7-12 in Literacy (Appendix H) and Numeracy (Appendix I)
 - d) PD for cross panel professional learning (Student Success Learning Networks) (Appendix J)

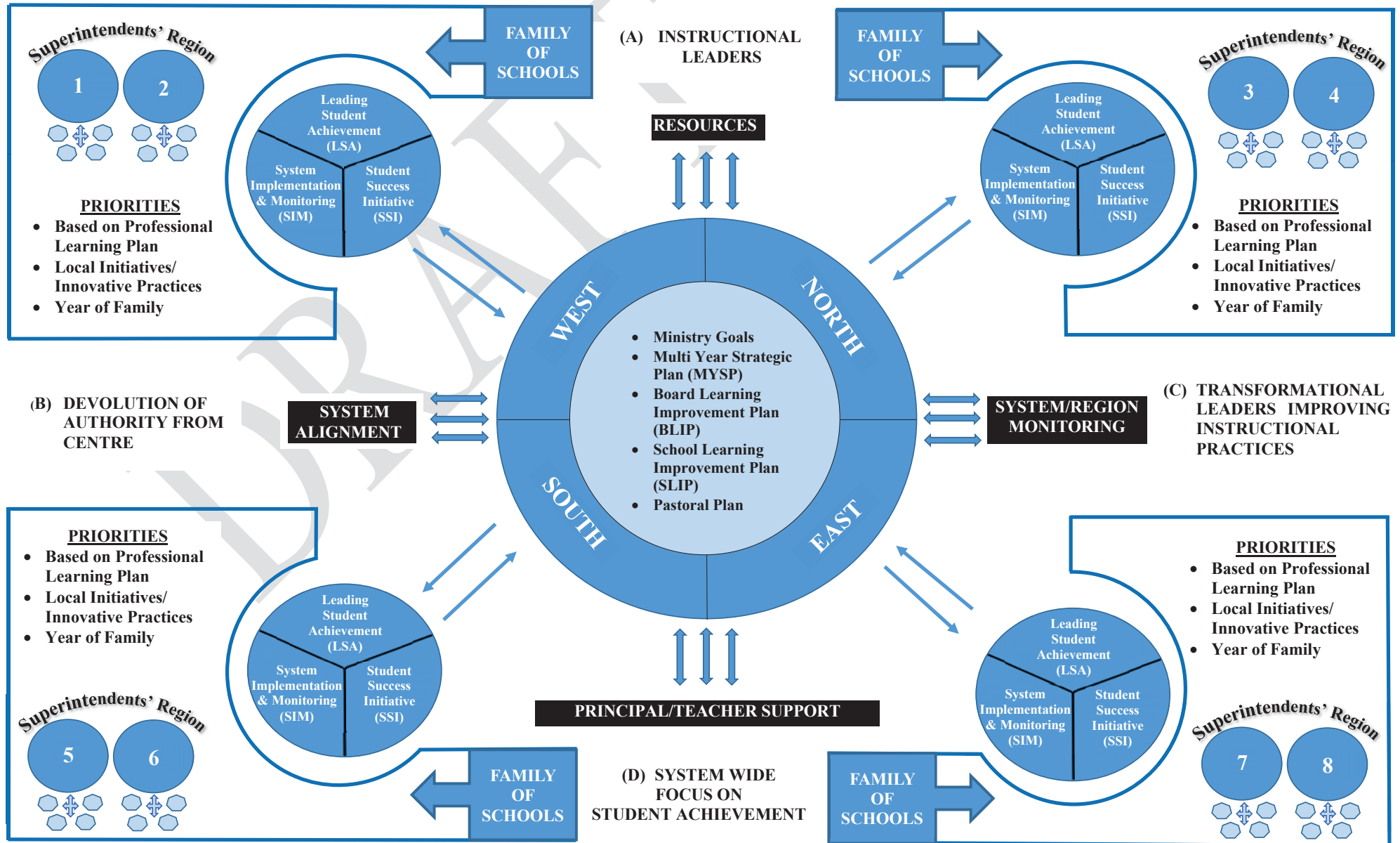
- e) PD for School Administrators – Leading Student Achievement (LSA) K-8, Secondary Schools Principals’ meetings 9-12.
 - f) PD for Secondary Schools’ Department Heads and Principals
 - g) Student Success Initiative (SSI)
 - h) PD to support faith development, religion curriculum workshops, sacramental preparation and pastoral care
 - i) PD to support student and staff well-being (i.e. Stop the Stigma, Mental Health Strategy)
 - j) PD for Pathways Planning (K-12)
 - k) PD for Safe and Caring Schools
9. In addition to the above, we support schools through the District Reviews process, Student Work Study Schools, Early Primary Collaborative Inquiry, and Numeracy/Literacy PD for the New Teacher Induction Program.
10. Our planning and progress is shared with the Ministry and monitored by our own System Improvement and Monitoring Team.

C. CONCLUSION

This report is for the consideration of the Board.

PROFESSIONAL DEVELOPMENT AND SCHOOL SUPPORT MODEL

APPENDIX A



UPLIFTING LEADERSHIP AT ALL LEVELS

TCDSB K to 12 Professional Learning Form 2015-2016



SCHOOL NAME		Sup. Area	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name:
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Based on analysis of the data, in collaboration with staff identify a critical need area or strategy that addresses the learning of your school community (i.e., assessment, problem solving, inquiry learning, learning skills, etc.)

BACKGROUND – DATA ANALYSIS

Student Achievement Data (EQAO, CAT4, etc.)	Perceptual Data (Survey data, School Climate, etc.)	Demographic Data (N tiles, etc)	Program Data (Empower, 5 th Block, Taking Stock, etc.)	Other (SSLN, SSI, EDI, etc.)

From the data, what key factors are identified for increasing Student Achievement?

URGENT CRITICAL NEED	<i>Explain ... what are the student learning problems we need to solve? Professional learning focus for this year.</i>
-----------------------------	--

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	
<i>If... Then... Statement:</i>	
Learning Goals (related to urgent critical need)	
Actions/Interactions (What will we do to meet our goals?)	
PD Required for Staff	
Measures/Evidence of Success	
Resources Required (human, material, code days)	

Please send the completed copy to your Area Superintendent with a copy to N. D'Avella (Secondary) D. Koenig (Elementary) by September 25, 2015.

