STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC

EDUCATION AND HUMAN RESOURCES COMMITTEE

REGULAR MEETING
Public Session
AGENDA

November 3, 2016

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 416-222-8282 Extension 2293
Asst.Recording Secretary: Sophia Harris 416-222-8282 Ext. 2298

Angela Gauthier
Director of Education

Angela Kennedy
Chair of the Board

TERMS OF REFERENCE FOR THE

**STUDENT ACHIEVEMENT AND WELL BEING, <u>CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE</u>
<u>(APPROVED BY BOARD JUNE 5, 2012)</u>**

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.

AGENDA

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

PUBLIC SESSION

Jo-Ann Davis, Chair   Nancy Crawford, Vice-Chair

Thursday, November 3, 2016
7:00 P.M.

Pages

1. Call to Order

2. Opening Prayer (Chair or designate)

3. Singing of O Canada A Capella

4. Roll Call & Apologies

5. Approval of the Agenda

6. Report from Private Session

7. Declarations of Interest

8. Approval & Signing of the Minutes of the Meeting held October 6, 2016 for   1 - 13
    Public and Private Sessions (Private Session Minutes distributed under
    separate cover)

9. Delegations

10. Presentations

11. Notices of Motion

12. Consent and Review

13.   Unfinished Business

14.   Matters referred or deferred

15.   Staff Reports

16.   Listing of Communications

17.   Inquiries and Miscellaneous

19.   Closing Prayer

20.   Adjournment

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

HELD THURSDAY, OCTOBER 6, 2016

PUBLIC SESSION

PRESENT:

Trustees: J.A. Davis, Chair
N. Crawford, Vice Chair – by teleconference
A. Andrachuk
P. Bottoni
F. D'Amico
A. Kennedy
J. Martino
B. Poplawski – by teleconference
G. Tanuan
M. Rizzo
R. Carlisle, Student Trustee
K. Dubrovskaya, Student Trustee

A.Gauthier
R. McGuckin
A. Sangiorgio
C. Jackson
P. Matthews
P. DeCock
J. Shanahan
N. D'Avella
C. Fernandes
D. Koenig
K. Malcolm
D. Yack
A. Della Mora
L. Di Marco
S. Campbell
V. Burzotta
M.Caccamo

P. Aguiar
J. Yan

A. Robertson, Parliamentarian
L. Fernandes, Recording Secretary
S. Harris, Assistant Recording Secretary

Apologies were received from Trustees Del Grande and Piccininni who were unable to attend the meeting.

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

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

In favour   **Opposed**

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

The Agenda, as Amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the Minutes of the Regular Meeting held September 8, 2016 for Public Session be approved as amended.

On the vote being taken, as follows:

In favour   **Opposed**

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

The Motion, was declared

CARRIED

Tim LeeLoy, representing the Archdiocese of Toronto made a presentation to the Committee regarding the ShareLife Campaign and OCSGE Curriculum.

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that the presentation by Tim LeeLoy, representing the Archdiocese of Toronto regarding the ShareLife Campaign and OCSGE Curriculum be received.

On the vote being taken, as follows:

In favour   **Opposed**

Trustees Andrachuk
       Martino
       Bottoni
       Crawford

Davis
D'Amico
Kennedy
Poplawski
Rizzo
Tanuan

The Motion, was declared

CARRIED

Susan Carbone, representing Haven on the Queensway, made a presentation to the Committee regarding "Learning from the Best" project

MOVED by Trustee Andrachuk, seconded by Trustee Martino, that the presentation by Susan Carbone, representing Haven on the Queensway, regarding "Learning from the Best" project be received and referred to staff.

On the vote being taken, as follows:

In favour   **Opposed**

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

The Motion, was declared

CARRIED

Emily Moretti, representing CODE made a presentation to the Committee regarding Primary Summer School Pilot Program.

MOVED by Trustee Tanuan, seconded by Trustee Kennedy, that the presentation by Emily Moretti, representing CODE, regarding Primary Summer School Pilot Program be received.

On the vote being taken, as follows:

In favour   **Opposed**

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

The Motion, was declared

CARRIED

The Chair reviewed the Order Paper Items.

The following items were questioned.

Item 15a)   Trustee Kennedy
Item 15b)   Trustee Tanuan

Item 15d)   Trustee Andrachuk

MOVED by Trustee Poplawski, seconded by Trustee Bottoni, that the item not questioned be approved.

On the vote being taken, as follows:

In favour   **Opposed**

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

The Motion, was declared

                                        CARRIED

MATTER AS CAPTURED IN THE ABOVE MOTION

Grade 9 Assessment of Mathematics (second semester and full year students) and OSSLT Assessment (EQAO) – received.

The Chair called for volunteers to sit on the Ad Hoc Executive Search Committee.

Trustees Andrachuk, Tanuan, Bottoni, Davis, Crawford and Poplawski volunteered to sit on the Committee.

With the consent of the Committee, Trustees Poplawski and Bottoni withdrew their names.

MOVED by Trustee Andrachuk, seconded by Trustee Martino, that Trustees Andrachuk, Tanuan, Davis and Crawford be appointed members of the Ad Hoc Executive Search Committee.

On the vote being taken, as follows:

In favour   **Opposed**

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

The Motion, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that item 15a) be adopted as follows:

15a)   **Student Trustees – Voices that Challenge – received.**

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Bottoni, that the report be referred to staff to address all the recommendations from CSLIT and come back to the November 2016 meeting of the Student Achievement.

On the vote being taken, as follows:

In favour   **Opposed**

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

The Amendment was declared

CARRIED

On the vote being taken, on the Motion, as Amended, as follows:

In favour   **Opposed**

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

The Motion, as Amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Tanuan, that item 15b) be adopted as follows:

15b) **Report on 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** - received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee D'Amico, to request a report from staff outlining possible program changes which could be implemented to achieve cost savings going forward. The report to include potential impacts to the Board, students and instructors.

MOVED in AMENDMENT to the AMENDMENT by Trustee Andrachuk, seconded by Martino,

1. That staff prepare a report outlining how the extended day international language programs could be transitioned to an after-hours program, recognizing the limitations in the collective central agreement.

2. That staff provide a transition for 20%, 40%, & 60% of students with comparative costs and potential savings to the Board.

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

In favour	Opposed
Trustees Martino	Trustees Bottoni
Davis	D'Amico
Andrachuk	Tanuan
Kennedy	Rizzo
Crawford	

The Amendment to the Amendment was declared

CARRIED

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

In favour	Opposed
Trustees Martino	Trustees Bottoni
Davis	D'Amico
Andrachuk	Tanuan
Kennedy	Rizzo
Crawford	

The Amendment was declared

CARRIED

On the vote being taken, on the Motion, as Amended, as follows:

In favour	Opposed
Trustees Andrachuk	Trustees Rizzo
Martino	Bottoni
Crawford	
Davis	

D'Amico
Kennedy
Tanuan

The Motion, as Amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that item 15d) be adopted as follows:

15d) Update Report on the Pilot Project for Jump Mathematics – received

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Andrachuk, that staff implement a survey for the parents and students involved in the Pilot Project for Jump Mathematics.

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

In favour   **Opposed**

Trustees Andrachuk
          Martino
          Bottoni
          Crawford
          Davis
          D'Amico
          Kennedy
          Rizzo
          Tanuan

The Amendment was declared

CARRIED

On the vote being taken, on the Motion, as Amended, as follows:

In favour   **Opposed**

Trustees Andrachuk
        Martino
        Bottoni
        Crawford
        Davis
        D'Amico
        Kennedy
        Rizzo
        Tanuan

The Motion, as Amended, was declared

CARRIED

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

On the vote being taken, as follows:

In favour   **Opposed**

Trustees Andrachuk
        Martino
        Bottoni
        Crawford
        Davis
        D'Amico
        Kennedy
        Rizzo
        Tanuan

The Motion was declared

CARRIED

_____   _____
S E C R E T A R Y   C H A I R

REPORT TO

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

REPORT REGARDING ACCESSING FUNDS FOR TCDSB21C LEARNING PROGRAMS THROUGH PARTNERSHIPS

And looking at them Jesus said to them, "With people this is impossible,
but with God all things are possible."
Matthew 19:26

Created, Draft	First Tabling	Review
October 24, 2016	November 3, 2016	Click here to enter a date.

S. Coray, Senior Manager, Partnership Development
M. Loberto, Senior Coordinator of Development
M. Silva, Comptroller of Planning and Development Services
INFORMATION REPORT

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

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

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

R. McGuckin
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

C. Jackson
Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

Arising out of a presentation made by members of the TCDSB21C Learning Team at the September 8, 2016 Student Achievement and Well Being, Catholic Education and Human Resources Committee, the Board referred back to staff the task of reporting on how schools can expand and access partnerships. This report provides information regarding the opportunities that the Partnership Development department is investigating to build capacity for TCDSB21C Learning.

The cumulative staff time dedicated to developing this report was 20 hours.

B. PURPOSE

1. This report is in response to a Trustee motion at the Student Achievement and Well Being, Catholic Education and Human Resources Committee on September 6, 2016:

   That the presentation be received and referred to staff to come back with a report on how schools can expand and access partnerships.

C. BACKGROUND

1. **September 8, 2016** – At the Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting, staff made a presentation regarding TCDSB21C Learning Update to the Committee.

2. **September 9-October 2**1 – Staff from the TCDSB21C team and the Partnership Development team assessed existing partnerships that potentially could be expanded. A list of TCDSB21C Learning relationships with external organizations is presented in **Appendix A.**

D. EVIDENCE/RESEARCH/ANALYSIS

1. In reviewing potential partnership agreements, it is important to distinguish between the local arrangements annually made by the school and those that have system implications.

2. The TCDSB has policies and procedures that permit fundraising, sponsorships, donations and advertising to be undertaken by its schools, providing the principal with a certain level of autonomy and flexibility for all activities related to school-generated funds. Examples of these local arrangements are pizza lunches and yearbook providers.

3. There are times, however, when a possible arrangement or partnership will have deeper system commitments that may not be initially apparent, especially in the area of technology purchases or provision of technological software and services. It is always advisable to consult with the Partnership Development department or the Area Superintendent to ensure that the partnership is advisable, and will not unknowingly commit the board to additional expenditures.

4. The TCDSB21C team will continue to collaborate with the Partnership Development team to review all existing partnerships with a view to deepening and expanding those relationships. Further, new partnership opportunities will be explored throughout 2016-2017 that will serve to further enhance student achievement and well-being.

5. In the event that a school community or the Catholic School Parent Council seeks to support the acquisition of new and/or additional technology, or wishes to consider other technological services from an external provider, they must first contact the Superintendent of Curriculum Leadership & Innovation: ICT, prior to moving forward with the plan.

6. Below are examples of the types of partnerships sought and obtained for the TCDSB with specific reference to technology:

A. Current TCDSB21C Learning Relationships with External Organizations

i. Currently, TCDSB21C Learning has developed relationships with a number of external organizations (**Appendix A**) that provide a variety of products and services. Staff are investigating enhancements and/or deeper levels of commitments with these organizations.

B. Partnerships

i. Partnership Development Department staff are engaged in outreach efforts with industry, community, post-secondary institutions and government organizations to develop programs, provide in-service teacher professional development and build capacity for TCDSB21C Learning teaching and learning.

C. Grants

i. Partnership Development Department staff have identified a number of Learning Technology grant opportunities for schools (Best Buy Canada, Soft Choice Power Up School Tech Grant, Samsung Canada Solve for Tomorrow Challenge, Staples, Google Canada - Toronto Community Grants) and are listed on Grants4You located on the Board's website.

ii. Partnership Development Department staff in collaboration with schools and other TCDSB central departments to assist and support schools throughout the granting process.

iii. Additionally, staff will continue to make on-going efforts to search-out new Learning Technology grant opportunities for schools.

D. Source of Funding

i. As aforementioned, Partnership Development Department staff are engaged in outreach efforts regarding accessing funds for TCDSB21C Learning. It is prudent to determine the funding resulting from those efforts. Once staff understand the level of funding that can be accessed through partnerships, the source of funding to augment that funding can be identified.

E.   CONCLUDING STATEMENT

This report is for the consideration of the Board.

TCDSB21C Learning Relationships with External Organizations

Organization	Description of Relationships
Apple	Provides technical support related to our Apple devices. Offers additional support on classroom use of technology through workshops.
First Robotics Canada	Distributed robotics kits to 40 elementary schools through dedicated funding from the Council of Ontario Directors of Education. Many of our secondary schools have established First Robotics teams.
Kivuto	Kivuto provides digital software distribution for the TCDSB Digital Store. Free and for purchase software for staff and students is available on the store through the TCDSB relationship with Adobe, Microsoft and other vendor partners through Kivuto.
Nelson	Through the TCDSB Digital Store, TCDSB is in the process of setting up an agreement with Nelson who will offer subscriptions to elementary math textbooks for students to use at home. TCDSB will receive some funds back based on the number of subscriptions.
Adobe	Through the TCDSB Digital Store, staff are eligible for an annual paid subscription to Adobe Creative Cloud software and services at a very significantly reduced rate.

Microsoft	All students can download Microsoft Office on up to 5 devices. Windows 10 is available for free. Both are offered through the TCDSB Digital Store.

All staff can download Microsoft Office on up to 5 devices and Windows 10 for a nominal fee.

TCDSB Digital Store has a link to the Microsoft Store, where staff and students are eligible for a discount. TCDSB receives some funds back based on sales.

Discussions have begun to pursue a pilot project for one school to explore coding through Minecraft on Windows Cloudbooks. Value of donation: $20000. School chosen based on demographics. |
| TD Canada Trust | Donation of 1240 refurbished desktop computers distributed to 60 of the neediest TCDSB elementary schools (Distributed based on demographic data) and every school received a refurbished laptop computer. |
| The Learning Partnerships | Registered Canadian national charity offers programs and support:
- Investigate! Invent! Innovate! - curricular related program to integrate STEM in Gr 7 & 8
- Entrepreneurial Adventure (Gr. K to 8) - helps young Canadians discover entrepreneurship, pairing Kindergarten to Grade 8 classes with business mentors to create and launch a business venture, with profits going to a charity chosen by the class.
- Dragon's Nest (Gr. 9 to 12) - The Dragons' Nest is an in-class high school business program to encourage students to explore their creative and entrepreneurial potential by creating a real business venture.
- Coding Quest (Gr. 4 to 6) - Based on provincial curriculum, Grades 4, 5 and 6 students learn fundamental coding skills and create a video game. The program culminates in a regional Arcade hosted |

	by The Learning Partnership.
Everfi, in partnership with Toronto Maple Leafs	*Ignition – Digital Literacy & Responsibility*™ empowers Grade 7 students with the skill set to leverage technology safely and effectively.
Weever Apps	Supported the Specialist High Skills Major and TCDSB21C Hackathon through mentorship and access to Basecamp project management software.
MaRS	Facilitated training sessions for Specialist High Skills Major and TCDSB21C Hackathon
Hatch Canada	Offered to support to a few schools that participated in Hour of Code. Hatch sent staff to schools to assist with implementation.
Catholic Curriculum Corporation (CCC)	TCDSB pays a fee to participate in the CCC. A TCDSB Superintendent is on the Board of Directors. Teachers are part of various committees, and provide input into resource creation and design. All resources are available to CCC members free of charge.
Kids, Cops and Computers	Technology and Internet access given to financially disadvantaged kids enabling them to compete academically. They support educators and police officers to deliver programming that establishes healthy relationships with authority figures and encourages kids to positively impact their community.
HP	Donated 30 windows tablets and 30 chromebooks as part of a pilot project. Distributed to two schools based on demographics.
Sheridan College	Volunteered to support our students during the Specialist High Skills Major and TCDSB21C Hackathon. Students in their computer related programs acted as mentors to our students.

