

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

## AGENDA SEPTEMBER 7, 2017

**Patrizia Bottoni, Chair**  
Trustee Ward 4

**Barbara Poplawski, Vice Chair**  
Trustee Ward 10

**Ann Andrachuk**  
Trustee Ward 2

**Nancy Crawford**  
Trustee Ward 12

**Frank D'Amico**  
Trustee Ward 6

**Jo-Ann Davis**  
Trustee Ward 9

**Rhea Carlisle**  
Student Trustee

**Michael Del Grande**  
Trustee Ward 7

**Angela Kennedy**  
Trustee Ward 11

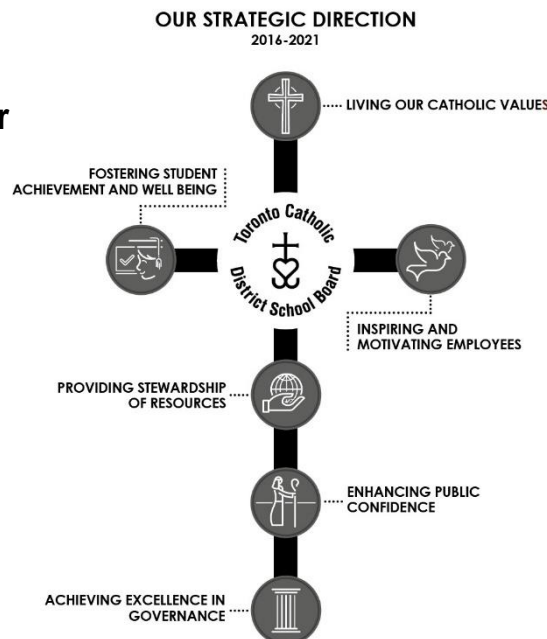
**Joseph Martino**  
Trustee Ward 1

**Sal Piccininni**  
Trustee Ward 3

**Maria Rizzo**  
Trustee Ward 5

**Garry Tanuan**  
Trustee Ward 8

**Joel Ndongmi**  
Student Trustee



### MISSION

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

### VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293  
Asst. Recording Secretary: Karen Eastburn, 416-222-8282 Ext. 2298

**Rory McGuckin**  
Director of Education

**Angela Kennedy**  
Chair of the Board

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

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

**Terms of reference:**

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

## OUR MISSION

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

## OUR VISION

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



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

## **PUBLIC SESSION**

**Patrizia Bottoni, Chair**

**Barbara Poplawski, Vice-Chair**

Thursday, September 7, 2017

7:00 P.M.

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	Pages
1. Call to Order	
2. Opening Prayer (Chair or designate)	
3. Singing of O Canada A Capella	
4. Roll Call & Apologies	
5. Oath of Office - Student Trustee Joel Ndongmi	
6. Approval of the Agenda	
7. Report from Private Session	
8. Declarations of Interest	
9. Approval & Signing of the Minutes of the Meeting held May 31, 2017 for Public Session	1 - 30
10. Delegations	
10.a Kimberley Evans regarding Life Threatening Allergies in High School	31 - 32
11. Presentations	

11.a	Lori Di Marco, Superintendent of Curriculum, Leadership and Innovation/ICT and Joe Russo, Program Coordinator, E-Learning, regarding 21st Century Learning	
<b>12.</b>	<b>Notices of Motion</b>	
12.a	From Trustee Del Grande regarding Procedure for dealing with Trustee Motions	33
<b>13.</b>	<b>Consideration of Motion for which Previous Notice has been given</b>	
13.a	From Trustee Kennedy regarding the International Language Program (Notice of Motion submitted at the May 31, 2017 Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting)	34
<b>14.</b>	<b>Consent and Review</b>	
<b>15.</b>	<b>Unfinished Business</b>	
<b>16.</b>	<b>Matters referred or deferred</b>	
<b>17.</b>	<b>Staff Reports</b>	
17.a	Follow-up report regarding The Student Charter and Parent Charter of Principles	35 - 43
17.b	21st Century Learning 2017 Annual Report	44 - 75
17.c	Community Engagement Annual Report 2016-17	76 - 91
<b>18.</b>	<b>Listing of Communications</b>	
<b>19.</b>	<b>Inquiries and Miscellaneous</b>	
<b>20.</b>	<b>Updating of Pending List</b>	92
<b>21.</b>	<b>Closing Prayer</b>	
<b>22.</b>	<b>Adjournment</b>	

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

**HELD WEDNESDAY, MAY 31, 2017**

**PUBLIC SESSION**

**PRESENT:**

**Trustees:** P. Bottoni, Chair  
B. Poplawski, Vice Chair  
A. Andrachuk  
N. Crawford  
F. D'Amico  
J.A. Davis  
M. Del Grande  
A. Kennedy  
J. Martino  
M. Rizzo

**Student Trustees:** K. Dubrovskaya  
R. Carlisle

**Staff:** A. Gauthier  
R. McGuckin  
A. Sangiorgio  
C. Jackson  
P. Aguiar  
V. Burzotta  
M. Caccamo  
S. Campbell  
N. D'Avella  
P. De Cock  
A. Della Mora  
L. Di Marco  
C. Fernandes

G. Grant  
D. Koenig  
K. Malcolm  
M. Puccetti  
J. Wujek  
J. Yan

A. Robertson, Parliamentarian

S. Harris, Recording Secretary  
K. Eastburn, Assistant Recording Secretary

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

Apologies were tendered on behalf of Trustees Piccininni and Tanuan.