Code 92 Allocation for 2015 - 2016

APPENDIX C.1

		<u>PL DAYS</u> SIM #1277 CILM #1279 TOAL 2,140 DAYS CODE 92	<u>SLIP VISITS</u> 3 DAYS SS 3 DAYS SIM CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 (40 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	<u>OFIP SCHOOL</u> FR #1293 CODE 92	TOTAL											DAYS Remaining	
Superintendent	School	AREA 1 321 PL Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	by Sch	by Supt
A. Della Mora	All Saints CS	13	6			19										0.0	19.0	549.00
A. Della Mora	Father Henry Carr			12		12										0.0	12.0	
A. Della Mora	Father Serra CS	8	6			14										0.0	14.0	
A. Della Mora	Holy Child CS	19	6			25										0.0	25.0	
A. Della Mora	Msgr. John Corrigan CS	13	6			19										0.0	19.0	
A. Della Mora	St. Ande CS	19	6			25										0.0	25.0	
A. Della Mora	St. Andrew CS	19	6	12	60	97										0.0	97.0	
A. Della Mora	St. Angela CS	19	6	12		37										0.0	37.0	
A. Della Mora	St. Benedict CS	13	6	12		31										0.0	31.0	
A. Della Mora	St. Bernard CS	19	6			25										0.0	25.0	
A. Della Mora	St. Dorothy CS	19	6			25										0.0	25.0	
A. Della Mora	St. Eugene CS	13	6			19										0.0	19.0	
A. Della Mora	St. John the Evangelist CS	19	6			25										0.0	25.0	
A. Della Mora	St. John Vianney CS	19	6			25										0.0	25.0	
A. Della Mora	St. Jude CS	19	6			25										0.0	25.0	
A. Della Mora	St. Maurice CS	13	6			19										0.0	19.0	
A. Della Mora	St. Roch CS	19	6			25										0.0	25.0	
A. Della Mora	St. Simon CS	19	6			25										0.0	25.0	
A. Della Mora	St. Stephen CS	19	6			25										0.0	25.0	
A. Della Mora	Transfiguration CS	7	6			13										0.0	13.0	
A. Della Mora	Venerable John Merlini CS	13	6			19										0.0	19.0	
TOTAL		321	120	48	60	549	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	549.0	549.0

Code 92 Allocation for 2015 - 2016

APPENDIX C.2

		<u>PL DAYS</u> SIM #1277 CILM #1279 TOAL 2,140 DAYS CODE 92	<u>SLIP VISITS</u> 3 DAYS SS 3 DAYS SIM CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 (40 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	<u>OFIP SCHOOL</u> FR #1293	TOTAL											DAYS Remaining	
Superintendent	School	AREA 2 257 PL Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	by Sch	by Supt
D. Yack	Christ the King CS	17	6	12		35										0.0	35.0	437.0
D. Yack	Father John Redmond			12		12										0.0	12.0	
D. Yack	Holy Angels CS	17	6			23										0.0	23.0	
D. Yack	Josyf Cardinal Slipyj ES	17	6			23										0.0	23.0	
D. Yack	Mother Cabrini CS	17	6			23										0.0	23.0	
D. Yack	Nativity of Our Lord CS	12	6			18										0.0	18.0	
D. Yack	Our Lady of Peace CS	9	6			15										0.0	15.0	
D. Yack	Our Lady of Sorrows CS	12	6			18										0.0	18.0	
D. Yack	Our Lady of Victory CS	17	6			23										0.0	23.0	
D. Yack	Santa Maria CS	17	6			23										0.0	23.0	
D. Yack	St. Ambrose CS	12	6	12		30										0.0	30.0	
D. Yack	St. Clement CS	8	6	12		26										0.0	26.0	
D. Yack	St. Demetrius CS	8	6			14										0.0	14.0	
D. Yack	St. Elizabeth CS	8	6	12		26										0.0	26.0	
D. Yack	St. Gregory CS	17	6			23										0.0	23.0	
D. Yack	St. Josaphat CS	8	6			14										0.0	14.0	
D. Yack	St. Leo CS	12	6			18										0.0	18.0	
D. Yack	St. Louis CS	12	6			18										0.0	18.0	
D. Yack	St. Marcellus CS	17	6			23										0.0	23.0	
D. Yack	St. Mark CS	12	6			18										0.0	18.0	
D. Yack	St. Teresa CS	8	6			14										0.0	14.0	
TOTAL		257	120	60	0	437	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	437.0	437.0

Code 92 Allocation for 2015 - 2016

APPENDIX C.3

Superintendent	School	<u>PL DAYS</u> SIM #1277 CILM #1279 TOAL 2,140 DAYS CODE 92	<u>SLIP VISITS</u> 3 DAYS SS 3 DAYS SIM CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 (41 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	<u>OFIP SCHOOL</u> FR #1293	TOTAL											DAYS Remaining	
		AREA 3 353 PL Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	by Sch	by Supt
G. Iuliano-Marrello	Bl Margherita of C di C CS	14	6			20										0.0	20.0	533.0
G. Iuliano-Marrello	D'Arcy McGee CS	14	6			20										0.0	20.0	
G. Iuliano-Marrello	Immaculate Conception CS	16	6			22										0.0	22.0	
G. Iuliano-Marrello	Madonna			12		12										0.0	12.0	
G. Iuliano-Marrello	Our Lady of the Assumption CS	14	6			20										0.0	20.0	
G. Iuliano-Marrello	Regina Mundi CS	16	6			22										0.0	22.0	
G. Iuliano-Marrello	St. Augustine CS	16	6			22										0.0	22.0	
G. Iuliano-Marrello	St. Charles CS	14	6			20										0.0	20.0	
G. Iuliano-Marrello	St. Charles Garnier CS	16	6			22										0.0	22.0	
G. Iuliano-Marrello	St. Conrad CS	15	6			21										0.0	21.0	
G. Iuliano-Marrello	St. Fidelis CS	16	6			22										0.0	22.0	
G. Iuliano-Marrello	St. Francis de Sales CS	16	6	12		34										0.0	34.0	
G. Iuliano-Marrello	St. Francis Xavier CS	16	6			22										0.0	22.0	
G. Iuliano-Marrello	St. Jane Frances CS	20	6			26										0.0	26.0	
G. Iuliano-Marrello	St. Jerome CS	16	6	12		34										0.0	34.0	
G. Iuliano-Marrello	St. Martha CS	12	6			18										0.0	18.0	
G. Iuliano-Marrello	St. Matthew CS	16	6			22										0.0	22.0	
G. Iuliano-Marrello	St. Norbert CS	12	6			18										0.0	18.0	
G. Iuliano-Marrello	St. Raphael CS	16	6	12		34										0.0	34.0	
G. Iuliano-Marrello	St. Robert CS	16	6			22										0.0	22.0	
G. Iuliano-Marrello	St. Thomas Aquinas CS	18	6			24										0.0	24.0	
G. Iuliano-Marrello	St. Wilfrid CS	18	6	12		36										0.0	36.0	
G. Iuliano-Marrello	Sts. Cosmas and Damian CS	14	6			20										0.0	20.0	
TOTAL		341	132	60	0	533	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	533.0	533.0
		Remaining - 12																