Prodigy Math Game	Free to schools for use. Math skill related game for K-8 students. Parents have option to pay for extended use for their child.
MakerKids	Working with MakerKids to promote coding, Arduino programming and use of 3D printers in the curriculum.
IBM Engineering Program	IBM sends employees to volunteer in Gr 6 classes, one day per year to promote Science, Technology, Engineering and Math in the classroom. In previous years IBM partnered with Destination ImagiNation (DI) to provide classroom resources. (Was not offered in 2015-2016
Ontario Centres of Excellence Grant	Partnership between Humber College, Vretta and TCDSB. Grant received for $250,000 to adapt math skills diagnostic and remediation tool for use in high schools, and eventually elementary schools.

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 2016-2017

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

Created, Draft	First Tabling	Review
October 24, 2016	November 3, 2016	Click here to enter a date.

Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; ICT
Nick D'Avella, Superintendent of Student Success

INFORMATION REPORT

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R. McGuckin
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

C. Jackson
Executive Superintendent of Business Services and Chief Financial Officer

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 resources to support professional learning in the TCDSB. The teacher PD initiatives reflect and support the Multi-Year Strategic Plan (MYSP) priorities and the Board Learning Improvement Plan (BLIP) goals.

The cumulative staff time dedicated to developing this report was 66 hours.

B.   **PURPOSE**

This report is intended to outline the key professional development initiatives undertaken by staff to support its Board Learning Improvement Plan.

C.   **BACKGROUND**

1. **Spring 2016** – Professional development planning begins for the 2016-2017 school year. Consultation occurs with federation partners at joint professional development committees.

2. **Fall 2016** – Plans are revised as per any new ministry announcements, and then implemented.

D.   **EVIDENCE/RESEARCH/ANALYSIS**

1.   Each year central staff reviews board data with Research staff to determine the progress toward the achievement of the priorities articulated in the MYSP and the goals within the BLIP. In addition the professional development plan incorporates professional learning support for key Ministry Initiatives. For the 2016-2017 school year, PD plans reflect professional learning required to support Ontario's Renewed Mathematics Strategy.

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.	Under the current Board structure and the continued reductions in funds allocated to professional development, the PD plan has integrated key concepts from the Ministry document entitled <u>Strong Districts and Their Leadership</u>. Moving from a good to great school system depends on a devolution of direction from the centre.

	https://education-leadership-ontario.ca/en/resource/strong-districts-their-leadership/

5.	The current delivery model for professional development hinges on the local identification of professional learning needs. This PD model supports the principal as the instructional leader in the school and provides resources for the school improvement team to implement a school improvement plan that establishes ambitious but realistic student performance standards. The principal will include teachers in instructional improvement work and assist them in developing understandings of powerful and precise instruction for students.

6.	All schools are required to complete a Professional Learning Form (**Appendix A**) that describes the school's urgent critical student learning need based on school data analysis. The Professional Learning Form includes the school's plan to address this particular student learning need. A key focus for the 2016-2017 school year will be numeracy across the curriculum.

	RMS-Specific PD Initiatives
7.	The Ontario Ministry of Education's Renewed Mathematics Strategy (RMS) is committed to helping all students gain the mathematics knowledge and skills they will need for the future. The strategy offers support to all schools of the board differentiated on the basis of need as determined through achievement on the EQAO Assessment of Mathematics. The following are key strategies for RMS-specific professional development:

- <u>Release days for the Implementation of the learning cycle</u> – Achieving Excellence in Applied Classrooms (AEAC)

- Fall Regional Professional Development Sessions: School Improvement Teams (principals, student success teachers, guidance counsellors, special education teachers, numeracy leads, literacy leads, geography teachers) focus on strategies for promoting literacy across the curriculum.

- Professional Learning Sessions for grade 9 and 10 Math teachers: Teachers will work collaboratively, on the effective assessment and analysis of student work, plan instruction in response to students' strengths and needs, and share evidence of informed instructional strategies.

- Numeracy-focused Student Success Learning Networks (SSLN): SSLN's will promote collaboration between panels and improve teacher efficacy through cross-panel, numeracy-focused professional learning (grade 6-9 teachers).

- Professional development to refine Assessment FOR/AS/OF learning: Teachers will focus on learning skills in mathematics, learning and teaching through problem solving, integrating technology (the use of iPads in applied mathematics classrooms, learning trajectories, inquiry-based learning lessons/units design, and spiralling through curriculum-unit design.

- Two EQAO sessions in October with focus on organization, planning, teaching and assessment strategies in preparation for grade nine EQAO Assessment of Mathematics.

- In-depth analysis of EQAO School Item Information Report (IIR) results takes place (e.g., EQAO Grade 9 Applied and Academic math results, Open Response and Multiple Choice questions, Tracking a Cohort's Achievement, etc.) Schools will address the overall and specific mathematics curriculum expectations identified as critical learning needs of students.

8. Code days (release days for teacher professional learning by providing an occasional teacher) will be differentiated based on need to support the schools in attaining their student learning goals for the 2016-2017 school year (**Appendix B 1-8**). Professional learning related to

improving teaching practice to address student learning needs will be conducted at each school under the leadership of the principal. Networks based on similar student needs may be formed to allow for greater collaboration amongst staff. Resource staff will be available as supports to these schools and also to any established learning networks.

9. 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 C**). 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.

10. The main foci of our BLIP and hence our PD plans include:

    a) A culture of high expectations supporting 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.

    c) Coherence and alignment in the work related to supports provided to improve student learning needs.

    d) The promotion of numeracy across the curriculum and the implementation of Ontario's Renewed Mathematics Strategy.

    e) Building curriculum leadership capacity in the system through the inquiry process.

11. The K-12 PD plan for 2016-2017 is multi-faceted and has the following components:

    a) PD for teachers in the Early Years Program (**Appendix D**).

b)   PD for Teachers K-6 in Literacy (**Appendix E**) and Numeracy (**Appendix F**).

c)   PD for Teachers 7-12 in Literacy (**Appendix G**) and Numeracy (**Appendix H**).

d)   PD for cross panel professional learning (Student Success Learning Networks) (**Appendix I**).

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)   The former Student Success Initiative (SSI) has been replaced with the Ministry of Education's initiative, "Achieving Excellence in Applied Courses" (AEAC).

h)   PD to support faith development, religion curriculum workshops, sacramental preparation and pastoral care.

i)   PD for Pathways Planning (7-12) (**Appendix J**).

j)   PD to support student and staff well-being (i.e. Stop the Stigma, Mental Health Strategy) through our Catholicity, Community, Culture and Caring (CCCC) program, (7-12) (**Appendix K**).

k)   PD for Safe and Caring Schools (**Appendix L**).

12.   TCDSB21C will continue to offer professional development through the 21C Innovators program, New Teacher Induction Program, and through the work of various central academic resource departments (such as literacy and numeracy). Regular workshops continue to be offered to support the use of the Growing Success Elementary Report Card and Webmarks for Secondary Teachers. Google Apps for Education will be promoted through departmental and cross departmental Professional Development work. The 21C department will support other departments in this work. Other workshops to support curriculum through the use of technology are planned. These will be offered based on consultation with various user groups.

13.	TCDSB21C team will support local initiatives such as Robotics programs, coding activities, experiential learning, and expanding secondary school curricular programs such as Science-Technology-Engineering-Mathematics (STEM).

14.	Professional Development will be offered through the Special Education Amount Assistive Technology Team to support staff who work directly with students who receive technology through the SEA grant process.

15.	In addition to the above, schools are supported through the School Effectiveness Framework (SEF) - District Review Process.

# E.	CONCLUDING STATEMENT

This report is for the consideration of the Board.

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TCDSB K to 12 Professional Learning Form 2016-2017

The draft notes from this form will need to be keyed into an online form by: <mark>14 Oct 2016.</mark> The link will be sent to you in a subsequent correspondence.

<mark>NOTE:</mark> All sections except the urgent critical learning need should be completed in point form. Begin each point with a hyphen. Be concise.

SCHOOL - Principal - Superintendent	

Based on analysis of the data, in collaboration with staff identify a **critical learning need** area or strategy that addresses the learning of your **school community** (i.e., numeracy, 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, 5th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less … student learning problems to solve - Professional learning focus for this year.	
From the data, what learning conditions will support increased achievement?	

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	

If… Then… Statement:	
Learning Goals (related to urgent critical learning need)	
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc.)	

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TCDSB K to 12 Professional Learning Form 2016-2017

Actions/Interactions (What will we do to meet our goals?)	
Strategies to address the needs of students who have an IEP or are ELL	
PD Required for Staff	
Measures/Evidence of Success to be used	
Resources Required (human, material, #code days)	

Questions to Consider:

- Are we being collaborative in our decision making?
- Are we improving instructional leadership in our school?
- How are all stakeholders involved in the Professional Learning Plan?
- Does the plan build capacity amongst our staff related to student need?
- Are we using high yield instructional strategies? What does research say about this student learning problem?
- Have we increased the amount and quality of learning related to our student need?

Superintendent	School	RMS - FEW INTENSIVE SUPPORT 614300 fnd rsv #1 $46,000.00 CODE 92 # of Release Days	RMS - SOME INCREASED SUPPORT 614300 fnd rsv #2 $67,500 CODE 92 # of Release Days	RMS - SUPPORTS FOR ALL 614300 fnd rsv #3 $250,750 CODE 92 # of Release Days	SLIP VISITS 3 DAYS SS $126,000 3 DAYS SEF $126,000 CODE 92 # of Release Days	DISTRICT REVIEW SEF 721124 $129,000 (43 SCHOOLS) 12 DAYS PER SCHOOL CODE 92 # of Release Days	TOTAL # of Release Days	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	DAYS Remaining by Sch	by Supt
A. Della Mora	All Saints CS			15	6		21										0.0	21.0	
A. Della Mora	Father Serra CS			9	6		15										0.0	15.0	
A. Della Mora	Holy Child CS			7	6		13										0.0	13.0	
A. Della Mora	Msgr. John Corrigan CS			5	6		11										0.0	11.0	
A. Della Mora	St. Andre CS	36			6	12	54										0.0	54.0	
A. Della Mora	St. Andrew CS	50			6		56										0.0	56.0	
A. Della Mora	St. Angela CS	36			6		42										0.0	42.0	
A. Della Mora	St. Basil					12	12										0.0	12.0	
A. Della Mora	St. Benedict CS			11	6		17										0.0	17.0	
A. Della Mora	St. Bernard CS			12	6		18										0.0	18.0	
A. Della Mora	St. Dorothy CS		11	2	6		19										0.0	19.0	467.00
A. Della Mora	St. Eugene CS			6	6		12										0.0	12.0	
A. Della Mora	St. John the Evangelist CS			7	6	12	25										0.0	25.0	
A. Della Mora	St. John Vianney CS			7	6		13										0.0	13.0	
A. Della Mora	St. Jude CS			13	6	12	31										0.0	31.0	
A. Della Mora	St. Maurice CS		10	1	6		17										0.0	17.0	
A. Della Mora	St. Roch CS		11	2	6		19										0.0	19.0	
A. Della Mora	St. Simon CS			9	6	12	27										0.0	27.0	
A. Della Mora	St. Stephen CS		12	2	6		20										0.0	20.0	
A. Della Mora	Transfiguration CS			7	6		13										0.0	13.0	
A. Della Mora	Venerable John Merlini CS			6	6		12										0.0	12.0	
	TOTAL	122	44	121	120	60	467	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	467.0	467.0

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D. Yack	Christ the King CS			6	6		12										0.0	12.0	
D. Yack	Holy Angels CS			9	6		15										0.0	15.0	
D. Yack	Josyf Cardinal Slipyj ES			11	6	12	29										0.0	29.0	
D. Yack	Michael Power/St. Joe's					12	12										0.0	12.0	
D. Yack	Mother Cabrini CS			4	6	12	22										0.0	22.0	
D. Yack	Nativity of Our Lord CS			8	6	12	26										0.0	26.0	
D. Yack	Our Lady of Peace CS			12	6	12	30										0.0	30.0	
D. Yack	Our Lady of Sorrows CS			14	6		20										0.0	20.0	
D. Yack	Our Lady of Victory CS		14	2	6		22										0.0	22.0	
D. Yack	Santa Maria CS	16			6		22										0.0	22.0	
D. Yack	St. Ambrose CS			7	6		13										0.0	13.0	351.0
D. Yack	St. Clement CS			8	6		14										0.0	14.0	
D. Yack	St. Demetrius CS			5	6		11										0.0	11.0	
D. Yack	St. Elizabeth CS			5	6		11										0.0	11.0	
D. Yack	St. Gregory CS			12	6		18										0.0	18.0	
D. Yack	St. Josaphat CS			4	6		10										0.0	10.0	
D. Yack	St. Leo CS			6	6		12										0.0	12.0	
D. Yack	St. Louis CS			5	6		11										0.0	11.0	
D. Yack	St. Marcellus CS		11	2	6		19										0.0	19.0	
D. Yack	St. Mark CS			5	6		11										0.0	11.0	
D. Yack	St. Teresa CS			5	6		11										0.0	11.0	
	TOTAL	16	25	130	120	60	351	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	351.0	351.0