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

MOVED by Trustee Davis, seconded by Trustee Andrachuk, that the Agenda, as amended to include the Addendum, addition of Items 10a) Presentation from Trustee Andrachuk regarding the Special Olympics, and Item 17b) Inquiry from Trustee Davis regarding Entrance/Exit Survey Implementation and the reordering of Items 14a), 14b), 14c) 15a), 17a) and 17b) as priority items, be approved.

Results of the Vote taken as follows:

#### **In favour**

#### **Opposed**

Trustees Andrachuk  
Bottoni  
Crawford  
D'Amico  
Davis

Del Grande  
Kennedy  
Poplawski  
Rizzo

The Motion was declared

CARRIED

**6. Report from Private Session**

MOVED by Trustee Poplawski, seconded by Trustee D'Amico, that all matters dealt with in PRIVATE Session regarding a Delegation and OCSTA's Presentation and TRIPLE PRIVATE Session be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

## 7. Declarations of Interest

Trustee Kennedy declared an interest in Item 14b) 2017-2018 Budget Estimates as her family members are employees of the Board. Trustee Kennedy indicated that she would not participate in the discussion nor vote on the item.

Trustee Del Grande declared an interest in Part 2 of the Staff recommendations in Item 14b) 2017-2018 Budget Estimate as his family member is an employee of the Board. Trustee Del Grande indicated that he would not participate in the discussion nor vote on Part 2 of the item.

## 8. Approval and Signing of the Minutes

MOVED by Trustee Kennedy, seconded by Trustee Poplawski, that the Minutes of the Regular Meeting held May 4, 2017 for PUBLIC Session be approved, with the following amendment:

Page 7 – Item 9b - Replace the word ... “*Doctrine*”... with ...“*Church*”....

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

Trustees Andrachuk  
Bottoni  
Crawford  
D’Amico  
Davis



Del Grande  
Kennedy  
Poplawski  
Rizzo

The Motion was declared

CARRIED

## **9. Delegations**

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

- 9a) Vita Peri regarding Secondary School Admissions Policy -**  
received and referred to staff.

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Rizzo, that Item 9b) be adopted as follows:

- 9b) Anna Dicredico, Co-Chair of the Catholic School Parent Committee, Madonna Catholic Secondary School, regarding Secondary School Boundary proposal received and referred to staff.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that Item 9c) be adopted as follows:

- 9c) Sandra Antoniadis regarding Proposed Secondary School Admissions Policy** received and referred to staff.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that Item 9d) be adopted as follows:

- 9d) Angela Severino regarding Secondary School Admissions Policy -**  
received and referred to staff.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Rizzo, that Item 9e) be adopted as follows:

- 9e) Annalisa Crudo-Perri, spokesperson for the Madonna Alumnae Association regarding the new policy for single gender schools received and referred to staff.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Rizzo, that Item 9f) be adopted as follows:

- 9f) Diana Gonzalez, representative of the Catholic School Parent Committee, St Brigid Catholic School regarding Heritage**

**Languages** received and referred to staff for a report to come back to the June 8, 2017 Corporate Services, Strategic Planning and Property Committee meeting.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

**10. Presentations**

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

- 10a) Video Presentation from Trustee Andrachuk regarding TCDSB's 20<sup>th</sup> Special Olympics Event** received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

**11. Notice of Motion**

- 11a) Notice of Motion received from Trustee Kennedy, regarding the International Language Program** will be considered at the September 7, 2017 Student Achievement and Wellbeing Catholic Education and Human Resources Committee meeting.

**12. Consent and Review**

The Chair reviewed the Order Paper.

The following items were questioned:

Item 14a)	Trustees Rizzo
Item 14b)	Trustee Davis
Item 14c)	Trustee Del Grande
Item 14e)	Trustee Rizzo
Item 15a)	Trustee Kennedy
Item 15d)	Trustee Poplawski
Item 17a)	Trustee Andrachuk
Item 17b)	Trustee Davis

.

MOVED by Trustee Davis, seconded by Trustee Andrachuk, that the items not questioned be approved.

Results of the vote taken, as follows:

**In favour**

**Opposed**

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

The Motion was declared

**CARRIED**



## **MATTERS AS CAPTURED IN THE ABOVE MOTION**

- 14d) Report of the Governance and Policy Committee on Update to Access to Pupil Information Policy (S.16)** received and that the Board accept the recommendation of the Governance and Policy Committee and approve the Access to Pupil Information policy (S.16) as amended and proposed in Appendix A.
- 15b) Non-Resident Visa Student Fees for September 2017** received and that the fees for Non-Resident VISA students for September 2017 for Toronto Catholic District School Board be maintained at the same level as the fees established by the Toronto District School Board of \$12,500 for elementary and \$14,000 for secondary as follows:

Panel	Yearly Fee	Pro-Rated Fee
Elementary	\$12,500	\$1,250 per month
Secondary (under 21)	\$14,000	\$1,400 per month
Secondary (over 21-Fraser)	\$14,000	\$1,500 per additional course

In the event Toronto District School Board or surrounding boards increase/decrease their fees for the 2017/2018 school year, Toronto Catholic District School Board staff will re-evaluate and recommend a new tuition fee.