Code 92 Allocation for 2015 - 2016

APPENDIX C.4

		<u>PL DAYS</u> SIM #1277 CILM #1279 TOAL 2,140 DAYS CODE 92	<u>SLIP VISITS</u> 3 DAYS SS 3 DAYS SIM CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 (41 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	<u>OFIP SCHOOL</u> FR #1293	TOTAL											DAYS Remaining	
Superintendent	School	AREA 4 257 PL Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	by Sch	by Supt
J. Shain	Blessed Sacrament CS	2	12			14										0.0	14.0	324.0
J. Shain	Blessed Trinity CS	8	6			14										0.0	14.0	
J. Shain	Cardinal Carter AA		0			0										0.0	0.0	
J. Shain	Holy Redeemer CS	8	6			14										0.0	14.0	
J. Shain	Marshall McLuhan			12		12										0.0	12.0	
J. Shain	Our Lady of Guadalupe CS	8	6			14										0.0	14.0	
J. Shain	Our Lady of Wisdom	4	6	12		22										0.0	22.0	
J. Shain	Precious Blood CS	4	6	12		22										0.0	22.0	
J. Shain	St. Agnes CS	8	6			14										0.0	14.0	
J. Shain	St. Antoine Daniel CS	8	6			14										0.0	14.0	
J. Shain	St. Bonaventure CS	8	6			14										0.0	14.0	
J. Shain	St. Cyril CS	4	6	12		22										0.0	22.0	
J. Shain	St. Edward CS	8	6			14										0.0	14.0	
J. Shain	St. Gabriel CS	8	6			14										0.0	14.0	
J. Shain	St. Gerald CS	8	6			14										0.0	14.0	
J. Shain	St. Kateri Tekakwitha CS	8	6			14										0.0	14.0	
J. Shain	St. Kevin	8	6			14										0.0	14.0	
J. Shain	St. Margaret CS	8	6			14										0.0	14.0	
J. Shain	St. Matthias CS	8	6			14										0.0	14.0	
J. Shain	St. Monica CS	8	6			14										0.0	14.0	
J. Shain	St. Paschal Baylon CS	4	6	12		22										0.0	22.0	
J. Shain	St. Timothy CS	8	6			14										0.0	14.0	
TOTAL		138	126	60	0	324	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	324.0	324.0
		Remaining - 119																

Code 92 Allocation for 2015 - 2016

APPENDIX C.5

		<u>PL DAYS</u> SIM #1277 CILM #1279 TOAL 2,140 DAYS CODE 92	<u>SLIP VISITS</u> 3 DAYS SS 3 DAYS SIM CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 (41 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	<u>OFIP SCHOOL</u> FR #1293	TOTAL											DAYS Remaining	
Superintendent	School	AREA 5 257 PL Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	by Sch	by Supt
J.Saraco	Holy Family CS	8	6			14										0.0	14.0	382.0
J.Saraco	James Culnan CS	8	6			14										0.0	14.0	
J.Saraco	Pope Paul VI CS	8	6			14										0.0	14.0	
J.Saraco	Senhor Santo Cristo CS	8	6			14										0.0	14.0	
J.Saraco	St. Alphonsus CS	8	6			14										0.0	14.0	
J.Saraco	St. Anthony CS	8	6			14										0.0	14.0	
J.Saraco	St. Bruno CS	8	6			14										0.0	14.0	
J.Saraco	St. Cecilia CS	8	6			14										0.0	14.0	
J.Saraco	St. Clare CS	8	6			14										0.0	14.0	
J.Saraco	St. Helen CS	8	6			14										0.0	14.0	
J.Saraco	St. James CS	8	6			14										0.0	14.0	
J.Saraco	St. John Bosco CS	8	6			14										0.0	14.0	
J.Saraco	St. Luigi CS	8	6			14										0.0	14.0	
J.Saraco	St. Luke CS	8	6			14										0.0	14.0	
J.Saraco	St Mary SS	8	6	12		26										0.0	26.0	
J.Saraco	St. Mary of the Angels CS	8	6			14										0.0	14.0	
J.Saraco	St. Nicholas of Bari CS	8	6			14										0.0	14.0	
J.Saraco	St. Pius X CS	8	6			14										0.0	14.0	
J.Saraco	St. Raymond CS	8	6	12		26										0.0	26.0	
J.Saraco	St. Rita CS	8	6	12		26										0.0	26.0	
J.Saraco	St. Sebastian CS	8	6	12		26										0.0	26.0	
J.Saraco	St. Vincent de Paul CS	8	6	12		26										0.0	26.0	
J.Saraco	Stella Maris CS	8	6			14										0.0	14.0	
TOTAL		184	138	60	0	382	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	382.0	382.0
		Remaining - 73																