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M. Caccamo	Bl Margherita of C di C CS			6	6	12	24										0.0	24.0	
M. Caccamo	D'Arcy McGee CS		10	1	6	12	29										0.0	29.0	
M. Caccamo	Immaculate Conception CS		12	2	6		20										0.0	20.0	
M. Caccamo	Our Lady of the Assumption CS			7	6		13										0.0	13.0	
M. Caccamo	Regina Mundi CS			8	6		14										0.0	14.0	
M. Caccamo	St. Augustine CS		13	2	6		21										0.0	21.0	
M. Caccamo	St. Charles CS			5	6		11										0.0	11.0	
M. Caccamo	St. Charles Garnier CS	33			6		39										0.0	39.0	
M. Caccamo	St. Conrad CS			10	6	12	28										0.0	28.0	
M. Caccamo	St. Fidelis CS			11	6		17										0.0	17.0	
M. Caccamo	St. Francis de Sales CS		11	2	6		19										0.0	19.0	472.0
M. Caccamo	St. Francis Xavier CS		13	2	6		21										0.0	21.0	
M. Caccamo	St. Jane Frances CS		15	3	6		24										0.0	24.0	
M. Caccamo	St. Jerome CS			8	6		14										0.0	14.0	
M. Caccamo	St. Martha CS		9	1	6	12	28										0.0	28.0	
M. Caccamo	St. Matthew CS		13	2	6	12	33										0.0	33.0	
M. Caccamo	St. Norbert CS			7	6	12	25										0.0	25.0	
M. Caccamo	St. Raphael CS			10	6		16										0.0	16.0	
M. Caccamo	St. Robert CS			11	6	12	29										0.0	29.0	
M. Caccamo	St. Thomas Aquinas CS			10	6		16										0.0	16.0	
M. Caccamo	St. Wilfrid CS			12	6		18										0.0	18.0	
M. Caccamo	Sts. Cosmas and Damian CS			7	6		13										0.0	13.0	
	TOTAL	33	96	127	132	84	472	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	472.0	472.0

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P. Aguiar	Blessed Sacrament CS			9	6		15										0.0	15.0	
P. Aguiar	Blessed Trinity CS			4	6		10										0.0	10.0	
P. Aguiar	Cardinal Carter AA					12	12										0.0	12.0	
P. Aguiar	Holy Redeemer CS			3	6		9										0.0	9.0	
P. Aguiar	Our Lady of Guadalupe CS			4	6		10										0.0	10.0	
P. Aguiar	Our Lady of Wisdom			7	6		13										0.0	13.0	
P. Aguiar	Precious Blood CS			8	6		14										0.0	14.0	
P. Aguiar	St. Agnes CS			6	6		12										0.0	12.0	
P. Aguiar	St. Antoine Daniel CS			7	6		13										0.0	13.0	
P. Aguiar	St. Bonaventure CS			10	6		16										0.0	16.0	
P. Aguiar	St. Cyril CS			7	6		13										0.0	13.0	333.0
P. Aguiar	St. Edward CS			10	6		16										0.0	16.0	
P. Aguiar	St. Gabriel CS			6	6	12	24										0.0	24.0	
P. Aguiar	St. Gerald CS			5	6	12	23										0.0	23.0	
P. Aguiar	St. Kateri Tekakwitha CS			5	6	12	23										0.0	23.0	
P. Aguiar	St. Kevin			5	6		11										0.0	11.0	
P. Aguiar	St. Margaret CS			11	6		17										0.0	17.0	
P. Aguiar	St. Matthias CS			5	6	12	23										0.0	23.0	
P. Aguiar	St. Monica CS			6	6		12										0.0	12.0	
P. Aguiar	St. Paschal Baylon CS			12	6		18										0.0	18.0	
P. Aguiar	St. Timothy CS			11	6	12	29										0.0	29.0	
	TOTAL	0	0	141	120	72	333	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	333.0	333.0

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J. Wujek	Blessed Pope Paul VI CS		10	2	6		18										0.0	18.0	
J. Wujek	Holy Family CS			5	6	12	23										0.0	23.0	
J. Wujek	James Culnan CS			10	6		16										0.0	16.0	
J. Wujek	Pope Francis CS			6	6		12										0.0	12.0	
J. Wujek	St. Alphonsus CS			5	6	12	23										0.0	23.0	
J. Wujek	St. Anthony CS			7	6		13										0.0	13.0	
J. Wujek	St. Bruno CS			3	6		9										0.0	9.0	
J. Wujek	St. Cecilia CS			12	6		18										0.0	18.0	
J. Wujek	St. Clare CS			8	6		14										0.0	14.0	
J. Wujek	St. Helen CS			9	6		15										0.0	15.0	
J. Wujek	St. James CS	13			6		19										0.0	19.0	342.0
J. Wujek	St. John Bosco CS			6	6		12										0.0	12.0	
J. Wujek	St. Luigi CS		8	1	6		15										0.0	15.0	
J. Wujek	St Mary SS					12	12										0.0	12.0	
J. Wujek	St. Mary of the Angels CS			5	6		11										0.0	11.0	
J. Wujek	St. Nicholas of Bari CS		14	2	6		22										0.0	22.0	
J. Wujek	St. Pius X CS			9	6		15										0.0	15.0	
J. Wujek	St. Raymond CS			4	6		10										0.0	10.0	
J. Wujek	St. Rita CS		8	1	6		15										0.0	15.0	
J. Wujek	St. Sebastian CS			5	6		11										0.0	11.0	
J. Wujek	St. Vincent de Paul CS			7	6	12	25										0.0	25.0	
J. Wujek	Stella Maris CS			8	6		14										0.0	14.0	
	TOTAL	13	40	115	126	48	342	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	342.0	342.0

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J. Shanahan	Annunciation			7	6		13										0.0	13.0	
J. Shanahan	Canadian Martyrs CS			6	6	12	24										0.0	24.0	
J. Shanahan	Holy Cross CS			7	6	12	25										0.0	25.0	
J. Shanahan	Holy Name CS			6	6		12										0.0	12.0	
J. Shanahan	Holy Rosary CS			6	6		12										0.0	12.0	
J. Shanahan	Our Lady of Lourdes CS			11	6		17										0.0	17.0	
J. Shanahan	Our Lady of Perpetual Help School			7	6		13										0.0	13.0	
J. Shanahan	St. Anselm CS			8	6		14										0.0	14.0	
J. Shanahan	St. Brigid CS			10	6		16										0.0	16.0	
J. Shanahan	St. Catherine CS			3	6		9										0.0	9.0	
J. Shanahan	St. Denis CS			6	6		12										0.0	12.0	331.0
J. Shanahan	St. Francis of Assisi CS			4	6		10										0.0	10.0	
J. Shanahan	St. Isaac Jogues CS			6	6	12	24										0.0	24.0	
J. Shanahan	St. John CS			9	6	12	27										0.0	27.0	
J. Shanahan	St. John XXIII CS		12	2	6		20										0.0	20.0	
J. Shanahan	St. Joseph CS		9	1	6		16										0.0	16.0	
J. Shanahan	St. Joseph College					12	12										0.0	12.0	
J. Shanahan	St. Mary CS			7	6		13										0.0	13.0	
J. Shanahan	St. Michael CS			4	6	12	22										0.0	22.0	
J. Shanahan	St. Michael's Choir (Jr) School			4	6		10										0.0	10.0	
J. Shanahan	St. Paul CS			4	6		10										0.0	10.0	
	TOTAL	0	21	118	120	72	331	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	331.0	331.0

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K. Malcolm	Blessed Mother Teresa					12	12										0.0	12.0	
K. Malcolm	Blessed Pier Giorgio Frassati CS			6	6		12										0.0	12.0	
K. Malcolm	Epiphany of Our Lord CS			4	6		10										0.0	10.0	
K. Malcolm	Holy Spirit CS			7	6		13										0.0	13.0	
K. Malcolm	Our Lady of Grace CS			5	6		11										0.0	11.0	
K. Malcolm	Prince of Peace CS			6	6		12										0.0	12.0	
K. Malcolm	Sacred Heart CS			5	6		11										0.0	11.0	
K. Malcolm	St. Aidan			6	6		12										0.0	12.0	
K. Malcolm	St. Albert CS			9	6		15										0.0	15.0	
K. Malcolm	St. Barnabas CS			6	6	12	24										0.0	24.0	
K. Malcolm	St. Bartholomew CS			3	6		9										0.0	9.0	
K. Malcolm	St. Bede CS			4	6	12	22										0.0	22.0	313.0
K. Malcolm	St. Columba CS		9	1	6	12	28										0.0	28.0	
K. Malcolm	St. Elizabeth Seton CS		8	1	6		15										0.0	15.0	
K. Malcolm	St. Florence CS			4	6	12	22										0.0	22.0	
K. Malcolm	St. Gabriel Lalemant CS			4	6		10										0.0	10.0	
K. Malcolm	St. Henry			6	6		12										0.0	12.0	
K. Malcolm	St. Ignatius of Loyola CS			4	6		10										0.0	10.0	
K. Malcolm	St. Lawrence CS			9	6		15										0.0	15.0	
K. Malcolm	St. Marguerite Bourgeoys CS			3	6		9										0.0	9.0	
K. Malcolm	St. Rene Goupil CS			3	6		9										0.0	9.0	
K. Malcolm	St. Sylvester CS			4	6		10										0.0	10.0	
K. Malcolm	The Divine Infant CS			4	6		10										0.0	10.0	
	TOTAL	0	17	104	132	60	313	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	313.0	313.0

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S. Campbell	Bl. Cardinal Newman					12	12										0.0	12.0	
S. Campbell	Cardinal Leger CS			7	6		13										0.0	13.0	
S. Campbell	Immaculate Heart of Mary School			4	6		10										0.0	10.0	
S. Campbell	Our Lady of Fatima CS			14	6		20										0.0	20.0	
S. Campbell	St. Agatha CS			8	6	12	26										0.0	26.0	
S. Campbell	St. Barbara CS		10	1	6		17										0.0	17.0	
S. Campbell	St. Boniface CS			7	6		13										0.0	13.0	
S. Campbell	St. Brendan CS			10	6		16										0.0	16.0	
S. Campbell	St. Dominic Savio CS			5	6		11										0.0	11.0	
S. Campbell	St. Dunstan CS			5	6		11										0.0	11.0	
S. Campbell	St. Edmund Campion CS			5	6		11										0.0	11.0	
S. Campbell	St. Jean de Brebeuf CS			5	6		11										0.0	11.0	347.0
S. Campbell	St. Joachim CS			7	6		13										0.0	13.0	
S. Campbell	St. Malachy CS			6	6		12										0.0	12.0	
S. Campbell	St. Maria Goretti CS			17	6		23										0.0	23.0	
S. Campbell	St. Martin de Porres CS			6	6		12										0.0	12.0	
S. Campbell	St. Nicholas CS		11	2	6		19										0.0	19.0	
S. Campbell	St. Richard CS			8	6		14										0.0	14.0	
S. Campbell	St. Rose of Lima CS			8	6		14										0.0	14.0	
S. Campbell	St. Theresa Shrine CS			5	6	12	23										0.0	23.0	
S. Campbell	St. Thomas More CS			6	6		12										0.0	12.0	
S. Campbell	St. Ursula CS			5	6	12	23										0.0	23.0	
S. Campbell	St. Victor CS			6	6	12	24										0.0	24.0	
	TOTAL	0	21	147	132	60	360	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	347.0	347.0
	COMPLETE TOTAL	184	264	1,003	1,002	516	2,969	0	0	0	0	0	0	0	0	0	0	2,956	2,956

Professional Learning (PL) Reconciliation Form 2016-2017

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

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?*

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 learning need?	
Next steps	

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

TCDSB Early Years Professional Learning Plan
2016-2017

Goals	Initiative/Subject	Details	Grades	# Schools	# Teachers	# Days	Responsibility	Time Lines
Building Understanding Continuity and building Team, building capacity	**Mindsets and Mathematics Across the Grades K-3** Curriculum and Innovation Funding	This professional series **is a continuation** in which educators go deeper into their understanding of math concepts and explore strategies to support numeracy learning across the grades. Educators will engage in hands on learning and conversations as they explore the new math strategy and the continuum of learning across the grades. This year we will expand the group to include new members as we continue to build capacity.	K-3	12	17 Teachers 7 DECES	3	**Early Learning Resource Teacher/Numeracy Resource Teacher**	**January-May 2017**
	Ministry Funding/Allocation Below							
Building Understanding, Capacity, Continuity and Relationships	**Pedagogical Leadership Series** 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	K-3	3	3 teachers 1 DECEs	7	**Early Years Lead Teacher**	**November 2016-May 2017**

		in planning and for families in understanding learning?						
Building Understanding, Capacity, Continuity and Relationships	**Collaborative Leadership Series** **Ministry Funding**	**Creating a Leadership Team (including members from face to face team)** Participate in Collaborative Teacher Inquiries, where we explore *educator inquiries* and delve deeper into our understanding of *Pedagogical Documentation* and the connection to the Four Frames. ***What does evidence look like and sound like? How are we naming learning and making it visible?*** Take on a leadership role in collaboration with Early Years to support the new Kindergarten Document and Growing Success Addendum through the following opportunities: *facilitating breakout sessions/table conversations at professional learning sessions, twitter chats/on-line learning, sharing documentation, and hosting possible visits from families of schools to explore learning spaces.*	K-3	9	14 Teachers 11 DECES	5	Early Years Lead Teacher	October 2016-May 2017

Building Understanding and Coherence	**EDI** **Ministry Funded**	Dissemination of information from EDI, includes community partners, child care, PFLC, OEYC, Public Health	**K**	**168**	**168 Educator Teams Teacher/DECE**	**1 day or ½ day**	**Early Years Lead Teacher and Early Years Teacher**	**Jan/Feb 2017**
Building Capacity and Coherence	**New Kindergarten Document and Growing Success the Kindergarten Addendum** **Ministry Funded**	-Exploring the new document beginning with the new revisions and the first two frames Investigating Pedagogical Documentation and ways to document evidence of learning. A look at Growing Success etc.	**K**	**168**	**844 Educators Teachers/ DECEs**	**½ day**	**Early Years Lead Teacher Lit/Num Members of the CLS**	**Nov/Dec 2017**

TCDSB K-6
LITERACY PROFESSIONAL LEARNING PLAN
2016-2017

Goals	Initiative/Subject	Details	Grades	# Schools	# Teachers	# Days	Time Lines
Support teachers new to division	New To Primary or Junior Division workshops	• One day workshops to support teachers who are new to a division or returning after absence of 5 or more years	**1-8**	As required	40 x 4 sessions offered	240	October
Support schools in the implementation of literacy strategies and structures to address numeracy goals as outlined in PLP	Support for individual schools as requested by principal and SIT teams	• Meet with local school improvement teams to assess literacy needs to address numeracy goals • Work with teams to create and implement a plan for improving numeracy skills through literacy strategies and structures	**1-8**	As required	As required	Up to 12 per school	Ongoing
Support teachers in the implementation of literacy strategies and structures to address numeracy goals	Supporting Numeracy through Literacy workshops	• One day workshops for teachers (2 per school – 1 primary and 1 junior teacher)	**1-6**	10 schools x 2 teachers per superinten-dency	20 x 4 regional sessions	80	January 2017
Self-selected PD opportunities	Reading for the Love of It	• Provide release day for one teacher from each elementary Conference cost also covered	**K-6**	All schools	One teacher per school	167	
Support teachers in raising awareness of FNMI history	Work with Junior teacher teams to explore how to use FNMI literature and Ministry curriculum documents to raise	• One set of 3 full day workshops	**4-6**	All schools	Two teachers per school	234	

and culture by using FNMI literature and Ministry documents with students	awareness and understanding of FNMI history, culture and issues						
Early Years K-2	Support Early Years educators with implementation and use of 2016 Kindergarten Program; with assessment and communication protocols	Dependent on Ministry funds	K-2	All schools	TBD	TBD	
Supporting schools that recently lost 5th Block	Supporting educators with early literacy strategies to address the wide variety of student needs in the classroom	Dependent of available funds	1-2	17 Identified schools	As required	TBD	