- 15c) Proposed Interim School Name for Consolidation: St. Bruno – St. Raymond** received and that the Board of Trustees approve the interim name of the consolidated school as St. Bruno – St. Raymond Catholic School.

## **14. Matters Referred or Deferred**

MOVED by Trustee Rizzo, seconded by Trustee Davis, that Item 14a) be adopted as follows:

**14a) Status Update regarding Amendments to TCDSB Hot Weather Standard Operating Procedure (All Wards) received.**

Time for business expired and the results of the vote taken to extend the debate on the item by 15 minutes as per Article 12.6 of the By-Laws were as follows:

Results of the vote taken, as follows:

**In favour**

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

**Opposed**

Crawford  
Martino

The Motion was declared

**CARRIED**

Based on the majority consent, the debate on the item was extended by 15 minutes.

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Rizzo, that the Chair and Director write a letter to the Minister of Education, copied to the Minister of Environment and Climate Change and all MPPs in Toronto, about the issue that we are facing regarding the temperature in our classrooms and that we need direct funding to deal with this issue.

Time for business expired and the results of the vote taken to extend the debate on the item by 15 minutes as per Article 12.6 of the By-Laws were as follows:

Results of the Vote taken to extend the debate, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Bottoni  
D'Amico  
Davis  
Kennedy  
Poplawski  
Rizzo

Crawford  
Del Grande  
Martino

Trustee Andrachuk moved the Previous Question.

Results of the Vote taken to Call the Previous Question, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Bottoni  
Crawford  
D'Amico  
Davis  
Del Grande

Kennedy  
Poplawski  
Rizzo

The Previous Question was called.

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

**In favour**

**Opposed**

Trustees Andrachuk  
Bottoni  
Crawford  
D'Amico  
Davis  
Kennedy  
Poplawski  
Rizzo

Del Grande

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Trustee Crawford:

1. That the Board approve the TCDSB Hot Weather Standard Operating Procedure as detailed in Appendix A; and

2. That the recommendations in the report regarding the collection of indoor air temperature at twelve sample schools, one per Ward, as detailed in Appendix B, be implemented.

Trustee Davis requested that the Vote be split.

Results of the Vote taken on Part 1 of the Motion, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Bottoni  
Crawford  
D'Amico  
Davis  
Kennedy  
Poplawski

Del Grande  
Rizzo

Part 1 of the Motion was declared

CARRIED

Results of the Vote taken on Part 2 of the Motion, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Bottoni  
Crawford  
D'Amico  
Davis  
Poplawski

Del Grande  
Kennedy

Rizzo

Part 2 of the Motion was declared

CARRIED

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

**In favour**

**Opposed**

Trustees Andrachuk  
Bottoni  
Crawford  
D'Amico  
Davis  
Kennedy  
Poplawski

Del Grande  
Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that the Agenda be reopened to deal with Item 15a).

Results of the Vote taken, as follows:

**In favour**

**Opposed**

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

The Motion was declared

CARRIED

**15. Staff Reports**

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

- 15a) Liquor Permit Request for Senator O'Connor's Event on Thursday, June 15, 2017** received and that Regulation 6 of the Permits Policy B.R. 05 be waived and permission granted to serve alcohol at Senator O'Connor's Staff Social event on Thursday, June 15, 2017.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Kennedy left the meeting due to a Declaration of Interest in Item 14b), as earlier indicated.

MOVED by Trustee Nancy Crawford, seconded by Trustee Jo-Ann Davis, that Item 14b) be adopted as follows:

**14b) 2017 – 18 Budget Estimates** received and that:

1. The Board of Trustees approve the allocation of the School Block Budget for the 2017-18 budget estimates based on 85% enrolment and 15% of socioeconomic factors;



2. The Board of Trustees approve the 2017-18 Budget Estimates for Classroom Related Expenditures of \$909.7M;
3. The Board of Trustees approve the 2017-18 Budget Estimates for Non-Classroom Related Expenditures of \$203.4M; and
4. Whereas the sound and visual systems in the TCDSB Boardroom have been deteriorating and not functioning properly during meetings causing delays, frustration and stress to all present as well as those calling in and watching online;
  - a. Whereas all community members, students, staff and trustees have a right to expect to be able to see and hear the proceedings clearly without interference;
  - b. Therefore be it resolved that the TCDSB research and purchase an improved comprehensive audio visual system for the Boardroom; and
  - c. Therefore be it further resolved that funds be found in the strategic investments budget for 2017-2018.