Code 92 Allocation for 2015 - 2016

APPENDIX C.6

		<u>PL DAYS</u> SIM #1277 CILM #1279 TOTAL 2,140 DAYS CODE 92	<u>SLIP VISITS</u> 3 DAYS SS 3 DAYS SIM CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 (41 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	<u>OFIP SCHOOL</u> FR #1293	TOTAL											DAYS Remaining	
Superintendent	School	AREA 6 214 PL Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	by Sch	by Supt
J. Shanahan	Annunciation	8	6			14										0.0	14.0	378.0
J. Shanahan	Blessed John XXIII CS	12	6			18										0.0	18.0	
J. Shanahan	Canadian Martyrs CS	12	6			18										0.0	18.0	
J. Shanahan	Holy Cross CS	12	6			18										0.0	18.0	
J. Shanahan	Holy Name CS	12	6			18										0.0	18.0	
J. Shanahan	Holy Rosary CS	6	6	12		24										0.0	24.0	
J. Shanahan	Our Lady of Lourdes CS	12	6	12		30										0.0	30.0	
J. Shanahan	Our Lady of Perpetual Help School	6	6	12		24										0.0	24.0	
J. Shanahan	St. Anselm CS	6	6			12										0.0	12.0	
J. Shanahan	St. Brigid CS	8	6			14										0.0	14.0	
J. Shanahan	St. Catherine CS	12	6	12		30										0.0	30.0	
J. Shanahan	St. Denis CS	6	6	12		24										0.0	24.0	
J. Shanahan	St. Francis of Assisi CS	12	6			18										0.0	18.0	
J. Shanahan	St. Isaac Jogues CS	12	6			18										0.0	18.0	
J. Shanahan	St. John CS	12	6			18										0.0	18.0	
J. Shanahan	St. Joseph CS	12	6			18										0.0	18.0	
J. Shanahan	St. Mary CS	12	6			18										0.0	18.0	
J. Shanahan	St. Michael CS	8	6			14										0.0	14.0	
J. Shanahan	St. Michael's Choir (Jr) School	6	6			12										0.0	12.0	
J. Shanahan	St. Paul CS	12	6			18										0.0	18.0	
TOTAL		198	120	60	0	378	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	378.0	378.0
		Remaining - 16																

Code 92 Allocation for 2015 - 2016

APPENDIX C.7

		<u>PL DAYS</u> SIM #1277 CILM #1279 TOTAL 2,140 DAYS CODE 92	<u>SLIP VISITS</u> 3 DAYS SS 3 DAYS SIM CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 (40 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	<u>OFIP SCHOOL</u> FR #1293	TOTAL											DAYS Remaining	
Superintendent	School	AREA 7 193 PL Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	by Sch	by Supt
K. Malcolm	Blessed Pier Giorgio Frassati CS	6	6	12		24										0.0	24.0	336.0
K. Malcolm	Epiphany of Our Lord CS	6	6			12										0.0	12.0	
K. Malcolm	Holy Spirit CS	6	6			12										0.0	12.0	
K. Malcolm	Our Lady of Grace CS	6	6			12										0.0	12.0	
K. Malcolm	Prince of Peace CS	6	6			12										0.0	12.0	
K. Malcolm	Sacred Heart CS	6	6	12		24										0.0	24.0	
K. Malcolm	St. Aidan	6	6	12		24										0.0	24.0	
K. Malcolm	St. Albert CS	6	6			12										0.0	12.0	
K. Malcolm	St. Barnabas CS	6	6			12										0.0	12.0	
K. Malcolm	St. Bartholomew CS	6	6	12		24										0.0	24.0	
K. Malcolm	St. Bede CS	6	6			12										0.0	12.0	
K. Malcolm	St. Columba CS	6	6			12										0.0	12.0	
K. Malcolm	St. Elizabeth Seton CS	6	6			12										0.0	12.0	
K. Malcolm	St. Florence CS	6	6			12										0.0	12.0	
K. Malcolm	St. Gabriel Lalemant CS	6	6	12		24										0.0	24.0	
K. Malcolm	St. Henry	6	6			12										0.0	12.0	
K. Malcolm	St. Ignatius of Loyola CS	6	6			12										0.0	12.0	
K. Malcolm	St. Lawrence CS	6	6			12										0.0	12.0	
K. Malcolm	St. Marguerite Bourgeoys CS	6	6			12										0.0	12.0	
K. Malcolm	St. Rene Goupil CS	6	6			12										0.0	12.0	
K. Malcolm	St. Sylvester CS	6	6			12										0.0	12.0	
K. Malcolm	The Divine Infant CS	6	6	12		24										0.0	24.0	
TOTAL		132	132	72	0	336	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	336.0	336.0
		Remaining - 61																

Code 92 Allocation for 2015 - 2016

APPENDIX C.8

		<u>PL DAYS</u> SIM #1277 CILM #1279 TOAL 2,140 DAYS CODE 92	<u>SLIP VISITS</u> 3 DAYS SS 3 DAYS SIM CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 (40 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	<u>OFIP SCHOOL</u> FR #1293	TOTAL											DAYS Remaining	
Superintendent	School	AREA 8 289 PL Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	by Sch	by Supt
G.Grant	Cardinal Leger CS	8	6			14										0.0	14.0	356.0
G.Grant	Immaculate Heart of Mary School	8	6			14										0.0	14.0	
G.Grant	Our Lady of Fatima CS	8	6			14										0.0	14.0	
G.Grant	St. Agatha CS	8	6			14										0.0	14.0	
G.Grant	St. Barbara CS	8	6			14										0.0	14.0	
G.Grant	St. Boniface CS	8	6	12		26										0.0	26.0	
G.Grant	St. Brendan CS	8	6	12		26										0.0	26.0	
G.Grant	St. Dominic Savio CS	8	6			14										0.0	14.0	
G.Grant	St. Dunstan CS	8	6			14										0.0	14.0	
G.Grant	St. Edmund Campion CS	8	6			14										0.0	14.0	
G.Grant	St. Jean de Brebeuf CS	8	6			14										0.0	14.0	
G.Grant	St. Joachim CS	8	6			14										0.0	14.0	
G.Grant	St. Malachy CS	8	6	12		26										0.0	26.0	
G.Grant	St. Maria Goretti CS	8	6			14										0.0	14.0	
G.Grant	St. Martin de Porres CS	8	6	12		26										0.0	26.0	
G.Grant	St. Nicholas CS	8	6			14										0.0	14.0	
G.Grant	St. Richard CS	8	6			14										0.0	14.0	
G.Grant	St. Rose of Lima CS	8	6			14										0.0	14.0	
G.Grant	St. Theresa Shrine CS	8	6			14										0.0	14.0	
G.Grant	St. Thomas More CS	8	6			14										0.0	14.0	
G.Grant	St. Ursula CS	8	6			14										0.0	14.0	
G.Grant	St. Victor CS	8	6			14										0.0	14.0	
TOTAL		176	132	48	0	356	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	356.0	356.0
		Remaining - 113																



Professional Learning (PL) Reconciliation Form 2015-2016

SCHOOL NAME		Sup. Area	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name:
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The Ministry of Education requires a report back on funds allocated to schools for professional learning activities. This form is a monitoring tool that central staff will use for describing the evidence of learning in our schools. Please complete the form to describe the professional learning you provided to your staff to address your student learning needs.