TCDSB K - 6 NUMERACY PROFESSIONAL LEARNING PLAN 2016-2017

Goals	Initiative/Subject	Details	Grades	# Schools	#Teachers	# Days	Responsibility	Time Lines
Understanding of developmental sequence of math content through PRIME resource; Building content knowledge and capacity in the schools; Study student work samples; Support the principal in planning of math PD	Math Leads PD (increased and intensive support schools)	meeting every 2 weeks starting Oct by invitation	All	30	50	50x5 = 250	Math Resource	Oct-Dec 2016
Understanding of developmental sequence of math content; Building content knowledge and capacity in the schools; Support the principal in planning of math PD	Math Leads PD (all remaining schools)	meeting once a month starting in Nov by invitation	All	138	222	222x5 = 1110	Math Resource	Nov 2016-April 2017
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	0	Math Resource	Oct 2016

TCDSB K - 6 Mathematics Professional Learning Plan 2016 - 2017

Support during implementation of Schools' PD plan	Schools' PD Plan	TBD	As determined by school	168	TBD	0	Math Resource	Nov 2016 – May 2017
Develop math content and pedagogical knowledge	After School Learning Sessions/Online	Learning focus identified by host school	K to 6	As requested by staff	TBD	NA	Math Resource	Dec 2016 to April 2017
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	K-8 meetings as requested by superintendents	n/a	n/a	Math Resource	Nov 2016 to June 2017
Develop math content and pedagogical knowledge within the context of school and regional leadership contexts	Math Leadership for Math Leads of the Intensive Support Schools	OAME Leadership Conference	K-8	6 schools	10 elementary teachers	10x1 = 10 days	Math Resource	Nov 4 2016

TCDSB K - 6 Mathematics Professional Learning Plan 2016 - 2017

TDCSB LITERACY 7-12: Professional Learning Plan 2016-2017								
Initiative Goal BLIP Goal	Initiative/Subject	Details	G	S	T	D	Responsibility	Timeline
School and Classroom Leadership/ Assessment for/as/of learning	**Support schools develop literacy plan**	Data Review for Literacy Teams ● Schools divided over three days ● Schools select one of the three days to attend ● Literacy Leads, Special Education Department Heads, one other staff and an Administrator	**9 – 1 2**	33	100	**100**	Literacy and Research Teams	**September**
School and Classroom Leadership/ Curriculum Teaching and Learning/ Assessment for/as/of learning	**Days to help schools implement literacy plan as outlined in PLP**	Support for local Literacy Teams ● 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 - 1 2	**33**	As req uire d	**Up to 12 per school 12x33= 396**	Literacy team	**Ongoing**
School and Classroom Leadership	**Support Administration of OSSLT**	Teachers supporting OSSLT administration ● Release days to support local school communities	9 - 1 2	33	As req uire d	**Up to 3 per school 3 x 33 = 99**	Local School Principal	**March**
Curriculum Teaching and Learning/ Student Engagement	**Provide literacy based professional learning**	Literacy Conference for English Teachers ● Schools attend one day ● Focus on the reading /writing workshops in English (student choice, engagement, etc.) **Proposed change for 2016/2017** "Literacy Is Everybody's Business" Literacy Through the subject areas How does improved literacy in your subject area, improve subject achievement? Example: If math teachers understand and use literacy strategies in their mathematics	9 - 1 2	33	5 per sch ool	**Up to 5 per school 5 x 33 = 165** **Provide PD in smaller groupin gs**	Literacy team	**October**

		classrooms, then mathematics achievement will improve. If literacy improves cross-curricular, then literacy scores will improve.					
Curriculum Teaching and Learning/ School and Classroom Leadership/ Student Engagement/ Assessment for/as/of learning	**Develop cross panel learning conversations through educator inquiry**	Grade 7 – 9 Literacy Learning Series, focus on Collaborative Inquiry ● 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) ● Possible overarching topics include: Literacy, 21C, Arts, FNMI, ESL/ELL, LD, DDME, Literacy in/of Math	7 - 9	va rio us	120	**30 teachers x 3 days = 90** **90 X 4 sessions = 360 release days**	Literacy team	**Mar/Apr/ May**
Staff Engagement and Well Being/ Student Engagement	**Self-Selected PD**	Reading for the Love of It ● Provide release day for one teacher from each elementary and two teachers from each secondary school to attend ● Conference cost also covered (Secondary) **Proposed Change**: conference cost for secondary was covered this year, proposed change to cover conference for grade 7-12 teachers next year	7 - 1 2	all	250	**66 secondar y + 176 elementa ry**	School Principal	**Feb**
Curriculum Teaching and Learning/ Assessment for/as/of learning	Literacy Leads Meetings	● Meet with school Literacy Leads to provide support that is targeted to feedback from literacy leads and identified areas of need ● Work with literacy leads to create and implement a cross curricular plan for literacy	9 - 1 2	33	66	**66**	Literacy team	**Oct/Dec/ Feb/ May**
Curriculum Teaching and Learning/ Assessment for/as/of learning	English Department Heads Meetings	Meetings have been from 2-4p.m. **Proposed Change**: To be voted on by English Department heads- (some already expressed an interest for this change) 2 full day sessions, 1 per semester for English Department Heads to explore various topics in depth Examples: GAFE, Backward Design,	9 - 1 2	33	33	66	Literacy team	**Dec/Apr/ May (plus dept heads sym)** **Fall/Spring**

		Assessment, DIP, etc.						
Staff Engagement and Well Being/ Student Engagement	English Department heads Tinlids Visit	Visit to Tinlids (official vendor of Forest of Reading) with book-talk Time: 2-4p.m.	9-12	33	33	-	Literacy Team	**November**
School and Classroom Leadership Staff Engagement and Well Being/ Student Engagement	Teacher Librarian Meeting	Teacher Librarians organize meetings, set an agenda, and facilitate discussion	9-12	33	33	-	Teacher Librarians- with Literacy Resource Teacher consultation	**Oct/Feb/ Apr/ May**
Staff Engagement and Well Being/ Student Engagement	Teacher Librarian Tinlids Visit	Visit to Tinlids (Official Vendor of the Forest of Reading) with a book-talk Time: 2-4p.m.	9-12	33	33	-	Teacher Librarians	**November**
Curriculum Teaching and Learning/ School and Classroom Leadership/ Assessment for/as/of learning/ Pathways Planning and Programming/ Staff Engagement and Well Being	Develop a Professional Learning Network for ESL Teachers	Explore/Share: - Strategies and Approaches for second language acquisition - resources for ESL programs - ESL/ELD curriculum - ELL Companion as a tool to track student learning - Step Assessments - one full day of professional learning for secondary ESL teachers	9-12	33	40	40	ELL/ESL Resource Teacher	Ongoing meetings (from 2-4 pm) every 6 -8 weeks One full day of professional learning in late fall (before December)

TCDSB Numeracy 7-12:   Professional Development Plan 2016 -2017

Initiative Goal / BLIP Goal	Initiative/Subject	Details	G	S	T	D	Responsibility	Timeline
Initiative: Renewed Mathematics Strategy: A Targeted Approach to Supporting Mathematics Learning, Teaching and Leading. **Goal:** -Reducing the learning gaps in grade 9/10 applied mathematics and creating a culture of high expectations that supports the belief that all students can learn, progress and achieve excellence. -Develop, promote and implement engaging effective professional learning sessions to address needs of students with learning disabilities and students taking compulsory courses in grade nine and ten Applied Mathematics -**transforming** culture; **optimizing** conditions for teaching, **leading and learning**; and **investing in and building upon** professional capital. **BLIP Goals:** -Curriculum Teaching and Learning -Student Engagement, Mental Health and Well-Being -School and Classroom Leadership	**Initiative:** Renewed Mathematics Strategy 1- Intensive support for FEW Schools (5) 2- Increased Support for SOME Schools(21): 3- Support for ALL Schools(33): Through the Use of differentiated Instruction and collaborative inquiry, **the math department will:** Provide meaningful, focused support and professional development for math lead teachers and Math Department Heads to build capacity with school teams by : -diagnostic and formative assessment practices that address the needs of grade 7-10 students, with particular emphasis on applied level courses - interventions to support the learning styles of applied level learners -implementation of precise, timely descriptive feedback that informs the learning goals aligned to curriculum expectations -varied and frequent opportunities to refine students learning skills while engaged in rich problem solving tasks	-The focus will be on the strengths and needs of students with learning disabilities and students taking compulsory courses in grade nine and ten Applied Mathematics. -Professional learning sessions will target teachers of grade 9/10 applied courses from schools receiving Intensive and Increased Support from Ministry of Education in 2016/2017 -In these professional learning session, working collaboratively, teachers will focus on the effective assessment and analysis of student work, plan instruction in response to students' strengths and needs, and share evidence of informed instructional strategies . -Topics will include: SSLN to promote collaboration between panels (grade 6-9 teachers), Assessment FOR/AS/OF learning, LG-SC-DF, learning skills in mathematics, learning and teaching through problem solving, integrating technology in mathematics classrooms, learning trajectories, inquiry based learning lessons/units design, spiraling through curriculum-unit design, etc. 1- Intensive support for FEW Schools (5) 5 schools, 5 teachers/school = 596 days 2- Increased Support for SOME Schools(21): 21 x 44=924days 3- Support for ALL Schools (33 schools); 33x7(days)=231 days	9/10 9/10 9/10	5 21 33	25 70 97	596 924 231	Mathematics Resource Team	Sept 2016 to June 2017

			Grade	A	B	C	Team	Date
Initiative: EQAO Grade 9 applied Assessment Analysis and Planning & Teaching Strategies **Goal**: Develop understanding of mathematics program planning and instruction in relation to Ontario mathematics curriculum, EQAO Grade 9 applied assessment of mathematics, practices and board improvement goals, i.e., LG, SC, DF. **BLIP Goals:** 1. Assessment For, As, and Of Learning. 2. Increasing Student Engagement: 3. Curriculum Teaching and Learning: 4. Staff Engagement and Well-Being:	**Initiative:** EQAO Grade 9 applied -Provide support in collecting and analyzing data to improve student achievement i.e. DIP Data, EQAO applied and academic data, CAT 4 data, teacher observation notes, samples of student work, teacher and student surveys - Ensure the teaching and learning environment is inclusive and reflects individual student needs, strengths and learning styles. -support teachers in using a variety of diagnostic assessment tools to identify students at risk to perform below level 3.	-Two EQAO sessions in October with focus on organization, planning, teaching and assessment strategies in preparation for grade nine EQAO Assessment of Mathematics. 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.) 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 20 to 25 teachers per session, who are currently teaching grade 9 math applied or academic.	9	34	100	100	Mathematics Resource Team	Oct 2016, Feb 2017
Initiative: Collaborative Inquiry in Mathematics **Goal**: Develop and implement productive classroom discourse using Professional Learning Processes **BLIP Goal** Staff Engagement and Well-Being School and Classroom Leadership Curriculum Teaching and Learning Nurturing our Catholic Community	-support teachers in designing their own local inquiry based learning with the use of "If.. Then" statement -support teachers in using problem solving as the central approach to teaching/learning mathematics -support teachers in developing growth mindset - encourage teachers to focus on creating a positive classroom environment for discussions that motivate students thinking, and clarify their reasoning	Collaborative inquiry/ study sessions involving groups of teachers teaching grade 7-12 mathematics in 2016-2017 – sessions could be local (math teachers from the same school), group of schools math depts., or grade 7-10 math teachers -sessions will facilitated by numeracy resource team in collaboration with numeracy leads and/or math heads - Some topics will be inquiry based learning, co-teaching., etc. -3-5 days per group, 25 to 30 teachers x 4 groups = 100-120 teachers	7-12	200	120	360-600	Mathematics Resource Team	Oct 2016 to May 2017
Initiative: SSI – Student Success Initiative	**Initiative: SSI – Student Success Initiative**	-The professional learning is **focussed and precise in building capacity** as well as being **closely aligned with other Student Success and**	9-10 Applied	12	30	30x5=150	Mathematics Resource Team	Ongoing Sept 2016 to May

Goal: Support development of on-going assessment opportunities that are clearly aligned with curriculum expectations, and gap closing strategies that are identified and implemented in Applied level course **BLIP Goals** 1. Assessment For, As, and Of Learning 2. Increasing Student Engagement 3. Staff Engagement and Well-Being 4.Curriculum Teaching and Learning 5. Nurturing our Catholic Community	-support building a common understanding and implementing balanced mathematics instruction by focusing on mathematics concepts to narrow the gap in student achievement in mathematics -support connecting Big Ideas, Curriculum Expectations, Success Criteria and Descriptive Feedback in mathematics classes - focus on co-teaching strategies to support school improvement efforts to build capacity and reduce achievement gaps	**Ministry initiatives**: (The School Effectiveness Framework, Growing Success, Differentiated Instruction (DI), The Professional Learning Cycle for Collaborative Inquiry, The Leadership Framework – Core Leadership Capacities, LSA, SIM) Ongoing local and schools group sessions to enhance instructional practices in the classroom, raise the level of student achievement Sessions focus on addressing the needs of students in applied math program (e.g., planning Grade 9 and 10 lessons, in-depth analysis of student achievement data and pass rates, etc.). Teachers make use of resources to create the pre/post – assessment [e.g., resources from Ontario Numeracy Assessment Package (ONAP 9), Gap Closing].	mathematics					2017
Initiative: Cultivate and Develop Math Leadership **Goal:** cultivate and continuously develop a high-quality teaching profession and strong leadership at all secondary math departments **BLIP Goals** 1. School and Classroom Leadership 2. Increasing Student Engagement 3. Staff Engagement and Well-Being 4. Curriculum Teaching and Learning	**Initiative: Cultivate and Develop Math Leadership** -Through differentiated instruction, develop math content and pedagogical knowledge within the context of school and regional leadership.	-Learning session with focus on math leadership strategies (e.g., math department heads sessions, numeracy leads, math reps, and coaches). -Support differentiated professional learning with math heads and numeracy leads that includes co-planning, co-learning co-teaching and the collaborative analysis of student work to inform next steps and improve student engagement and achievement	9-12	34	68	68x3=204	Mathematics Resource Team	Sept 2016 Feb 2017 May 2017
Initiative: Focused Learning Sessions **Goal**: Develop math content and pedagogical knowledge in relation to analysis and monitoring of student learning and achievement using focused learning sessions. **BLIP Goals** 1. Assessment For, As, and Of Learning. 2.Staff Engagement and Well-Being 3.Curriculum Teaching and Learning 4.Nurturing our Catholic Community	**Initiative:** Focused Learning Sessions	-Teachers will have to sign-up on PAL in order to attend these learning sessions. -Sessions are focused on hot topics; e.g., Assessment FOR/AS/OF learning, LG-SC-DF, 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) -9 topics, 2 sessions for each topic, and 20 teachers per session= 9x 2x20=360 teachers	7-12	200	360	360	Mathematics Resource Team	Oct 2016 to May 2017
Initiative: SSLN -Student Success	Developing a Growth	SSLN sessions promote collaboration between	Scho	200	1020	204	-Secondary and	Oct 2016-