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Rizzo, that staff provide the figures that compare our operating budget with Ministry funding for the total classroom instruction of \$909.7M (budgeted vs funded) and that staff come back with a breakdown of where learning opportunity grant budget is being spent.

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

**In favour**

Trustees Andrachuk  
Bottoni  
Crawford

**Opposed**

D'Amico  
 Davis  
 Del Grande  
 Poplawski  
 Rizzo

The Amendment was declared

CARRIED

Time for business expired and the results of the vote taken to extend the debate on the item by 10 minutes as per Article 12.6 of the By-Laws were as follows:

Results of the vote taken, as follows:

**In favour**

Trustees Davis  
 D'Amico  
 Rizzo

**Opposed**

Andrachuk  
 Bottoni  
 Crawford  
 Del Grande  
 Poplawski

Based on the results, the debate on the item was not extended.

Trustee Del Grande left the meeting due to a declaration of interest, as earlier indicated.

Results of the Vote on Part 2 of the Motion, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk	Rizzo
Bottoni	
Crawford	
D'Amico	
Davis	
Poplawski	

Part 2 of the Motion was declared

CARRIED

Trustee Del Grande returned to the meeting.

Time for business expired and the results of the vote taken to extend the debate on the item by 15 minutes as per Article 12.6 of the By-Laws were as follows:

Results of the vote taken, as follows:

**In favour**

**Opposed**

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

Based on the results, the debate on the item was not extended.

Results of the Vote on Part 1 of the Motion, as follows:

**In Favour**

**Opposed**

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

Part 1 of the Motion was declared

CARRIED

Results of the Vote on Part 3 of the Motion, as follows:

**In Favour**

**Opposed**

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

Part 3 of the Motion was declared

CARRIED

Results of the Vote on Part 4 of the Motion, as follows:

<b><u>In Favour</u></b>	<b><u>Opposed</u></b>
Trustees Andrachuk	Bottoni
Crawford	D' Amico
Davis	Rizzo
Del Grande	
Poplawski	

Part 4 of the Motion was declared

CARRIED

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

<b><u>In Favour</u></b>	<b><u>Opposed</u></b>
Trustees Andrachuk	Bottoni
Crawford	D' Amico
Davis	Rizzo
Del Grande	
Poplawski	

The Motion, as amended, was declared

CARRIED

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee D'Amico, that all items discussed in PUBLIC, PRIVATE and TRIPLE PRIVATE Sessions be approved.

Results of the Vote as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
 Bottoni  
 Crawford  
 D'Amico  
 Davis  
 Del Grande  
 Poplawski

Rizzo

The Motion was declared

CARRIED

Trustee Del Grande wished for it to be recorded that he did not vote in Part 2 of the Staff Recommendations in Item 14b) 2017-2018 Budget Estimates.

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that the meeting resolve back into PRIVATE Session.

Results of the Vote as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
 Bottoni  
 Crawford

D'Amico  
Davis  
Del Grande  
Poplawski  
Rizzo

The Motion was declared

CARRIED

The PUBLIC Session reconvened with Trustee Poplawski in the Chair.

Trustee Kennedy returned to the meeting.

MOVED by Trustee Poplawski, seconded by Trustee Del Grande, that the meeting resolve into FULL BOARD to Rise and Report.

**In Favour**

**Opposed**

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



The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Andrachuk, that all matters discussed in PRIVATE Session be approved.

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

**17. Inquiries and Miscellaneous**

- 17a) There was an inquiry from Trustee Andrachuk regarding the Capital Priorities List for Submission to the Ministry of Education.

- 17b) There was an inquiry from Trustee Davis regarding Entrance/Exit Survey Implementation.

MOVED by Trustee Andrachuk, seconded by Trustee D'Amico, that the meeting adjourn.

CARRIED

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SECRETARY

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CHAIR



## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

### DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

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

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Kimberley Evans
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	9/27/2017
Topic of Presentation	Life threatening Allergies in High School
Topic or Issue	My daughter attends Senator O'Connor High School and in the past four months there have been two incidents that could have had an adverse affect to her life.
Details	On June 7, 2017 a pranking incident occurred at the school and a student placed peanut butter on all door handles. We were lucky that day, she didn't go to school at the regular time as she was attending a piano exam. If she had gone to school at her regular time, she would have had contact with the peanut butter and the outcome could have been tragic. On Feb 22 she was attending her geography class and a student was eating peanuts two rows over from her. Cross contamination is the most lethal to anyone with allergies.
Action Requested	I would like to create more awareness in the high schools about allergies. We are not asking for a allergy free school, we just want students and staff to understand that the allergy is very real. A student can only protect themselves based on information that is provided from the school. It is important for our high schools to give students the information they need to be safe. I think it is important to show the high school students with allergies a training video so that they are aware how teachers/staff respond to anaphylaxis. Self advocacy is also a very important component for students safety. I think we need to communicate better about the process, include the students in the communication piece, get their feedback. Create more awareness in order to bring empathy and understanding back into the school. I believe the system in place is working we need better communication and understanding, not complacency. Complacency only leads to tragedy.
I am here as a delegation to speak only on my own behalf	Yes
I am an official representative of the Catholic School Parent Committee (CSPC)	