Professional Learning (PL) Session Date:

Name of teachers participating in the PD session	Grade for each teacher	Code used	Occasional Teacher provided (yes/no)
1.			
2.			
3.			
4.			
5.			
6.			

URGENT CRITICAL NEED	Explain ...what are the student learning problems we need to solve?
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	
If... Then... Statement:	
Focus of this particular PL session for staff (attach agenda)	
How will the PL provided support your school's urgent critical need?	
Next steps	

Please send the completed copy to your Area Superintendent with a copy to N. D'Avella (Secondary) & D. Koenig (Elementary)

TCDSB Early Years Professional Learning Plan 2015-2016

Goals	Initiative/Subject	Details	Grades	# Schools	# Teachers	# Days	Responsibility	Time Lines
Building Understanding of program and pedagogy in Early Years	Creating Authentic Opportunities in Kindergarten (New teachers to K)	Creating Authentic Opportunities in Kindergarten: A day of professional learning for teachers new to Kindergarten. There will be opportunities to explore play/inquiry based learning, learning environment as third teacher and to network with colleagues.	K	30	30	1	Early Learning Resource Teacher	November 2015
Building Understanding & Continuity of program & Building Capacity	Creating Rich Emergent Learning In A Combined SK/1	This professional learning series will delve into strategies to support teaching a combined grade through an emergent lens. Educators will discuss, share and experiment with creating learning spaces that inspire students to dialogue, reflect and collaborate. As well, teachers will dig deeper into big ideas and the impact of these on student learning in a combined grade.	SK/1	30	30	2	Early Learning Resource Teacher, Literacy/Numeracy Resource Teachers	November 2015-February 2016
Building Understanding Continuity and building Team, building capacity	Exploring Mindsets and Mathematics in Kindergarten	This professional series is an opportunity in which educators explore mathematical mindsets and through hands on learning experiences, and conversations deepen their understanding of mathematics in the Early Years.	K	6	6 Teachers 6 DECES	6	Early Learning Resource Teacher/Numeracy Resource Teacher	December 2015-April 2016

Building Understanding and Continuity, Building Team	Developing A Community of French Language Learners in Kindergarten	This professional series will invite educators to explore through an inquiry approach different pedagogical practices to support meaningful and Interactive opportunities in a French Immersion Kindergarten classroom.	K	9	9 teachers 9 DECEs	3	Early Learning Resource Teacher/French Resource Teacher	Jan-May 2016
Building Relationships, Coherence, Understanding	Reflections Towards a Deeper Understanding	This cross-board collaborative inquiry will provide educator teams the opportunity to investigate: How will we go deeper in our understanding of curriculum and expectations across K-1? How do we know learning is happening? What are all the ways learning can be evident?	K-3	3	3 teachers 1 DECE	3	Early Learning Resource	Jan-May 2016
Building Understanding, Capacity, Continuity and Relationships	Pedagogical Leadership Series Ministry Initiative/Funding	Ministry Face to Face Team This PLC series will delve deeper into what it means to be a reflective learner/educator. Taking a learning/inquiry stance educators will explore through documentation and Ministry Webinars what are we learning about learning? What does this learning look like as we transition into each grade from K-3? How does pedagogical documentation support this transition, educators in planning and for families in understanding learning?	K-3	5 3 Teachers 2 DECEs	2	7	Early Learning Resource Teacher	November 2015- January 2016

Building Understanding, Capacity, Continuity and Relationships	Pedagogical Leadership Series Ministry Funding	Creating a Leadership Team (including members from face to face team) This PLC series will delve deeper into what it means to be a reflective learner/educator. Taking a learning/inquiry stance educators will explore through documentation and Ministry Webinars what are we learning about learning? What does this learning look like as we transition into each grade from K-3? How does pedagogical documentation support this transition, educators in planning and for families in understanding learning?	K-3	11 Teachers 8 teachers 3 DECES	9	5	Early Learning Resource	November 2015-January 2016
Building Capacity and Relationships, Continuity with transitions	Building Relationships Among Partners Continued Sessions Ministry Initiative/Funds	This professional learning series will continue to build on the work begun last year with childcare, Before and After school care, the full day kindergarten teams and PFLCs. The school teams will continue to delve into shared space, a common understanding of pedagogy and creating the hub for families.	Pre-K and K	10	20 Educators 10 teachers 10 DECES Child Care Before and After School PFLC Facilitators	2	Early Learning Resource Teacher Early Learning Co-ordinator Child Care Manager and Officer Manager of PFLC PFLC Community Relation	January 2016-May 2016
Building Capacity, Continuity and Coherence	EME Mentors Ministry Funds	A group of educators who will continue to delve deeper into pedagogy and supporting building capacity. These educators will be supporting professional learning and hosting class visits for new educators. Sharing leadership with the Pedagogical Leadership team.	K-1	2	3 Educators 2 teachers 1 DECE	2	Early Learning Resource Teacher	Jan-May 2016

TCDSB K – 6 LITERACY PROFESSIONAL LEARNING PLAN 2015 - 2016

Goals	Initiative/Subject	Details	Grades	# Schools	# Teachers	# Days	Responsibility	Time Lines
To support teachers who are new to primary or junior	<ul style="list-style-type: none"> Curriculum Assessments Strategies and Approaches Resources 	Grades 1 - 6 Focus on board assessments and framework for instruction: Comprehensive Literacy and Literacy in the Middle Grades, Building Independence, class management, talk structures, classroom environment, student inquiry.	K-3 4-6	Teachers new to the division; teachers seeking refresher	45 teachers per session/day 2 x 45 Primary 2 x 45 Junior	4	Literacy Resource Team	October 7, 8, 15, 16
To support teachers who are new to EQAO	<ul style="list-style-type: none"> Administration Instructional approaches and strategies Structure of the assessment 	Grades 3 & 6 teachers who are new to the grade	Grades 3 and 6	All	4 full days sessions 2x30 for Grade 3 2x30 for Grade 6		Literacy Resource Team	Nov 24, 25, 26, 27
Co-constructing PD opportunities with principals to meet the urgent critical needs cited in the PLP	Schools' PD Plan	TBD	As determined by school	168	N/A		Literacy Resource Team	Oct 2015
Support during implementation of Schools' PD plan	Schools' PD Plan	TBD	As determined by school	168	TBD		Literacy Resource Team	Nov 2015 – May 2016