Learning Network **Goal:** promote collaboration between panels, teachers, and parents, professional development pertaining to Numeracy and 21st Century Learning, as well as student engagement and achievement. **BLIP Goals** 1.Staff Engagement and Well-Being 2.School and Classroom Leadership 3.Curriculum Teaching and Learning 4.Nurturing our Catholic Community	Mindset in Mathematics classes, analyzing data (EQAO, CAT scores), Implementing High Quality Math Instruction, Assessment and Evaluation, Trajectory of Math Content (co-planning a math lesson -cross-panel)	panels, teachers, and parents, professional development pertaining to Numeracy and 21st Century Learning, as well as student engagement and achievement. If students, teachers, principals and parents understand and explicitly teach the role of mindset in mathematics, then improvement in student achievement in math will be on-going and lasting through high school. -34 SSLN teams (34 high schools , 2 sessions for each team, and 30 teachers per session in average= 34x 2x30=2040 days and 1020 teachers	ol Princ ipals , Grad e 7,8 and 9,10 teac hers			0	Elementary School principals -Mathematics Resource Team	May 2017
Initiative: Grade 9 Applied Math iPad Learning Sessions. **Goal:** Develop strategies for using iPad apps to understand, implement, monitor and articulate effective mathematics teaching and learning practices in relation to student learning, engagement and achievement **BLIP Goals** 1. Increasing Student Engagement: 2. Curriculum Teaching and Learning: 3. Staff Engagement and Well-Being: 4. School and Classroom Leadership:	**Initiative:** Grade 9 Applied Math iPad Learning Sessions. -iPad integration with pedagogy -alignment of iPad use with specific school goals established by EQAO IIR data -establishing/sharing promising practices collaboration between teachers.	The focus is: Through a culture of learning, teachers will: -Use iPad apps to understand, implement, monitor and articulate effective mathematics teaching and learning practices in relation to student learning, engagement and achievement. -Develop precision in using instructional strategies (e.g., three part lesson, questioning, exit survey, etc) and mathematics resource materials (i.e, lesson plans, activities, assessments….) to improve students' conceptual understanding and strategic competence in -mathematics. -Develop a better understanding of assessment (for/as/of learning) and the role it plays in increasing student learning, engagement and achievement -Develop strategies for using iPad apps, in terms of math content, math communication, and/or monitoring/recording details of student mathematics learning, engagement and achievement -30 teachers per session, who are teaching grade 9 -10 math applied, 2 sessions per group, 4 groups (2 East & 2 West), 30x2x4=240 days and 120 teachers	9-10	34	120	240	TCDSB Mathematics resource team in collaboration with 21st Century learning team	Oct 2016-May 2017

CODE 83 ALLOCATION BY SCHOOL (SSLN) 01-Sep-16 Appendix I

SUPERINTENDENT	SCHOOL	SECONDARY ENROLMENT	ELEMENTARY GR 7 & 8 ENROLMENT	TOTAL PUPIL COUNT	PL TEAM ALLOCATION	DAYS USED	BALANCE	SUPERINTENDENT ALLOCATION
Area 1	Don Bosco	551	568	1,119	57		57	
	Father Henry Carr	948	376	1,324	68		68	
	Msgr. P. Johnson	959	412	1,371	70		70	23
	St. Basil	1,237	597	1,834	94		94	
Area 2	Bishop Allen Academy	1,515	305	1,820	93		93	
	Michael Power/St. Jos	2,049	577	2,626	134		134	
	Father John Redmond	1,117	332	1,449	74		74	41
	Archbishop Romero	770	202	972	50		50	
Area 3	Chaminade College	922	498	1,420	73		73	
	JC McGuigan	850	519	1,369	70		70	
	Dante Alighieri	1,100	670	1,770	91		91	45
	Madonna	549	522	1,071	60		60	
Area 4	Brebeuf College	1,066	128	1,194	61		61	
	St. Joseph Morrow Park	515	128	643	33		33	
	Cardinal Carter	688	486	1,174	72		72	
	Loretto Abbey	940	433	1,373	70		70	41
	Marshall McLuhan	1,015	368	1,383	71		71	
Area 5	Bishop Marrocco	945	769	1,714	88		88	
	St. Mary's Secondary	711	278	989	51		51	29
	Loretto College	555	424	979	70		70	
Area 6	Notre Dame	700	340	1,040	53		53	
	St. Joseph College	848	288	1,136	58.0		58	
	St. Patrick	621	305	926	50		50	38
	Senator O'Connor	1,185	277	1,462	75		75	
	St. Michael's Choir	102	59	161	8.0		8	
Area 7	Francis Libermann	869	342	1,211	62		62	
	Mary Ward	1,115	332	1,447	74		74	41

	Blessed Mother Teresa	594	391	985	50		50	
	Jean Vanier	1,002	451	1,453	74		74	
Area 8	Cardinal Newman	1,261	518	1,779	91		91	
	St. John Paul 11	1,426	422	1,848	95		95	26
	Neil McNeil	860	536	1,396	71		71	
Safe Schools	Msgr. Fraser	1,310		1,310	67		67	10
		30,895.00	12,853.00	43,748.00	2,278.0		2,278	295

TCDSB PATHWAYS 7-12: PROFESSIONAL LEARNING PLAN 2016-2017								
Initiative Goal BLIP Goal	Initiative/Subject	Details	G	S	T	D	Responsibility	Timeline
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	Support for potential new SHSM applications	Meet with school teams to increase capacity for preparing a school application for a new SHSM program including local coaching meetings	11, 12	8	3 per school	24	SHSM team	Sept-December
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	1) SHSM planning day for newly approved programs	School teams work through an implementation planning template to ensure that all elements of SHSM deliverables are put in place for following year	11, 12	8	3 per school	24	SHSM team	May
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	2) New lead teachers symposia	Generally ministry-run and supported -	11, 12	8-12	2 per school		SHSM team	May
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	1) SHSM symposium for all existing programs	Full day learning session; sharing of best practices; Capacity building co-learning activities; Team-building opportunities to support cohesion within school teams	11, 12	29	4 per school (multi programs in some schools)	116	SHSM team	September
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for	2) SHSM: Ongoing, school based team	School-embedded review and support meetings aimed at building capacity and sustainability	11, 12	12	4	48	SHSM team	Sept-June

authentic and experiential learning	meetings							
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	3) SHSM: CLA implementation exploration and workshops	Contextualized Learning Activity support-exploration of meaningful CLA opportunities around the greater GTA area	11, 12	29	75	75	SHSM team	October-May
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	4) SHSM myBlueprint planner teacher in-service	SHSM school teams will be supported through professional learning sessions regarding tracking and monitoring of SHSM students through to graduation using myBlueprint as a tool.	11,12	29	40	40	SHSM team	
Home, Parish, School and Community Partnerships Ensure that processes are in place to establish community partnerships	4) SHSM: ICE	Program leads working through ICE training certification YEAR 2 implementation Professional Learning - 2 days	11,12	29	61	122	SHSM team	September - May
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	5) Dual Credit Fair for SS Teacher	Meet with Secondary School teachers to increase capacity for identifying potential dual credit and SWAC students in their school communities	11-12	33	65-70	70	SHSM team and Dual Credit Teacher	Sept - May
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	1) Guidance Professional Learning/Trillium Training for teachers new to guidance	Joint efforts with Pathways and Trillium team to help build capacity in teachers new to the guidance role	9-12	Varies	10	5	Guidance Resource Teacher	Sept/Oct
Pathways Planning and Programming	2) On-going learning	Areas of focus; issues of concern; Trillium compliance; co-development of	9-12	33 + Fraser	1 per school	12	Guidance Resource	October-June

All schools will ensure that students have equity of opportunity for authentic and experiential learning	with Guidance Department Heads	implementation plans for CPS		Guidance leads/Sec + International			teacher	
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	3) Optional PAL sessions for counselors interested in building capacity in the role – Pathways and Student Success Professional Learning	Areas of focus: aspects of the guidance role-transcript review; Credit Counselling Summaries; credit substitutions; SHSM, OYAP, Dual Credits, etc…	9-12	33	15	15	Guidance Resource teacher	Oct- Feb
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	4) Guidance /Trillium Advisory Meetings	Joint committee to advise to work on and advise on issues that are hot topics to Trillium/Onsis/Guidance and Pathways	9-12	5	5 Guidance Heads		Trillium and Guidance Resource	Sept - May
Home, Parish, School and Community Partnerships Ensure that processes are in place to establish community partnerships	5) Guidance-Pathways Symposium	Guidance Counsellors, Student Success Teachers, Co-op Teachers to attend symposium with workshops on new initiatives and programs	9-12	33	120	80	Guidance Resource, Trillium and Pathways Team	Sept/Oct
All schools will have a common understanding of assessment for, of, and as learning so that within each classroom learning goals, co-constructing of success criteria and descriptive	1) Pathways - Gr 10	Professional learning and sharing day for teachers of Career Studies (GLC2O)	10	33	60	60	Guidance Resource and Pathways team	October

feedback will be used to support student learning. Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning									
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	2a) Pathways- Grades 4-6	Half-day sessions for grades 4-6 teachers: Continuation of CPS Policy Rollout and the All About Me Portfolio; Using the AAM TCDSB Resource and myBlueprint training	4-6	All elemen tary schools	100	50		Guidance Resource and Pathways Team	Oct - Feb
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	2b) Pathways Grades K-3	Half-day sessions for grades K-3 teachers: CPS Policy Rollout and the All About Me Portfolio; Using the AAM TCDSB Resource and myBlueprint training 1-2 teachers per school invited	K-3	All elemen tary schools	320	160		Guidance Resource and Pathways Team	Oct-Feb
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	3) Elementary Guidance Professional Learning Meetings		K-8		12 counsel lors			Guidance Resource	Sept-June
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	4) My Blueprint learning sessions for new school staff in preparation of on-line course selection	School counselors, administrators, and other staff to build capacity in supporting students with online course selections and educational plans Concentration on myBlueprint counselling tools	9-12	32	20	20		Guidance Resource teacher	Nov-Dec

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	5) myBlueprint Educational Planner offered through PAL	All About Me K-6 7-12 IPP On-line Course selection – 9-12	K-12	ALL	ALL	70	Guidance Resource Teacher	Sept-April
All schools will engage in job-embedded inquiry-based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms.	Professional Development Days for Credit Recovery teachers	One credit recovery teacher from each school to engage in differentiated professional learning and sharing of promising practices	9-12	32	1 per school	64	Student Success Resource Teacher	September and February
All schools will ensure the school learning improvement plan reflects student voice, mental health and well-being regarding the needs, diversity and interests of the student population and informs all classroom planning.	Professional Development Days for Student Success Team leaders from each secondary school	One student success teacher from each school—sharing of best practices and ministry updates with a focus on students at risk of not graduating	9-12	32	1 per school	128	Student Success Resource Teacher	September, January, March, May
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	1) Cooperative Education Sessions – opening year workshops	Two-day conference; sessions sharing best practices and ministry and sector updates including OSBIE, Ministry of Labour	11, 12	32	40-60	25	Co-op and OYAP Resource Teachers	September 23, 24
School & Classroom Leadership All schools will engage in job-embedded inquiry based professional learning that informs instructional approaches to enhance student	2) Support for use of Cardinal Management system	Cardinal Management system updates	11, 12	32	40-60		Co-op resource teacher	November

learning and achievement in all classrooms								
School & Classroom Leadership All schools will engage in job-embedded inquiry based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms	3) Co-op writer work sessions	Support workshops aimed at increasing teacher capacity and fluency with Co-op Writer	11, 12	32	20-40		Co-op resource teacher	October-March
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	4) OYAP Lunch and Learn (professional learning sessions)	Raising awareness about reach-ahead and apprenticeship opportunities within co-op, guidance and technological education teachers	11, 12	32	50	10	OYAP resource teacher	November-May
School & Classroom Leadership All schools will engage in job-embedded inquiry based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms	5) On-going learning with cooperative education teachers	Areas of focus; issues of concern; sharing practices about implementation of 6 necessary elements of cooperative education programs	11, 12	32	50		Co-op resource teacher	Sept-May
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	6) On-going learning with elementary teachers and guidance counselors	College Experience days – career and post secondary exploration available for intermediate teachers to assist with implementation of the CPS policy document	7 - 8	15	32	5	Experiential Learning Resource Teacher	
	1) Professional	Concentration on safety and application	9-12	20	1 per		Technolog	October-May

	learning and sharing opportunities for teachers of Technological education	of transferrable skills Support for sharing of successful practices Assessment for, as and of learning in the			school		ical education resource teacher	
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	2) Apprenticeship Teacher Forum	Professional learning about apprenticeship and benefits of non-traditional destination pathways	9-12	Offered to all schools	25		OYAP/Co-op/ Technological Resource Teachers	October
	Professional learning within provincial conference: OSCA	Conference registration for one teacher/counselor from each secondary school and all elementary counsellors	7-12	50	1 per school and 12 elementary counsellors		Guidance Resource	November
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	Professional learning within provincial conference: OCEA	Conference registration for one co-operative education teacher from each secondary school	11-12	32	32	25	Coordinator	April
All schools will ensure that there is a robust process for understanding and responding to staff needs as both a profession and a vocation that acts to support staff well-being.	Professional learning within provincial conference: OCTE	Affiliation with OCTE allows for participation of Technological Educators at provincial conference	9-12	8	1 per tech area		Technological Education Resource Teacher	Spring
All schools will have a common understanding of assessment for, as	On-going Professional Learning Sessions	Areas of focus will be assessment (as, for and of), numeracy, collaborative inquiry and implementation of Tech Safety for	**9-12**	**32**	**2-3 per school**	**4 full days**	**Technological education resource**	**October-May**

and of learning so that within each classroom learning goals, co-constructing of success criteria and descriptive feedback will be used to support student learning.	for teachers of Technological education.	Technological Educators. Experiential learning and pathway opportunities will continue to be explored. On-going support and sharing of best practices.					**teacher**	

TCDSB PROFESSIONAL LEARNING PLAN						
2016-2017 CCCC 7-12						
Initiative/Subject	Details	Grades	# of Schools	# of Teachers	# of Code Days	Responsibility
Stop the Stigma and Student MH Conference	Mental Health and Wellness initiatives aimed at supporting school communities in developing mental health awareness, promotion and anti-stigma activities (such as Stop the Stigma)	7-12	50	50	133	Catholic Community Culture and Care Team (CCCC)
Suicide Risk Awareness	Professional Learning for building mentally healthy and engaging classroom environments through increasing awareness and understanding of suicide risk in students.	7-12	TBD	100	50	Catholic Community Culture and Care Team (CCCC)
Building prosocial and self-regulation skills (FRIENDS)	Support for professional learning and student activities aimed at, eg: building prosocial and self-regulation skills (FRIENDS)	7-11	TBD	60	60	Catholic Community Culture and Care Team (CCCC)
Mindfulness, Meditation and Contemplation: Mindfulness Ambassador Council (MAC)	Professional learning, resources and student-teacher partnerships allowing student voice and empowerment to make meaningful contributions (mindfulness ambassadors and initiatives)	9-12	TBD	80	190 (70 Code 83)	Catholic Community Culture and Care Team (CCCC)
Nurturing our Catholic Community	Nurturing our Catholic community; supporting chaplains in their role	9-12	32	TBD	40	Catholic Community Culture and Care Team (CCCC)
Supporting	Professional Learning for building					Catholic Community Culture

the implementation of the mental health content of the PHE curriculum	mentally healthy and engaging classroom environments through supporting the implementation of the mental health content of the PHE curriculum.	7-8	168	168	168	and Care Team (CCCC)
Safe Schools Ambassadors and Syrian newcomers support	Professional Learning series for building safe, inclusive and engaging classroom environments, including supporting Syrian newcomer students	7-12	TBD	170	230	Catholic Community Culture and Care Team (CCCC)
Student Leadership Initiatives	Support for student-led leadership and engagement initiatives aimed at building engaging, inclusive, safe and affirming school environments, and for student-teacher partnerships and activities that allow for student voice to inform school culture and assist students in realizing the Ontario Catholic Graduate expectations.	7-12	TBD	TBD		Catholic Community Culture and Care Team (CCCC)

Safe Schools Department
PROFESSIONAL LEARNING MODULES
2016-2017

The Safe Schools Department will provide professional learning on a variety of Safe Schools topics to different professionals in the TCDSB. Each module is a single unit and not part of a sequential series. Certificates will be issued to participants after the completion of each module.