I am an official representative of student government	
I am here as a spokesperson for another group or organization	
Submittal Date	6/28/2017



**MIKE DEL GRANDE**

*Trustee, Ward 7*

*Email: Mike.DelGrande@tcdsb.org*

*Voicemail/Fax: (416) 512-3407*

**To: STUDENT ACHIEVEMENT – THURSDAY, SEPTEMBER 7, 2017**

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

**Subject: Notice of Motion – Procedure for Dealing with Trustee Motions**

---

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

**WHEREAS:** Trustees are the elected representatives of the TCDSB who have policy making responsibilities and,

**WHEREAS:** Staff are responsible for providing advice to assist Trustees in developing those policies and,

**WHEREAS:** Trustees can accept or reject those staff recommendations when developing policy and,

**WHEREAS:** Policy making can come by “Notice of Motion” procedure which in an open and transparent organization come by way of Public Board Agenda and,

**WHEREAS:** It has been the unauthorized practice of staff to decide whether an item is public or private without consultation of the Trustee Mover of a Motion and,

**WHEREAS:** This practice of non-accountability of staff to direct Trustee independence of governance.

**BE IT RESOLVED THAT:** Where staff wishes to change the placement or timing of a “Notice of Motion”, they will be required to provide a written explanation within 48 hours of the receipt of such notice that was sent to the Recording Secretary. All Trustees are to receive the explanation.

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



**Re: Consideration of Motion**

**From: Trustee Kennedy, Ward 11**

**Date: September 7, 2017**

---

**Whereas:** the negotiations with TECT are still ongoing re: the International Language program delivery in the TCDSB elementary schools;

**Whereas:** parents with children in these schools have a right to be consulted re: any changes in school schedules in a timely manner;

**Whereas:** parents have a right to reasonable notice when there is a major change in their child's school schedule;

**Whereas:** a change in school schedule is anticipated pending the results of the negotiations between the TCDSB and TECT; and

**Be It Resolved that:** any and all TCDSB policies that involve International Language Programming be waived until the decisions in all schools affected are made in collaboration with parents.

**Trustee Kennedy  
Ward 11**



REPORT TO

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

### FOLLOW UP REPORT ON THE PARENT AND STUDENT CHARTERS OF PRINCIPLES

*"Let the words of my mouth and the meditation of my heart Be acceptable in Your sight". Psalm 19:14*

Created, Draft	First Tabling	Review
August 27, 2017	September 7, 2017	Click here to enter a date.
Dan Koenig, Associate Director of Academic Affairs Nick D'Avella, Superintendent of Equity, Diversity, and Indigenous Education Carla Marchetti, Coordinator Community Relations/International Languages/Parent Engagement		
<b>INFORMATION REPORT</b>		

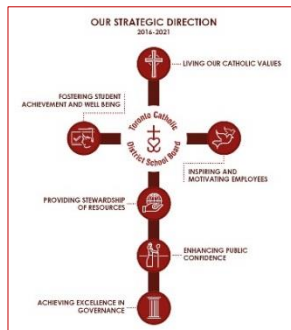
#### **Vision:**

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

#### **Mission:**

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

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



Rory McGuckin

Director of Education

D. Koenig

Associate Director  
of Academic Affairs

A. Sangiorgio

Associate Director  
of Planning and Facilities

T.B.D.

Executive Superintendent  
of Business Services and  
Chief Financial Officer

## A. EXECUTIVE SUMMARY

At a meeting of the Regular Board on June 15, 2017, the final versions of the Parent Charter of Rights and Student Charter of Rights were presented. Trustees voted to change the titles of these documents to “Parent Charter of Principles” and “Student Charter of Principles”. The change in the titles of these documents creates an inconsistency with the language used in the individual statement of “rights” contained within the two Charters. This report provides proposed revisions to each item in the Charters in order to redress this inconsistency.

*The cumulative staff time required for the preparation for this report was 9 hours.*

## B. PURPOSE

1. At the June 15, 2017 meeting of the Board, Trustees passed the following motion:

*“To change the titles Parent Charter of Rights and Student Charter of Rights to Parent Charter of Principles and Student Charter of Principles.”*

2. For the consideration of Trustees, this report presents revisions to the language in the charter items to remain consistent with the concept of “principles” adopted in the titles of the Charters.
3. For ease of comparison, the original *Parent Charter of Rights* and *Student Charter of Rights* are presented in juxtaposition with the proposed revisions in the “*Parent Charter of Principles*” and “*Student Charter of Principles*”.
4. As a result of the revisions to these documents, trustees may consider reconvening the ad hoc committee for their input.
5. The proposed revisions to the Parent Charter of Rights are presented in Appendix A.

The proposed revisions to the Student Charter of Rights are presented in Appendix B.



## **C. BACKGROUND**

1. At the meeting of the Regular Board on June 15, 2017, Trustees approved the changing of the titles, *Parent Charter of Rights* and *Student Charter of Rights* to **“Parent Charter of Principles”** and **“Student Charter of Principles”** respectively. Staff pointed out the incongruity between the Charter titles and the language in the Charter items. This report proposes revisions to ensure consistency between the revised titles and items contained in each Charter.