To support teachers who are new to 5 th Block To engage in collaborative inquiry	<ul style="list-style-type: none"> • Selection and demission Procedures • Assessment measures • Strategies and approaches • Programming • Collaborative Inquiry 	Ongoing professional learning for New to 5 th Block teachers	All 5 th Block Teachers	All 5 th Block Schools	4 days for all teachers 4 additional days for new to 5 th Block teachers		5th Block Leads	September – 3 days October 1 Day January 2 days May 1 day June 1 day
Develop literacy content and pedagogical knowledge	After School Learning Sessions	Learning focus identified through the professional learning forms	K to 6	As requested		NA	Literacy Resource Team	Dec 2015 to April 2016
Develop literacy content and pedagogical knowledge within the context of school and regional leadership contexts	Literacy Leadership for Principals and Vice Principals	Focused learning session on topics addressed in PLP	N/A	168			Literacy Resource Team	Nov 2015 to June 2016

TCDSB K - 6 NUMERACY PROFESSIONAL LEARNING PLAN 2015 - 2016

Goals	Initiative/Subject	Details	Grades	# Schools	#Teachers	# Days	Responsibility	Time Lines
Develop understanding of mathematics program planning and instruction in relation to Ontario mathematics curriculum, EQAO assessment practices and board improvement goals, like LG, SC, DF	Math Orientation	Orientation to mathematics instruction and programing for teachers: ---New to EQAO ---New to the Division	EQAO Gr. 3, 6 New to Division Gr.1 to Gr. 6	60P 60J (20X4) 3 (20X4) 6	46 New P 25 New J 80 Gr.3 80 Gr.6	1 day x 231 teachers =231 days	Math Resource	Oct 2015
Co-constructing PD opportunities with principals to meet the urgent critical needs cited in the PLP	Schools' PD Plan	TBD	As determined by school	168	N/A		Math Resource	Oct 2015
Support during implementation of Schools' PD plan	Schools' PD Plan	TBD	As determined by school	168	TBD		Math Resource	Nov 2015 – May 2016
Develop math content and pedagogical knowledge in relation to analysis and monitoring of student learning and achievement	Focused Learning Sessions	Sessions as needed, PAL sign-up, focused on hot topics; for example: -co-constructing LG, SC, - Mental Math Strategies	Gr 1 to 6	TBD	20 teachers per session		Math Resource	Dec 2015 To April 2016

Develop math content and pedagogical knowledge	After School Learning Sessions	Learning focus identified by host school	K to 6	As requested		NA	Math Resource	Dec 2015 to April 2016
Study and develop collaborative planning and instructional practices for differentiating mathematics instruction	SPED Mathematics Spec Ed Teachers	Special education teachers plan differentiated lessons using a variety of resources	3 to 6	Open to all	80	3 days 3 x 80 = 240 days	Math Resource (APTs)	Dec 2015 to April 2016
Develop math content and pedagogical knowledge within the context of school and regional leadership contexts	Math Leadership for Principals and Vice Principals	Focused learning session on topics addressed in PLP	N/A	168			Math Resource	Nov 2015 to June 2016
Develop math content and pedagogical knowledge	OAME Provincial Conference, Toronto	educator self-selected mathematics learning sessions (full day)	K to 6	168 schools	TBD	TBD	Math Resource	May 2016
Develop math content and pedagogical knowledge	Math AQ and ABQ Courses	Subsidization of AQ and ABQ by Ministry	K to 6	N/A	TBD	none	TBD	Sept 2015 to July 2016
Jump Math Pilot	Math Learning	Implement a Math pilot in 13 schools using Jump Math	1 to 6	13 schools	120 teachers	4 days	External support – liaising with Math and Research Dept.	October 2015 to June 2016

TCDSB - 7 to 12 LITERACY PROFESSIONAL LEARNING PLAN 2015-2016

Goals	Initiative/Subject	Details	Grades	# Schools	# Teachers	# Days	Responsibility	Time Lines
Support schools develop literacy plan	Data Review for Literacy Teams	<ul style="list-style-type: none"> Schools divided over two days Schools select one of the three days to attend Literacy Leads, Special Education Department Heads, one other staff and an Administrator 	9 – 12	33	5 per school	100	Literacy Resource Teachers	September
Days to help schools implement literacy plan	Support for local Literacy Teams	<ul style="list-style-type: none"> Meet with local school Literacy Teams to provide support that is targeted to local needs Work with teams to create and implement a plan for literacy 	9 - 12	33	As required	Up to 12 per school	Literacy Resource Teachers	Ongoing
Support Administration of OSSLT	Teachers supporting OSSLT administration	<ul style="list-style-type: none"> Release days to support local school communities 	9 - 12	33	As required	Up to 3 per school 3 x 33 = 99	Literacy Resource Teachers	March
Provide literacy based professional learning	Literacy Conference for English Teachers	<ul style="list-style-type: none"> Schools attend one day Focus on the reading /writing workshop in English (student choice, engagement, etc.) 	9 - 12	33	5 per school	Up to 5 per school 5 x 33 = 165	Literacy Resource Teachers	October
Develop cross panel learning conversations through educator inquiry	Grade 7 – 9 Literacy Learning Series, focus on Collaborative Inquiry	<ul style="list-style-type: none"> Teachers sign up for three part series to engage in job embedded Professional Learning Topics developed based on needs identified by our teachers last year (exit slips, feedback forms) Literacy, AICT, Arts, FNMI etc... 	7 - 9	Depends	Depends	30 (teach) x 3 (days) = 90 90 X 3 (sessions)= 270	Literacy Resource Teachers	Mar/Apr/May
Self-Selected PD	Reading for the Love of It	<ul style="list-style-type: none"> Provide release day for two teachers from each secondary school to attend plus conference fee Conference fee for one teacher per elementary school 	9 - 12	All schools	Two per secondary	66	Literacy Resource Teachers	Feb
			7,8	All Schools	1 teacher per			