Please note the following conditions:
- Registration will take place using PAL, with a maximum enrolment of 40 participants per module including 25 teacher participants and remaining 15 participants open to administration and non-teaching staff groups.
- Occasional Teacher coverage will be provided to Teacher registrants for the first 25 teachers to register.
- Staff may register for a maximum of 3 modules in the year and cannot register for the same session twice.
- Modules will begin at 9:00 a.m. and end at 3:00 p.m. at Safe Schools, 55 Salisbury Avenue
- In the event that an alternate location is required, participants will be notified.
- Please see PAL for further information about each module, registration and staff coverage information.
- Refreshments and light lunch will be provided.

MODULE TOPIC	DATES	TARGET AUDIENCE
Understanding and Responding to Elementary Student Behaviour	September 27, 2016 January 16, 2017	▪ Elementary Teachers ▪ Elementary Admin ▪ Elementary Support Staff
Safe Schools Interventions	September 29, 2016	▪ All Teachers ▪ Administration ▪ Non-Teaching/Support Staff
Domestic Human Trafficking	October 4, 2016 April 6, 2017	▪All Administrators ▪All Teachers ▪Non-Teaching/Support Staff
Bullying Awareness, Prevention, Intervention & Supports	October 6, 2016 February 1, 2017	▪ Elementary & Secondary Administrators, Educators and Support Staff
Effective Classroom Management – Elementary	October 12, 2016 February 22, 2017	▪All Elementary Teachers and Support Staff ▪Prerequisite: Understanding and Responding to Elementary Student Behaviour
Strategies to Promote Healthy Relationships and a Positive School Climate	October 18, 2016 April 27, 2017	▪All Administrators ▪All Teachers ▪Non-Teaching/Support Staff
Mean Girls and Cliques	October 27, 2016 April 19, 2017	▪Elementary & Secondary Administrators ▪All Teachers

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Safe Schools Department
PROFESSIONAL LEARNING MODULES
2016-2017

		▪Non-Teaching/Support Staff
Stand Up to Social Cruelty, Bullying, and Injustice	November 11, 2016 March 29, 2017	▪Intermediate and Secondary Teachers, Support Staff, Administrators
Empathy, The Social Emotion	November 28, 2016 March 8, 2017	▪Elementary Administrators ▪Elementary Teachers ▪Elementary Non-Teaching/Support Staff
Cyber Bullying and Internet Safety	December 7, 2016 April 5, 2017	▪ Administration ▪ All Teachers ▪ Non-Teaching/Support Staff
Threat Assessment (TA) Awareness and Worrisome Behaviours	December 8, 2016 May 18, 2017	▪All Teachers ▪ Administration ▪ Non-Teaching/Support Staff
The Class Meeting: an effective means of scaffolding your positive classroom climate	December 12, 2016 February 14, 2017	▪Elementary Administrators ▪Elementary Teachers ▪Elementary Non-Teaching/Support Staff
Safe Schools Transition Planning	January 19, 2017	▪ Administration ▪ All Teachers ▪ Non-Teaching/Support Staff
Gang Awareness and Hate Motivated Behaviour in Schools	January 30, 2017 May 10, 2017	▪ Administration ▪ All Teachers ▪ Non-Teaching/Support Staff
Addressing Challenging Behaviour in Secondary Schools	February 9, 2017	▪ Secondary Teachers ▪ Secondary Admin ▪ Secondary Support Staff
Understanding Progressive Discipline & Creating an Effective Progressive Discipline Plan & Safe and Accepting Schools Teams	March 3, 2017	▪ All Teachers ▪ Administration ▪ Non Teaching/Support Staff
Trauma: Impact and Interventions	March 30, 2017	▪ Administration ▪ All Teachers ▪ Non-Teaching/Support Staff
Self-Regulation and De-Escalation	May 4, 2017	▪Administrators ▪All Teachers ▪Non-Teaching/Support Staff
Contemplation, Meditation and Mindfulness	May 25, 2017	▪Administrators ▪All Teachers ▪Non-Teaching/Support Staff

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Safe Schools Department
PROFESSIONAL LEARNING MODULES
2016-2017

OTHER TRAINING 2016-2017

THREAT ASSESSMENT

TAT Full day session
December 1, 2016
April 10, 2017

Threat Assessment Practical Application
November 24, 2016
March 2, 2017

RCMC TRAINING
Facilitator **Part 1** Training
November 10, 2016
February 16, 2017

Refresher
October 20, 2016

SHADOWBOX
Training & Refresher (full day)
October 25, 2016 – OLMC – Room 209
February 2, 2017 – Norfinch – Room 202

Safe Schools Student Ambassadors - Secondary

November 17, 2016	Bullying Awareness and Prevention Launch
February 28, 2017	Symposium
April 25, 2017	Symposium

Grey Cup Festival – Grades 6 – 8 Students
November 23, 2016

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TCDSB BOARD LEARNING AND IMPROVEMENT PLAN-ANNUAL REPORT

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

Created, Draft	First Tabling	Review
October 24, 2016	November 3, 2016	Click here to enter a date.

Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; ICT
Nick D'Avella, Superintendent of Student Success
Marina Vanayan, Senior Coordinator, Educational Research

INFORMATION REPORT

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

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

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

R. McGuckin
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

C. Jackson
Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board Learning and Improvement Plan K-12 is a commitment to improve success for each student in our care. This annual report on the Board Learning and Improvement Plan reports on our progress to date.

The cumulative staff time dedicated to developing this report was 18 hours.

B. PURPOSE

This is an annual report on the Board Learning and Improvement Plan 2015-2016 to support student achievement and well-being.

C. BACKGROUND

1. The Toronto Catholic District School Board's Mission is to *educate students to grow in grace and knowledge and to lead lives of faith, hope and charity*. Our mission is grounded in Catholic Social teaching and works in partnership with the Provincial goals:
   - Achieving Excellence
   - Ensuring Equity
   - Promoting Well-Being
   - Enhancing Public Confidence

2. The Toronto Catholic District School Board Learning and Improvement Plan K-12 spans 4 years: 2014-2018. It is a commitment to improve the success of each student entrusted to our care. The plan has 8 areas of focus, two of which are foundational to our Catholic school communities (i, ii), and the remaining six are derived from the Ministry of Education's School Effectiveness Framework:
   i. *Nurturing Our Catholic Community*
   ii. *Staff Engagement and Well-Being*
   iii. *Assessment for, as and of Learning*
   iv. *School and classroom Leadership*
   v. *Student Engagement*
   vi. *Curriculum, Teaching and Learning*
   vii. *Pathways, Planning and Programming*
   viii. *Home, Parish, School, and Community Partnerships*

3. When effective strategies are implemented in these 8 areas, optimal learning conditions for all our students are created.

4. At the Toronto Catholic District School Board, *fostering student achievement and well-being* is one of six strategic directions in the Multi-Year Strategic Plan. As stated in the MYSP, the priority is t*o support our students in achieving academic excellence and meeting the Ontario Catholic school graduate expectations, to support our students' ability to apply critical and innovative thinking in all subjects, to create welcoming, healthy and equitable learning environments* and to achieve the following specific goals:
    *   Students will meet or exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments.
    *   Students will exceed the provincial average in credit accumulation and graduation rate.

5. There are several foundational documents that have informed the Board Learning Improvement Plan K-12:

    *   Catholic Social Teaching
    *   Ontario Catholic School Graduate Expectations
    *   TCDSB
        o   Multi-Year Strategic Plan
        o   Annual Report of the Director of Education
        o   Three Year Pastoral Plan
    *   Ontario Catholic Leadership Framework
    *   Ontario Ministry of Education
        o   School Effectiveness Framework
        o   Achieving Excellence: A Renewed Vision for Education in Ontario
        o   Growing Success: Assessment, Evaluation and Reporting in Ontario Schools
        o   Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12
        o   Open Minds, Healthy Minds
        o   Ontario's Renewed Mathematics Strategy and Achieving Excellence in Applied Courses

6. Given that the Ontario Ministry of Education's Renewed Mathematics Strategy (RMS) is being implemented this year, strategies within the BLIP will be incorporated into the plan to further support students gain the mathematics knowledge and skills they will need for the future. The strategy offers support to all schools of the board differentiated on the basis of need as determined through achievement on the EQAO Assessment of Mathematics. The following are key strategies for RMS-specific professional development:

Secondary Schools Initiatives
a. Implementation of the Achieving Excellence in Applied Classrooms (AEAC) learning cycle initiative for secondary schools;

b. Fall Regional Professional Development Sessions with a focus on Numeracy across the curriculum in secondary schools;

c. Professional Learning Sessions for grade 9 and 10 Math teachers;

d. Two EQAO Mathematics sessions in preparation for grade nine EQAO Assessment of Mathematics;

Cross Panel Initiatives
e. Numeracy-focused Student Success Learning Networks (SSLN) for grade 6-9 teachers;

f. Professional development to refine Assessment FOR/AS/OF learning practices;

Elementary Schools
g. Mathematics Teacher Facilitators supporting elementary schools in the Intensive Support category;

h. Implementation of the PRIME Mathematics program;

i. Identification of Lead mathematics teachers in each school to further facilitate professional learning in mathematics.

7. The Board Learning Improvement Plan K-12 details targeted evidence-based strategies, professional learning opportunities and resources, indicators of success (measures), aligned to inform the goals and the achievement of excellence. The complete Board Learning Improvement Plan may be accessed on the TCDSB website. (https://www.tcdsb.org/Board /BoardLearningImprovementPlan/Pages/default.aspx)

D.   EVIDENCE/RESEARCH/ANALYSIS

1. Throughout the year using a variety of survey tools and quantifiable data sources, the board continues to monitor progress against BLIP goals.

2. The following data sources are quantifiable indicators by which progress is monitored: Graduation rate, credit accumulation and literacy scores indicate much growth and success; mathematics scores remain an area of need, particularly in Grade 6 and Grade 9 Applied.

QUANTIFIABLE INDICATORS
a. Graduation Rate
The Province published graduation rates for each Board for the first time, in the Spring of 2015 and subsequently in the Spring of 2016. The 5-year graduation rate for TCDSB was 86% for the 2009-2010 Grade 9 cohort, and 88% for the 2010-2011 Grade 9 cohort. Across Ontario, the rates were 84% and 86% respectively.

b. Credit Accumulation
The most current Ministry of Education Student Success Indicator Data Reports released in May 2016, reported credits accumulated as of June 2015. The TCDSB focus on improving student achievement is evident in consistent growth from 2010-2011 to 2014-2015 in both Grade 9 and Grade 10 Credit Accumulation.

- Grade 9 (8 or more credits) – in TCDSB, the percentage of students completing 8 or more credits by the end of Grade 9 increased from 80% to 86% over five years. In Ontario, there was an increase of 3% (from 83% to 86%).

- Grade 10 (16 or more credits) – in TCDSB, the percentage of students completing 16 or more credits by the end of Grade 10 increased from 71% to 81% over five years. In Ontario, there was an increase of 5% (from 74% to 79%).

   c. EQAO Grade 3 and Grade 6
   In 2014-2015, all literacy scores exceed or approach the provincial goal of 75%. Scores in mathematics remain low at 64% for Grade 3 and 52% for Grade 6. Due to exceptional circumstances, there are no EQAO scores for TCDSB in 2015-2016.

   d. OSSLT and Grade 9 Mathematics
   Scores in literacy and Grade 9 Academic mathematics remain consistently high (81% and 83% respectively). Scores in Grade 9 Applied mathematics remain at 45%.

SURVEY SOURCE DATA
3. The metrics in the chart are derived from a variety of annual student surveys and from the annual Board Learning Improvement Plan/School Effectiveness Survey (BLIP/SEF Survey) of school staff. Evidence is based on metrics expressed in two dimensions as follows:

4. Two-year Trend Analysis using the following descriptors:
   a. Stable
   b. Improving
   c. Declining

5. Criterion based analysis: the criterion is met when 80% of respondents express a positive response to survey questions relative to BLIP/SEF components. The following assessment descriptors are used:
   a. Meeting criterion – 80% or above
   b. Approaching criterion – 70% or above
   c. Not yet meeting criterion – below 70%

6. Student Surveys include:
   a. My School My Voice Survey (April)
   b. Safe and Caring Catholic School Climate Survey (elementary) (February)
   c. Safe Schools Survey (secondary) (November)
   d. Student Transition Survey (End of October)

7. School Staff Survey: (May-June)
   BLIP/SEF Survey is an annual survey of staff conducted in all TCDSB schools. The survey is based on the School Effectiveness Framework Indicators and additional areas of focus in the BLIP.