## **D. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

## Appendix B

### Student Charter of Rights

These rights are subject to such reasonable limits as prescribed by law and Toronto Catholic District School Board Policies and are subject to the financial resources provided by the Ministry of Education in Ontario to the Toronto Catholic District School Board.

1. The right to reasonably participate in decisions that affect a student's education and school life.
2. The right to equity and inclusion amongst all students in the Toronto Catholic District School Board.
3. The right to spiritually, socially, emotionally and physically safe, and positive school environment where one is respected and treated in a manner consistent with our Catholic values and teachings.
4. The right to have yearly access to available extra-curricular activities.

### Student Charter of Principles

*A student of the Toronto Catholic District School Board (hereinafter, the "Board") is assured that the Board adheres to the following principles:*

1. *A student is entitled to reasonably participate in decisions that affect his/her education and school life.*
2. The **Board will pursue** equity and inclusion **for** all students **of the Board**.
3. *A student is entitled to a* spiritually, socially, emotionally and physically safe, and positive, school environment, where **he/she** is respected and treated in a manner consistent with our Catholic values and teachings.
4. *A student is entitled to* yearly access to available extra-curricular activities.
5. *A student is entitled to* effective and qualified

- |   |  |
|---|--|
| <p>5. The right to effective and qualified instruction, including having reasonable access to the resources and adequate learning environment necessary for success.</p>                | <p>instruction, including having reasonable access to the resources and adequate learning environment necessary for success.</p>   |
| <p>6. The right to elect student representation.</p>  | <p>6. <i>A student is entitled to elect</i> student representation.</p>  |
| <p>7. The right for students, where legally permitted, to advocate for themselves or to choose another representative without a fear of ageism or any other form of discrimination.</p> | <p>7. <i>A student is entitled</i> to advocate for <i>himself/herself</i> or to choose another <i>advocate</i> without a fear of ageism or any other form of discrimination.</p> |
| <p>8. The right to make a phone call or communicate with their parents, designated guardian or school staff in case of personal distress or emergency.</p>                              | <p>8. <i>A student is entitled to communicate by phone</i> with <i>his or her</i> parent, designated guardian, or school staff in case of personal distress or emergency.</p>    |
| <p>9. The right to have school rules, regulations and policies applied and adhered to with consistency, fairness, and compassion.</p>   | <p>9. <i>A student is entitled to have</i> school rules, regulations and policies applied with consistency, fairness, and compassion.</p>  |
| <p>10. The right to engage in a respectful dialogue with</p>  | <p>10. <i>A student is entitled to</i> a respectful dialogue with the school Principal and staff, to raise concerns and to have them addressed.</p>                              |

the school Principal and staff, to raise concerns and to have them addressed

These *principles* are subject to such reasonable limits as prescribed by law and Toronto Catholic District School Board Policies and are subject to the financial resources provided by the Ministry of Education in Ontario to the Toronto Catholic District School Board.

## Parent Charter of Rights

These rights are subject to such reasonable limits as prescribed by law and Toronto Catholic District School Board Policies and are subject to the financial resources provided by the Ministry of Education in Ontario to the Toronto Catholic District School Board.

1. The right to a faith based publicly funded school with education grounded in Catholic doctrine, traditions and teachings for your child.
2. The right to opportunities for involvement in your child's education.
3. The right to reasonably expect that your child is learning in a safe, healthy, caring and accessible school, free of discrimination, prejudice, bullying and harassment.
4. The right to reasonably expect that your child's spiritual, physical, emotional, mental, social and academic needs are met.

## Parent Charter of *Principles*

*A parent or guardian of a child who is a student of the Toronto Catholic District School Board (hereinafter, the "Board"), is assured that the Board adheres to the following principles:*

1. *The Board will provide* a faith-based publicly funded school with education grounded in Catholic doctrine, traditions and teachings for your child.
2. *A parent or guardian will have* opportunities for involvement in *his/her* child's education.
3. *A parent or guardian is entitled to a reasonable expectation that his/her* child is learning in a safe, healthy, caring and accessible school, free of discrimination, prejudice, bullying and harassment.
4. *A parent or guardian is entitled to a reasonable expectation that his/her* child's spiritual, physical, emotional, mental, social and academic needs are met.

5. The right to delivery of the curriculum consistent with our Catholic faith and provincial requirements.

6. The right for your child to receive appropriate materials, resources, and technologies consistent with the requirements of the curriculum.

7. The right to communicate, to comment, to raise concern(s), or to register complaint(s) in a respectful manner to TCDSB staff, and to the Board of Trustees without fear of unjust repercussions and have your question, concern or complaint acknowledged with a response within a reasonable time in a respectful manner.

8. The right to confidentiality of your child's records in accordance with TCDSB policies and applicable legislation.

9. The right to access all of your child's education records and to meet with TCDSB staff to discuss your child's progress.

10. The right to have any special needs assessments addressed by Board-designated professionals within

5. *The Board will provide curriculum delivery* consistent with our Catholic faith and provincial requirements.