	Literacy Leads Meetings	<ul style="list-style-type: none"> Share strategies and MOET updates, focus on previously eligible students Monitor literacy plan implementation Review adaptive technology 		All Schools	One or two	66	Literacy Resource Teachers	Oct/Dec/Feb/ May/
	English Department Heads Meetings	<ul style="list-style-type: none"> follow up with areas of focus (e.g. as decided by school urgent critical learning need) discuss issues and concerns learning skills focus 		All Schools	one	33	Literacy Resource Teachers	Dec/Apr/May (plus dept heads' sym)
	Teacher Librarian Meetings	<ul style="list-style-type: none"> follow up on topics of interest as generated by teacher librarians delve deeper into "Learning Commons" OLA document 		All Schools	one	33	Literacy Resource Teachers	Oct/Feb/Apr/ May
Ongoing co-learning with ELL/ESL Teachers	ELL/ESL Teacher Meetings	<ul style="list-style-type: none"> discuss issues and concerns Share strategies and MOET updates learning skills focus 	9 - 12	All Schools	1-3	66	ELL Resource Teacher	TBD
New to Intermediate	Grade 7 and 8 Teachers	<ul style="list-style-type: none"> offering support for teachers new to the intermediate division 	7,8	All elementary Schools	All new to	1 day session	Literacy Resource Teachers	October
Department Heads TINLIDS SESSION	English Department Heads	<ul style="list-style-type: none"> to hear a book talk regarding new materials available for Teen readers providing an opportunity to purchase resources which support the learning of the year including guest speaker Penny Kittle 	9-12	All Secondary Schools	1	2-4 p.m. session Offered twice	Literacy Resource Teachers	

TCDSB 7 - 12 NUMERACY PROFESSIONAL LEARNING PLAN STOP, START, CONTINUE FOR 2015-2016

Goals	Initiative/ Subject	Details	Grades	# Schools	# Teachers	# Days	Time Lines	STOP, START AND CONTINUE
Develop understanding of mathematics program planning and instruction in relation to Ontario mathematics curriculum, EQAO assessment practices and board improvement goals, like LG, SC, DF	EQAO Assessment Analysis	Focus on organization, planning, teaching and assessment strategies in preparation for grade nine EQAO Assessment of Mathematics.	Gr.9	34 schools	1-2 teachers per school	4 days x 25 teachers = 100 teachers	Oct 2015, Feb 2016	Continue EQAO sessions with four sessions (two October and two February, two East and two West) that teachers participate.
		Gr 7/8 teachers analyse Gr. 3 & 6 EQAO data of their students to further inform and improve classroom strategies	7 - 8	N/A	PAL-sessions	4 days x 20 = 80 teachers	Oct 2015, Jan 2016	Start- one session per grade; low achieving schools; (2 sessions (7 and 8) in the West and 2 sessions (7 and 8) in the East)
		LG, SC, DF learning sessions	7-10	N/A	PAL-sessions	6 days x 25 teachers = 150 teachers	Oct 2015, Feb 2016 May 2016	Continue LG, SC, DF, sessions, (two Fall, two Winter, two Spring), (three East and three West)
Develop math content and pedagogical knowledge in relation to analysis and monitoring of student learning and achievement using collaborative inquiry study sessions with whole math department (division) and co-teaching.	Collaborative inquiry	Collaborative inquiry/ study sessions with math department.	7 – 10		15 to 20 teachers x 4 groups = 80 teachers	3 days per SSLN group	Oct 2015 to May 2016	Continue - high schools with their feeder schools (SSLN-grades 7, 8, 9 and 10) .
		This sessions are facilitated by numeracy resource team	7 - 10			3 day per group	Oct 2015 to May 2016	Continue – local or group of schools math professional learning sessions, 2-3 schools in a group - inquiry based learning, co-teaching.
Develop math content and pedagogical knowledge within the context of school and regional leadership contexts	Math Leadership	Learning session on math leadership strategies (e.g., math department heads sessions, math reps, and coaches).	7 -8	14 schools	14 teachers	3 days x 14 teachers = 42 days	Dec 2015 to June 2016	Start-
			9-12	34 schools	34 heads+ 34 numeracy leads	3 sessions from 2pm-4pm 3 x34x2=204 teachers	Sept 2015 Feb 2016 May 2016	Continue

Develop math content and pedagogical knowledge in relation to analysis and monitoring of student learning and achievement using focused learning sessions.	Focused Learning Sessions	Sessions, PAL sign-up, focused on hot topics; e.g., learning skills in mathematics, learning and teaching through problem solving, enrichment in mathematics, implementing technology in mathematics classrooms, learning trajectories, inquiry based learning lessons/units design, spiraling through curriculum-unit design)	Gr 7 - 12	192 schools	20 teachers per session= 9x 20x2= 360 teachers	9 topics x 2 sessions=18 days x20 teachers= 360 teachers	Nov 2015 to March 2016	-continue- learning skills in mathematics, learning and teaching through problem solving, enrichment in mathematics, implementing technology in mathematics classrooms, learning trajectories, inquiry based learning lessons -Start- units design, spiraling through curriculum-unit design
Investigate, study math content, implement related instructional strategies and analyze and monitor its impact on student learning and achievement; Summarize results of study and analysis in a curriculum resource document.	Math Working Group	Monthly sessions I-Pad in Mathematics	Gr. 7/8 Gr.9	10 elementary schools all high schools	20 teachers per session 20 teachers per session	20 x 4days =80 days (x 2 east and west) = 160 20 x 3 days = 60 days (x2 east and west) = 120	Sept 2015 to June 2016 Nov 2015 to April 2016	start - focus on division; grade 7 and 8; schools and teachers who are interested regardless of achievement, but group schools who are in common; 4 sessions with the last session as a local study (AMP) Continue to explore iPad apps and to plan math lessons using iPads
Develop strategies for using Knowledgehook web-based program for student self-directed learning and classroom instruction	Knowledge hook Implementation	Student and teacher use of web-based self-directed learning, practice and assessment program designed with gaming principles	Gr 9	9 schools	3 teachers x 9 schools = 27 teachers	2 days x 27 = 54 days	Oct 2015 to June 2016	continue- classroom visits, focus on teachers new to KN
Develop math content and pedagogical knowledge	OAME Local Conference Toronto Math AQ and ABQ Courses	Educator self-selected mathematics learning sessions (after school) – - 50% subsidization of AQ Senior and ABQ Intermediate Math	7 to 12 7 to 12	 N/A	2 teachers x 50 schools = 100 teachers 28 teachers	None None	Oct 2015 Year long	Oct 2015, May 2016 Sept 2014 to July 2015