8. The following chart summarizes the goals, evidence of progress and next steps for each BLIP area of focus:

BLIP Area of Focus	Goal	Evidence	Next Steps
Nurturing our Catholic Community	All schools will nurture Catholic Social Teaching (human dignity, preferential option for the poor and vulnerable, solidarity) that form the heart and foundation for our students in all classrooms.	Board Student surveys indicate the board is ***improving and meeting the criterion*** at the elementary level. The Board is ***stable and meeting the criterion*** at the secondary level. The BLIP/SEF staff survey indicates that the board is ***stable and meeting the criterion*** at the elementary level and ***improving and meeting the criterion*** at the secondary level	The board will continue the implementation of the 3-year Pastoral Plan, Year of the Parish 2016-2017 with the focus on supporting schools in strengthening and nurturing school/parish relationships and partnerships by engaging in ongoing dialogue between pastors, parents, administrators and teachers with regards to bridging the connection between parishes and schools

BLIP Area of Focus	Goal	Evidence	Next Steps
Staff Engagement and Well-being	All Schools will ensure that there is a robust process for understanding and responding to staff needs as both a profession and a vocation that acts to support well-being.	In both elementary and secondary panels the BLIP/SEF survey indicates the board *is improving but not yet meeting the criterion.*	The board will continue support for local school days of reflection and PD focused on Health and Safety. A new initiative is a system-level committee on staff wellness.
Assessment for, of, and as Learning	All schools will have a common understanding of Assessment for, as, and of Learning so that within each classroom Learning Goals, Co-constructing of Success Criteria, and Descriptive Feedback will be used to support student learning.	Student surveys indicate that the board is *improving and meeting the criterion* at elementary level. The Board *is stable and not yet meeting the criterion* at secondary level. The BLIP/SEF survey in both panels indicates the board is *improving and meeting the criterion*.	The board will continue to provide Assessment-specific professional learning opportunities through its K-12 PD Plan. There will be a focus on adherence to the principles of assessment articulated in *Growing Success* in order to ensure equity and fairness in assessment practices. The board will continue to support teacher efficacy in the development of co-constructed success criteria and descriptive feedback through the District Review Process.

BLIP Area of Focus	Goal	Evidence	Next Steps
School and Classroom Leadership	All schools will engage in job-embedded, inquiry-based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms.	The BLIP/SEF staff survey indicates the board *is improving and meeting the criterion* at the elementary level. The board is *improving and approaching the criterion* at the secondary level.	The board will continue to support principals as instructional leaders with professional learning as they respond to their school's locally determined professional learning needs. The robust process for School Learning Improvement planning process will be maintained. Cross-panel professional learning through its Student Success Learning Networks (SSLN) will be enhanced with a focus on Numeracy.

BLIP Area of Focus	Goal	Evidence	Next Steps
Student Engagement	All schools will ensure the school learning improvement plan reflects student voice regarding, the needs, diversity and interests of the student population and informs all classroom planning.	Student surveys indicate the board is ***improving and approaching the criterion*** at the elementary level and is ***stable but not yet meeting the criterion*** at the secondary level. The BLIP/SEF survey indicates the board is ***improving and meeting the criterion*** at the elementary level and ***is improving and approaching the criterion*** at the secondary level.	Through analysis of data from student surveys the board will monitor and apply strategies to ensure student voice informs curriculum and School Learning Improvement planning. The board will continue to support the work of CSLIT (Student Ambassadors) and ECSLIT (iLITE programs).

BLIP Area of Focus	Goal	Evidence	Next Steps
Curriculum, Teaching and Leaning	All schools will demonstrate a clear emphasis on high levels of achievement within each classroom, particularly in the areas of literacy and numeracy.	Student surveys indicate the board is ***improving and meeting the criterion*** at elementary level. The Board ***is stable and meeting the criterion*** at secondary level. The BLIP/SEF staff survey indicates the board is ***improving and meeting the criterion*** at the elementary level and is ***improving and approaching the criterion*** at the secondary level.	The board will continue to provide professional learning opportunities to meet students' urgent critical learning needs, specifically promoting Numeracy across the curriculum The Renewed Mathematics Strategy will be implemented in order to improve student achievement in Mathematics. The Ministry's *Achieving Excellence in Applied Courses* Initiative will be implemented.

BLIP Area of Focus	Goal	Evidence	Next Steps
Pathways Planning and Programming	All schools will ensure that students have equity of opportunity for authentic and experiential learning in all classrooms and programs.	Student surveys indicate the board is ***improving and approaching the criterion*** at the elementary level and is ***stable and approaching the criterion*** at the secondary level. The BLIP/SEF staff survey indicates the board is ***improving and approaching the criterion*** in both panels.	The Board will continue to embed student voice into Regional PD sessions and promote experiential learning programs (Co-op, SHSM, and OYAP). The board will continue to promote 21C competencies. The board will expand the use of education and career planning tools *All About Me* (elementary) and *myBluePrint*(secondary)
Home, Parish, School and Community	All schools will ensure that parents and community partners have the opportunity to share and enhance their learning and skills to support student learning and well-being at home and in all classrooms.	The BLIP/SEF staff survey indicates the board is ***improving and approaching the criterion in both panels.***	The board will continue to foster parent and parish engagement opportunities through the implementation of the 3-year Pastoral Plan (Year of the Parish).

9. The board will continue to monitor its progress against BLIP goals and expand its efforts in those areas of focus where the criterion is not yet being met.

E. METRICS AND ACCOUNTABILITY

The TCDSB has a solid foundation from which to reflect on the past year and upon which to build for the next cycle of the Board Learning Improvement Plan and refine it on an annual basis.

For the 2016-2017 school year, the board will continue to monitor its progress against the goals of the Board Learning Improvement Plan.

a) During the fall of 2016, staff brought reports to the Board's Student Achievement and Well Being Committee highlighting actions to address the achievement of excellence for all our students including aspects of the *Ontario Ministry of Education Renewed Mathematics Strategy*. Additionally, in November 2016, *The TCDSB K-12 Professional Development Plan* is being presented. The Board Learning Improvement Plan will be updated to reflect the actions and strategies included in these reports.

b) The Director and Academic Senior Team prepare and present monitoring reports to the Student Achievement Division Ministry team in the fall and spring. During the 2015-2016 school year the Ministry team highlighted many positive aspects of the plan and identified areas that require further refinement. The feedback from the Ministry informed the next version of the Board Learning Improvement Plan which was also reviewed and vetted by Resource teachers. For example, further refinement was needed in addressing requirements that flow from *Ontario's Well-being Strategy for Education.*

c) Refinements to the Board Learning Improvement Plan in the areas of targeted evidence-based strategies, professional learning opportunities, resources and indicators of success (measures) are communicated by Superintendents through the School Learning Improvement Plan process and inform school visits which take place twice per year.

d) In the 2015-2016 academic year, the Board undertook to refine the Board Learning Improvement Plan. The Professional Learning Form and School Learning Improvement Plan process reflect the updated Board Learning Improvement Plan.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

REQUESTS FOR RELIGIOUS ACCOMMODATIONS 2016

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 24, 2016	November 3, 2016	Click here to enter a date.

Nick D'Avella, Superintendent of Student Success
Marina Vanayan, Senior Coordinator, Educational Research

INFORMATION REPORT

Vision:
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R. McGuckin
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

C. Jackson
Executive Superintendent of Business Services and Chief Financial Officer

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 since the start of this school year to October 17, 2016. Since 2012 there have been relatively few requests for religious accommodation, including exemptions, and this pattern continues this school year.

The cumulative staff time dedicated to developing this report was 20 hours.

B.   PURPOSE

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. **September 2016** – All principals were sent a survey on requests for religious accommodation made in the current school year up to October 17, 2016.

D.   EVIDENCE/RESEARCH/ANALYSIS

1. Despite its population of approximately 90,000 students, the board has consistently had very few requests for religious accommodations. In total, only 7 schools received requests for accommodation.

2. A summary of all requests is provided in **Appendix B**. Accommodations have been made in accordance with the *TCDSB Religious Accommodation Policy S. 22* and within the provisions of the Education Act, Section 42, (11 and 13) (Appendix C).

3. With relatively few requests there is no distinct pattern to the type of requests made.

E.   METRICS AND ACCOUNTABILITY

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

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Religious Accommodation S.22

Date Approved: December 4, 2012 – Board	Policy Review Cycle: December 2015	Dates of Amendment:

Cross Reference:
· Catholic Equity and Inclusive Education Policy H.M. 24

·   Ontario Ministry of Education Policy/Program Memorandum 119, *Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools*

Attachment(s):

Purpose:

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

Scope and Responsibility:

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

Alignment with MYSP:

Living Our Catholic Values
Fostering Student Achievement and Well-being
Strengthening Public Confidence

Financial Impact:

Generally, there is no significant financial impact.

Legal Impact:

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

Policy:

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

Regulations:

1   The TCDSB supports freedom of religion and an individual's right to manifest his or her religious beliefs and observances. The right to freedom is not absolute, and religious accommodation in TCDSB is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.

2   The TCDSB will, at all times, seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs, but the principles of the Catholic Church.

3   It is understood that all students registered in TCDSB schools acknowledge that the school community proclaims, celebrates and cherishes its Catholic

identity and traditions and that staff will teach the curriculum from a Catholic perspective. At the same time, the school is enriched and is committed to providing an environment that is inclusive, safe and free of barriers based on religion.

4   In respect of religious accommodation, TCDSB acknowledges that all students, in accordance with what the Catholic Church offers in its social teachings and reflective practice, are entitled to their rights and responsibilities under the Ontario Human Rights Code.

5   TCDSB will work cooperatively and take all reasonable steps to provide accommodation to individual requests from students to facilitate his/her religious beliefs and practices.

6   Areas of religious accommodation include, but are not limited to:

    a)   school opening and closing exercises;
    b)   leave of absence for Religious Holy Days;
    c)   prayer;
    d)   dietary requirements;
    e)   fasting;
    f)   religious dress;
    g)   modesty requirements in physical education; and
    h)   participation in daily activities and curriculum.

7   Chapels in Catholic schools are specifically designed and furnished in the Catholic tradition for prayer and liturgy, and are not to be considered multi-faith chapels. The chapel is open to all people for individual silent prayer or meditation, but it is not appropriate for non-Catholic liturgies or group prayer to be held in the chapel. In following the general custom of the Roman Catholic Church, non-Catholics are welcome to join in prayers services and liturgical celebrations of the Catholic Church community, while honouring restrictions, such as sharing Holy Communion.

8   Should the need arise, the principal, in consultation with the Chaplaincy team leader, will designate another appropriate space within the school other than a chapel for religious celebrations held by other Christian denominations or faith traditions.

9   Religious Accommodation with respect to elementary students will be made so that it applies to elementary schools consistent with the Admission Policy.

Definitions:

Constitution Act, 1867, Section 93
The general Act created the Dominion of Canada in 1867, and provided powers to the provinces to exclusively make laws for education. Those denominational rights granted to separate (Catholic) schools prior to the Constitution Act would be guaranteed.

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

Evaluation and Metrics:

1.   Implementation of the religious accommodation policy is the responsibility of the school principal in consultation with the Area Superintendent.

2.   The consistent application of religious accommodation requests will be monitored and reported in an annual report to the Board of Trustees.

3.   TCDSB staff will consult with other Catholic school boards in Ontario with respect to their implementation of religious accommodation policies.

Appendix B

Survey Question: *How many students have made requests for religious accommodations thus far in the 2016-2017 school year? (Please note, requests for exemptions from religious courses of study, from school opening and closing exercise, and from liturgy are all considered "religious accommodations".)*

Seven schools reported having received requests for religious accommodations. There were requests for accommodations at 3 secondary schools and 4 elementary schools. Where necessary, schools were contacted by phone to clarify and expand upon information from the survey. Within the 7 schools, 19 students made requests; in total, 27 requests were made. In all cases staff dialogued with students and parents. Where requests were not accommodated, staff counselled students and parents and these requests were withdrawn. In all cases, whether requests were accommodated or not, staff attempted to maintain the Catholic nature of the school (e.g., a student who requested to wear a traditional head covering was asked to place a school logo on the scarf).

Types of Requests	Total	Accommodated	Status Quo
a) Request for exemption from religious course of study	6	1	5
b) Request for exemption from school opening and closing exercises	0	0	0
c) Request for exemption from liturgy	13	11	2
d) Request for leave of absence for religious holy days	0	0	0
e) Request prayer	2	0	2
f) Dieting requirements	0	0	0
g) Fasting	0	0	0
h) Religious dress	2	2	0
i) Modesty requirements in physical education	1	1	0
j) Participation in daily religious activities and curriculum	3	0	3
k) Major assignments, exams and field trips	0	0	0
TOTAL:	27	17	10

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

STAFF SUPPORT OF CSLIT RECOMMENDED ACTIONS FOR 2016-2017

The Ontario Catholic Graduate is called to be a Responsible Citizen and to promote equality, democracy solidarity for a just, peaceful and compassionate society.

Created, Draft	First Tabling	Review
October 22, 2016	November 3, 2016	Click here to enter a date.

Rory McGuckin, Associate Director of Academic Affairs

INFORMATION REPORT

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R. McGuckin
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

C. Jackson
Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier
Director of Education

A.   EXECUTIVE SUMMARY

This report provides ways in which staff can support many of the action items presented in the <u>Student Trustees Voices that Challenge Report</u>, October 6, 2016.

The cumulative staff time required for the development of this report was 6 hours.

B.   PURPOSE

The <u>Student Trustees Voices that Challenge Report</u> was received by the Board on October 6, 2016 and referred to staff to address all the recommendations from CSLIT and come back to the November 2016 meeting of the Student Achievement and Well Being, Catholic Education and Human Resources Committee.

C.   BACKGROUND

1. **March 22, 2016** – members of CSLIT attended the *Voices That Challenge* Conference, wherein they developed initiatives, goals and objectives for the 2016-2017 school year.

2. **October 6, 2016** – the Student Trustees presented the <u>Student Trustees: Voices that Challenge Report</u> to the Board. The Report recommended five (5) broad areas of focus for the 2016-2017 school year. The report was received and referred back to staff for an assessment of the levels of support they could provide to the members of CSLIT.

D.   EVIDENCE/RESEARCH/ANALYSIS

The following five areas of focus presented by CSLIT have been assessed by staff. Some goals do not require staff support, however there are a number of goals with which staff can assist.