6. *The Board will provide your child* appropriate materials, resources, and technologies consistent with the requirements of the curriculum.

7. *A parent or guardian is entitled* to communicate, to comment, to raise concern(s), or to register complaint(s) in a respectful manner to **Board** staff, and to the Board of Trustees, without fear of unjust repercussions and to have *his/her* question, concern or complaint acknowledged with a response within a reasonable time in a respectful manner.

8. *The Board will keep confidential your* child's records in accordance with **Board** policies and applicable legislation.

9. *A parent or guardian will have* access to all of *his/her* child's education records and *is entitled to* meet with **Board** staff to discuss *his/her* child's progress, *in accordance with applicable legislation*.

10. *A parent or guardian is entitled to have* any special needs assessments addressed by Board-designated professionals within reasonable timelines.

reasonable timelines.

11. The right to access and understand available information, consistent with privacy laws, about your child's school, school board, teachers, administrators, facilities, policies, procedures, and programs within a reasonable time.

12. The right to have TCDSB rules and regulations and individual school policies applied and adhered to with transparency, consistency, fairness and compassion.

11. *A parent or guardian is entitled to* available information about *his/her* child's school, school board, teachers, administrators, facilities, policies, procedures, and programs within a reasonable time *and consistent with privacy law and other applicable legislation.*

12. *The Board will apply Board* rules, regulations, and individual school policies with transparency, consistency, fairness and compassion.

These *principles* are subject to such reasonable limits as prescribed by law and Toronto Catholic District School Board Policies and are subject to the financial resources provided by the Ministry of Education in Ontario to the Toronto Catholic District School Board.



## REPORT TO

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

## 21ST CENTURY LEARNING 2017 ANNUAL UPDATE

*"The digital world can be an environment rich in humanity;  
A network not of wires but of people."  
Pope Francis*

Created, Draft	First Tabling	Review
August 28, 2017	September 7, 2017	<a href="#">Click here to enter a date.</a>
L. DiMarco, Superintendent Curriculum Leadership & Innovation; And Information & Communications Technology		
J. Russo, Program Coordinator, Technology Enabled Learning & Teaching Contact		
<b>INFORMATION REPORT</b>		

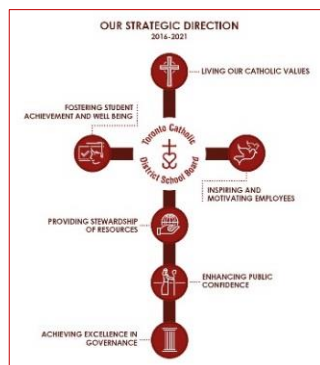
### Vision:

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Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

A. Sangiorgio  
Associate Director  
of Planning and Facilities

T.B.D.  
Executive Superintendent  
of Business Services and  
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## **A. EXECUTIVE SUMMARY**

This report will serve as an update of the work being done in the TCDSB around 21<sup>st</sup> Century Learning. As part of an integrated five-year plan, the focus of the TCDSB21C Department in 2016-2017 included:

- i. the competency of Knowledge Construction;
- ii. STEAM Education (Science, Technology, Engineering, Arts and Mathematics);
- iii. the use of Google Suite;
- iv. Maker Education; and
- v. Coding.

In order to integrate NeXt Lesson competencies into the teaching and learning environments of our schools, educators participated in diverse professional learning opportunities to further develop and enrich the six (6) 21<sup>st</sup> Century competencies:

- i. Collaboration
- ii. Knowledge Construction
- iii. Real World Problem Solving
- iv. Skilled Communication
- v. Self-regulation
- vi. Use of ICT for Learning

***The cumulative staff time dedicated to preparing this report was 40 hours.***

## **B. PURPOSE**

1. The 21<sup>st</sup> Century Learning Five-Year Plan (May 2013) requires that an annual progress report be provided for Trustees at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee. At the Board meeting of May 30, 2013, the following motion was approved:

***That the Board approve the TCDSB Five-Year Plan for 21st Century Learning in Appendix A.***

2. This report reviews the progress that has been made in our five-year plan and the success of its implementation.

## **C. BACKGROUND**

1. Over the past few years there has been an abundance of academic focus on the skills and competencies that will be required of today's students as they move into the world of work, and how to address their learning needs for our 21st century world.
2. The 21<sup>st</sup> Century Learning skills and competencies that students need are common throughout the curriculum.
3. The TCDSB 21<sup>st</sup> Century Learning Five-Year Plan was approved in May 2013.
4. Project NeXt and the NeXt Lesson are the framework for 21<sup>st</sup> Century Learning in the TCDSB, and they form the basis of our 21st Century Learning Five-Year Plan.
5. The Ontario Catholic School Graduate Expectations and the Growing Success Learning Skills are an integral part of the NeXt Lesson.
6. This year, the TCDSB21C Department emphasized the following: i) the competency of Knowledge Construction ii) STEAM Education (Science, Technology, Engineering, Arts and Mathematics) iii) the use of Google Suite, (iv) Maker Education v) Coding.
7. The implementation of Google Suite is ongoing as additional functionality is tested and made available. This year Google Sites was made available, which is an easy way to create and share web pages.