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APPENDIX J

SUPERINTENDENT	SCHOOL	SECONDARY ENROLMENT	ELEMENTARY GR 7 & 8 ENROLMENT	TOTAL PUPIL COUNT	PL TEAM ALLOCATION	DAYS USED	BALANCE	SUPERINTENDENT ALLOCATION
A. DELLA MORA	Don Bosco	551	568	1,119	57		57	45
	Father Henry Carr	948	376	1,324	68		68	
	Msgr. P. Johnson	959	412	1,371	70		70	
	St. Basil	1,237	597	1,834	94		94	
D. YACK	Bishop Allen Academy	1,515	305	1,820	93		93	55
	Michael Power/St. Jos	2,049	577	2,626	134		134	
	Father John Redmond	1,117	332	1,449	74		74	
	Archbishop Romero	770	202	972	50		50	
G. IULIANO-MARRELLO	Chaminade College	922	498	1,420	73		73	45
	JC McGuigan	850	519	1,369	70		70	
	Dante Alighieri	1,100	670	1,770	91		91	
	Madonna	549	522	1,071	55		55	
J. SHAIN	Brebeuf College	1,066	128	1,194	61		61	46
	St. Joseph Morrow Park	515	128	643	33		33	
	Cardinal Carter	688	486	1,174	60		60	
	Loretta Abbey	940	433	1,373	70		70	
	Marshall McLuhan	1,015	368	1,383	71		71	
J.SARACO	Bishop Marrocco	945	769	1,714	88		88	29
	St. Mary's Secondary	711	278	989	51		51	
	Loretto College	555	424	979	70		70	
J. SHANAHAN	Notre Dame	700	340	1,040	53		53	38
	St. Joseph College	848	288	1,136	58.0		58	
	St. Patrick	621	305	926	47		47	
	Senator O'Connor	1,185	277	1,462	75		75	
	St. Michael's Choir	102	59	161	8.0		8	
K. MALCOLM	Francis Libermann	869	342	1,211	62		62	41
	Mary Ward	1,115	332	1,447	74		74	
	Blessed Mother Teresa	594	391	985	50		50	
	Jean Vanier	1,002	451	1,453	74		74	
G. GRANT	Cardinal Newman	1,261	518	1,779	91		91	40
	St. John Paul 11	1,426	422	1,848	95		95	
	Neil McNeil	860	536	1,396	71		71	
V. BURZOTTA	Msgr. Fraser	1,310		1,310	67		67	10
		30,895.00	12,853.00	Page 65 of 68 43,748.00	2,258.0		2,258	350

PENDING LIST AND ROLLING CALENDAR AS OF NOVEMBER, 2015

#	Date Requested	Due Date	Committee/Board	Subject	Delegated To
1	Feb-15		Student Achievement	Staff investigate the chaplaincy model at the elementary panel within the existing allocation given the financial realities.	Associate Director, Academic Affairs
2	Mar-15	Deferred to come back at a later date to be determined by the Director	Student Achievement	Report regarding the feasibility of relocating the French Immersion program and the gifted program from Senator O'Connor to St. Patrick and from St. John Paul II to Blessed Mother Theresa	Associate Director, Academic Affairs
3	15-Sep	16-Feb	Student Achievement	Report regarding the feasibility of relocating the French Immersion program and the gifted program from Senator O'Connor to St. Patrick and from St. John Paul II to Blessed Mother Theresa	
4	Sep-15		Student Achievement	Staff to develop programming for roll-out to both elementary and secondary students for a study of, and reflection on, Pope Francis's Encyclical letter Laudato Si on the "Care for our Common Home" which responds to both needs	

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#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Affairs
3	February (A)	Student Achievement	External Research Report	Associate Director Academic Affairs
4	February (A)	Student Achievement	Accountability Framework for Special Education	Associate Director Academic Affairs
12	March (A)	Student Achievement	Staffing Status Report for Next School Year	Associate Director Academic Affairs
13	April (A)	Student Achievement	Conflict Resolution Department Report	Associate Director Academic Affairs
17	May (A)	Student Achievement	Report regarding Updates on items referred to in Ministry of Education Operational Review	Associate Director Academic Affairs
18	May (A)	Student Achievement	Staffing Status Report for Next School Year	Associate Director Business Services
19	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Affairs
21	June (A)	Student Achievement	21 st Century Learning Update	Associate Director Business Services
22	October (A)	Student Achievement	Student Trustees: Voices that Challenge	Associate Director Academic Affairs
24	September (A)	Student Achievement	Portuguese Speaking	Associate Director Academic Affairs
25	September (A)	Student Achievement	Full Day Kindergarten Enrolment Report	Associate Director Academic Affairs
30	September (A)	Student Achievement	Community Engagement	Director of Education
31	September (A)	Student Achievement	Portuguese Speaking	Associate Director Academic Affairs
32	September (A)	Student Achievement	Elementary and Secondary School Enrolment Report	Associate Director Academic Affairs
33	October (A)	Student Achievement	Annual Safe Schools Report	Associate Director Academic Affairs

34	October (A)	Student Achievement	Information Report on the International Languages Program to include dates, statistical trends, surveys, results of previous assessments in changing demographics (city-wide population and home language dynamics) and immigration patterns in all wards.	Associate Director Academic Affairs
35	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO) ·Grade 9 Assessment of Mathematics (second semester and full-year students) and OSSLT Assessment (EQAO)	Associate Director Academic Affairs
38	November (A)	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Affairs
39	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Affairs
40	November (A)	Student Achievement	Religious Accommodation Report	Associate Director Academic Affairs
44	November (A)	Student Achievement	Board Learning Improvement Plan	Associate Director Academic Affairs