Potential areas of staff are presented below:

1. INCLUSION AND BELONGING FOR ALL STUDENTS

A. *CSLIT to continue support for individuals dealing with sensitive and complex issues*
- ✓ Safe Schools department will continue to support CSLIT through Student Ambassador program
- ✓ Staff will bring information to secondary principals, vice principals and Chaplaincy team leaders

B. *Inclusion and Belonging Retreat*
- ✓ School leaders and teachers to provide support to CSLIT reps in all secondary schools

2. FIRST NATIONS METIS INUIT EDUCATION

A. *CSLIT to continue dialogue with theologians, government representatives, teachers and those of aboriginal descent*
- ✓ Leadership Resource Teacher to work directly with CSLIT to explore opportunities for dialogue and learning sessions
- ✓ At SS Principal meeting, advise of the this goal to support dialogue with teachers at the local school level

B. *Expand partnerships with Catholic district school boards that service a high FNMI population to further learn about First Nations culture*
- ✓ Leadership Resource Teacher to explore these opportunities and consult with principals to facilitate opportunities for overnight excursions to Superior North

C. *Board to create a Grade 12 University level course about FNMI culture*
- ✓ Ministry of Education curriculum already exists for two Grade 12 University/College Native courses:
    - i. Aboriginal Governance: Emerging Directions NGD 4M
    - ii. Issues of Indigenous Peoples in a Global Context NDW 4M
- ✓ The Student Success Superintendent will survey principals about these course offerings
- ✓ The board could consider a Continuing Education Night School/Summer School offering

3. MENTAL HEALTH

A. *CSLIT to establish a strategic partnership with the board's Mental Health Committee to ensure student collaboration on board-created resources*
- ✓ Staff will invite a CSLIT representative to join the committee

B. *CSLIT to establish support groups in school to have conversations about mental health and well-being*
- ✓ Principals will be encouraged to support student leaders to organize and facilitate support groups
- ✓ Principals to support increased student participation in the *De-stress Week* prior to final examinations to examine coping mechanisms for stress
- ✓ Other topics could be explored as per local needs

4. ENVIRONMENTAL ISSUES

A. *CSLIT to continue to be more eco-friendly by getting composting bins for school cafeterias*
- ✓ Superintendent of Facilities and Superintendent responsible for ECO schools will work with CSLIT representatives to investigate opportunities to meet this goal
- ✓ Staff to bring information to secondary principals, vice principals and Chaplaincy team leaders

B. *CSLIT to reinforce the board's plastic water bottle free policy*
- ✓ Superintendent of Facilities to examine purchase and installation costs for water stations in secondary schools
- ✓ Consider a poster campaign for schools

5. SUPPORT FOR NEWCOMERS AND INTERNATIONAL STUDENTS

A. *CSLIT recommends that all Student Councils consider adding an International student to the council to encourage diversity and proper representation*
- ✓ Leadership Resource Teacher to survey principals of secondary schools with International students regarding composition of Student Councils
- ✓ At SS Principal Meetings, principals will be encouraged to bring this back to the Student Council moderator

B. *CSLIT wants board to strengthen and better publicize support systems for to*

assist International Students in their transition to Ontario schools
✓ Work with Continuing Education department to support and promote the local after-school program for International students.

E.   CONCLUDING STATEMENT

This informational report is for the consideration of the Board

REPORT REGARDING A BOARD PARTNERSHIP WITH UNITY CHARITY

And looking at them Jesus said to them, "With people this is impossible, but with God all things are possible."
Matthew 19:26

Created, Draft	First Tabling	Review
October 24, 2016	November 3, 2016	Click here to enter a date.

S. Coray, Senior Manager, Partnership Development
M. Loberto, Senior Coordinator of Development
M. Silva, Comptroller of Planning and Development Services

RECOMMENDATION REPORT

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Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

C. Jackson
Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier
Director of Education

A.   EXECUTIVE SUMMARY

Arising out of a presentation made by Unity Charity at the September 8, 2016 Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting, Unity Charity proposed a partnership with the Board. An initial review of the proposed partnership was conducted by assessing its alignment with the TCDSB Multi-Year Strategic Plan, school consultation and associated costs.

The cumulative staff time dedicated to developing this report was 20 hours.

B.   PURPOSE

1. This report responds to a Trustee motion made at the Student Achievement and Well Being, Catholic Education and Human Resources Committee on September 6, 2016:

   That the presentation be received and referred to staff for a report back about a Board partnership.

C.   BACKGROUND

1. **September 8, 2016** – At the Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting, the organization Unity Charity presented about services they provide to support After School Programs to Secondary Schools. The presentation offered a proposal for a Board partnership, that in exchange for providing Unity Charity with office space in a TCDSB secondary school; it is proposing to offer a free community program that will be educational and accessible to young people in the TCDSB community.

2. **July 5, 2016** – Contact was established between Unity Charity and the Partnership Development staff to investigate creating a partnership with TCDSB to receive in-kind space in a TCDSB school in exchange for offering programs to students and schools free of charge.

3. **July 6 – September 25, 2016** – There was frequent electronic communication between Unity Charity and Partnership Development staff,

including a site visit to a TCDSB school and telephone conferences. On September 7, a charity proposal was submitted to TCDSB.

D. EVIDENCE/RESEARCH/ANALYSIS

In exchange of providing program, office and storage space within a TCDSB site, Unity Charity is proposing to offer a community program that will be free, educational and accessible to young people in school communities.

1. PROGRAM REVIEW
   a. Through accessible and relevant hip-hop art forms such as spoken word poetry, break-dancing, graffiti art and beat-boxing, Unity Charity programs are intended to encourage youth to make better choices as leaders, mentors and positive community role models.

   b. Unity's program goals include: engaging youth, developing youth's skills for success, and empowering youth.

   c. Currently, Unity Charity is active in low-income communities in Toronto i.e. Rexdale, Steeles-L'Amoreaux, Malvern, etc. (as well as Calgary, Fort McMurray, Halifax and Nunavut). It has operated a local, school-based after school program at St. Mother Theresa Catholic Academy.

   d. Partnership Development staff are consulting with various TCDSB departments such as: Student Success, Safe and Accepting Schools, and Continuing & International Education to gain insights into how the program offered by Unity Charity aligns with TCDSB Multi-Year Strategic Plan. Initial feedback is positive; however, Unity Charity programs are not to be offered during school curriculum hours.

2. PROGRAM COST
   a. The cost of Unity Charity programs typically fall within the range of $500 for a one day event and $1500 annually for an After School Program.

3. SPATIAL NEEDS REQUEST

a. Unity Charity has requested program, office and storage space in a TCDSB secondary school that is centrally-located and accessible by public transit.

b. Currently, Partnership Development staff are working with TCDSB Planning staff to determine whether there is available space in a TCDSB school that meets the aforementioned criteria. Part of this process is to determine TCDSB costs (caretaking, operations, maintenance, etc.) and assess the financial viability of the proposed partnership in terms of the government-mandated cost recovery model.

c. Partnership Development staff will consult with the school principal(s) to determine the feasibility of operating a Unity Charity program(s) at their school.

d. Depending on the total TCDSB costs in relation to Unity Charity programming costs, more than one TCDSB secondary may be required to recover TCDSB costs. Again, staff will consult with school principals to determine the feasibility of having a Unity Charity program at their school.

4. BOARD PARTNERSHIP

a. Board policy B.R. 07 Community Partnership and Planning establishes a mechanism whereby the board can support the responsive and responsible allocation of resources, including the provision of learning facilities, in pursuing and establishing community partnerships.

b. Unity Charity's proposal meets the criteria for a formalized Board partnership.

E. STAFF RECOMMENDATION

1. That the Partnership Development staff continue to collaborate with Unity Charity to determine if a formalized Board partnership is feasible.

2. That staff will distribute the contact information and promotional materials to secondary principals so that local decisions can be made about using the services of Unity Charity.

Ontario Catholic School
Trustees' Association

October 1, 2015

MEMO TO: Chairpersons and Directors of Education
Catholic District School Boards

FROM: Margaret Binns, Director of Administrative Services

RE: **2016 AGM & Conference Resolutions**

The 2016 OCSTA Annual General Meeting will once again offer an opportunity for delegates to consider and vote on all resolutions received from our members.

The resolution process provides member boards with the opportunity to bring important issues, which have provincial implications, to the attention of all trustees in the province.

The processing of all resolutions is a fundamental responsibility of the Association. Attached please find guidelines to assist you in the preparation of your resolution(s).

Please Note:
To assist OCSTA with preparation for the Annual Finance Brief to the Minister and in providing input into the consultation process regarding the GSNs, boards are encouraged to submit education funding issues requiring Association action and advocacy by ***Thursday, October 22, 2015****. However, should a board prefer to use the AGM Resolutions process for funding issues with provincial implications, they are, of course, welcome to do so.*

THE DEADLINE FOR RECEIPT OF RESOLUTIONS
IN THE OCSTA OFFICE IS
12:00 P.M. EST, JANUARY 29, 2016.

Attachments

Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to address problems, solutions or concerns, which affect Catholic education in Ontario. A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.

A. Criteria for Submitting a Resolution

A resolution should:

    a. Address an area of concern for the province's Catholic school boards.
    b. Concern a matter which requires attention or action.
    c. Be written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
    d. Be accompanied by substantiated rationale.
    e. Not deal with education funding issues (a separate process has been created to deal with this type of issue).

B. Steps in Preparing a Resolution

    1. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
    2. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
    3. Write the resolution in the following proposed format taking care to ensure that:
        a. Each *"Whereas"* is accompanied by adequate background material.
        b. The *"Therefore be it Resolved"* directs OCSTA to take specific action.

C. Writing A Resolution

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word "WHEREAS".

2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the "WHEREAS" clause(s) in the preamble. If more than one action is being recommended, the "Therefore be It Resolved" portion should be divided into a), b), c), etc.

3. Submission Statement

Please include the following information in the submission statement.

[Mover's Name]
[Seconder's Name]
[Board Name]
[Topic]

D. **Submission Deadline Date**

The deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, January 29, 2016**. We encourage boards to submit their resolutions by email to Jane Ponte at jponte@ocsta.on.ca. The provincial office will distribute, in the delegate kits, resolutions to be presented from the floor provided that a copy of each resolution (and background material, if applicable) is received in the Provincial Office by **April 11, 2016**.

E. **Regulations**

Please see the attached current regulations regarding submission and presentation of resolutions at the AGM.

These guidelines and the enclosed template and the resolution session procedures have been provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

Template

Please **do not use** tables, text boxes or any type of graphic or letterhead. The type of font to be used in this document is **Times New Roman 12pt**.

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

Moved by: [Mover's Name]   **[Board Name]**

Seconded by: [Seconder's Name]

Topic: **[e.g. Vacancies on School Boards]**

Whereas: from time to time a vacancy occurs in the office of a member of the board; and

Whereas: according to Section 221(1) of the *Education Act*, the vacancy must be filled by either a by-election or by appointment; and

Whereas: boards choosing to appoint a new trustee will, most commonly, engage in an open and fair process of selection; and

Whereas: the *Education Act* requires that the process be fully completed within 60 days of the office becoming vacant; and

Whereas: the 60 day time period may encompass a part of the year (e.g. Christmas, summer months, March Break) when board operations and processes are reduced, thus making the timelines very tight and, potentially, unmanageable;

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to review the section of the *Education Act* which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

If you have any questions regarding this template please contact **Jane Ponte either by telephone at 416-932-9460 ext. 223 or by e-mail at jponte@ocsta.on.ca.**

Explanation of Committee Recommendations

& Resolution Session Procedures

Resolution sessions will be conducted using **"Robert's Rules of Order"** and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The Conference Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

i. **Approve**
The direction given in the "therefore be it resolved" section of the resolution will be carried out.

ii. **Approve and refer to the ..... committee for appropriate implementation.**
The resolution will be forwarded to the designated committee for implementation.

iii. **Receive and refer to the ..... committee for study.**
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee's recommendation, the Board of Directors will determine whether or not the resolution will be implemented.

iv. **Not approve**
No action will be taken.

v. **No recommendation**
The committee is not making any recommendation with respect to the resolution.

vi. **No action required**
The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

Delegates wishing to speak to a resolution must go to one of the floor microphones and state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson's decision may be challenged by a majority vote of those voting delegates present **at the session** when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

Note Re Quorum: *A quorum for the transaction of business at any general meeting of Members shall consist of not fewer than forty (40) individuals entitled to vote, present in person.*

Grouped Resolutions

    a.   the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.

    b.   the chair of the session will ask for movers and seconders for the committee recommendation for each group.

    c.   delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a "group" to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

Resolutions Handled Individually

These will include resolutions removed from the groups, resolutions for which the committee has not made any recommendation and resolutions from the floor.

A. Resolutions with committee recommendations

1. The chair of the session will announce the resolution number and the name of the sponsoring board:

    ❑   the chair will call for the sponsoring board to move and second **the committee recommendation;**
    ❑   delegates will speak to the committee recommendation;
    ❑   delegates will vote on the committee recommendation.

2. If the sponsoring board does not move the committee recommendation from the floor:

    ❑   the chair will call for the sponsoring board to move their **original resolution;**
    ❑   delegates will speak to the resolution;
    ❑   delegates will vote on the resolution.

3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

1. These resolutions will be handled as follows:

    ❑   the chair will call for the sponsoring board to move their **original resolution;**
    ❑   delegates will speak to the resolution;
    ❑   delegates will vote on the resolution.

2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

STUDENT ACHIEVEMENT AND WELL BEING
PENDING LIST AS OF NOVEMBER 3, 2016

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	May-16 Student Achievement	Dec-16	Student Achievement	Report regarding teacher absenteeism, numbers and percentage of school staff, by Trustee Ward, by school, and if possible, by the days of the week.	Associate Director Academic Affairs
2	June-16 Student Achievement	Dec-16	Student Achievement	Report regarding a business case model for expanding the SAL program	Associate Director, Academic Affairs
3	June-16 Student Achievement	Jan-17	Student Achievement	Preliminary Report regarding a review of Educational Assistant efficiencies Board wide in both elementary and secondary	Associate Director Academic Affairs
4	June-16 Student Achievement	Jan-17	Student Achievement	Preliminary Report regarding the results of the data being tracked and monitored since September 2016, which informs us of the system and student impacts on those areas where trustees have approved cuts for 2016-2017.	Associate Director Academic Affairs
5	June-16 Student Achievement	Apr-17	Student Achievement	Report regarding the results of the data being tracked and monitored since September 2016, which informs us of the system and student impacts on those areas where trustees have approved cuts for 2016-2017.	Associate Director Academic Affairs

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6	June-16 Student Achievement	Apr-17	Student Achievement	Report regarding a review of Educational Assistant efficiencies Board wide in both elementary and secondary	Associate Director Academic Affairs
7	June-16 Student Achievement	In advance of setting the budget for future years	Student Achievement	Report regarding costs for materials and how they can be reduced by department in the future	Associate Director Academic Affairs/CFO and Executive Superintendent, Business Services
8	Sep-16 Student Achievement	Dec-16	Student Achievement	Report regarding the recent appointment of the Ward 9 CPIC Parent representative	Associate Director Academic Affairs
9	Oct-16 Corporate Services	Dec-16	Student Achievement	Report regarding the Bill of Rights for Children	Associate Director Academic Affairs

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
10	Oct-16 Student Achievement	Feb -17	Student Achievement	1. Report regarding possible program changes which could be implemented to achieve cost savings going forward. The report to include potential impacts to the Board, to students and to instructors 2. Report outlining how the extended day international language programs could be transitioned to an afterhours program, recognizing the limitations in the collective central agreement 3. Staff to provide a transition for 20%, 40% and 60% of students with comparative costs and potential savings to the Board	Associate Director Academic Affairs
11	Oct-16 Student Achievement	Jun-17	Student Achievement	Staff to implement a survey for the parents and students involved in the Pilot Project for Jump Mathematics	Associate Director Academic Affairs