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

1. TCDSB21C has been involved in promoting 21<sup>st</sup> Century Learning and the NeXt Lesson through various professional learning sessions, presentations and other board initiatives. The detailed description of each TCDSB21C project can viewed in Appendix A. With each detailed description there is also an indicator showing which phase of the 5 year plan that it aligns with and which 21<sup>st</sup> Century Learning competency of the NeXt Lesson that it reinforces.

2. Below is a list of the titles for each project in which the TCDSB21C team has been involved in 2016-2017. Next to each title is a summary of who was involved and how many people it directly impacted. In Appendix A are description details for each of the following projects:

- **Digital Learning Day:** Approximately 150 Teachers
- **Growing Success Elementary Report for Elementary Teachers:** Approx. 1 Teacher rep per school = 170 people
- **21C Innovators Professional Learning Sessions with Lead Learners:** 3 sessions x 8 Teachers and 16 Vice Principals
- **21C Innovators:** Approximately 200 Teachers x 3 full days = 600 Teacher PD Sessions
- **Voices That Challenge:** 1 session x 20 Students
- **New Teacher Induction Program: Growing Success Elementary Report:** 2 sessions x 20=40 Teachers
- **Mobile Device Management: for Principals and Volunteer Teachers to facilitate the purchase and deployment of apps on the iPads** (4 sessions x 15=60 Staff)
- **English Language Learners Initiative:** 25 Teachers x 4 Days = 100 Teachers PD Sessions
- **Coding Quest: The Learning Partnership:** Approximately 43 Teachers were in-serviced; 36 schools, and approximately 150 Students participated
- **Exploring Grade 5 Mathematics and Coding Professional Learning Sessions:** 70 Teachers x 2 days = 140 Teacher PD Sessions
- **The Third Teacher - Changing the Learning Environment:** support as requested from schools and presentations/ discussions as part of the 21C Innovators
- **Geographical Information System (GIS) Professional Learning Sessions:** 10 Teachers X 2 days = 20 Teacher
- **3D Printing – TCDSB21C and Arts:** 30 Grade 7 Students and 15 Grade 7 Teachers
- **I<sup>3</sup>: Investigate! Invent! Innovate!:** The Learning Partnership: Approximately 13 Teachers were in-serviced, and 13 schools participated
- **EAP - Entrepreneurial Adventure Program & Dragon's Nest: The Learning Partnership** Approximately 15 Teachers were in-serviced, 29 Teachers from 26 schools participated
- **Hour of Code:** Approximately 6564 Students & Teacher/Admin Participants

- **TCDSB21C working with York University Faculty of Education:** 120 Future Teachers
  - **Makey Makey:** 15 Grade 4 and 5 Students and 15 Grade 4 and 5 Teachers
  - **Day eLearning Professional Learning:** 12 Teachers x 2 days = 24 Teachers
  - **L4T - Laptops for Teachers:** 100 Teachers x (1 after school session, 4 online modules and 1 full day of PD)
  - **TCDSB 21Camp:** approximately 175 Teachers/Admin
  - **21Camp Planning Team Workshop:** 17 Teachers, 1 Admin
  - **Mini Special Olympics:** Approximately 800 Student Participants
  - **Google Suite (G Suite): Additional Functionality:** Approximately 250 Teachers and 1500-2000 Students
  - **Literacy Initiative:** 25 Teachers x 2 Days = 50 Teachers
  - **FIRST Robotics – Secondary:** 14 Teachers, 7 Schools, Approximately 70 students
  - **Be a Game Changer 2.0:** 71 Teachers enrolled in this eCommunity
  - **Exploring Grade 5 Mathematics with Windows 10 Cloudbooks and Minecraft Education Edition:** 2 sessions x 12 Teachers, 1 session included 8 students from participating schools
  - **February 13<sup>th</sup> Professional Development Day for Secondary Teachers – LOYOL:** 30 Teachers x 5 Sessions = 150 Teachers
  - **Collaboration with TCDSB Technical Services Department:** Image Testing: Regular and Ongoing Support, Weekly Consultations
  - **Preliminary Investigations for a Potential Parent Portal:** TCDSB21C, ICT Trillium/Student Services, Technical Services, Computer Services and the Communications Department
  - **School Community Engagement Apps – Digital Alternatives to the Traditional School Agenda Book:** TCDSB21C, Technical Services, Federation Representatives, School Administrators and Materials Management
  - **School Cash Suite:** TCDSB21C, Finance, Computer Services, Technical Services, Materials Management and ICT Trillium/Student Services Departments
3. The TCDSB21C department has more demand for workshops on the integration of technology than it can provide. With many of the programs there is more interest than there is space and available supporting resources, as evidenced in the following data:

- a. The Laptops 4 Teachers (L4T) program has received very positive feedback as shown below in Section E #7. This was year 3 for this program. In year one, there were 295 computers available with 726 teachers interested in being a part of the program. In year two, there were 100 computers available with 527 teachers interested in being a part of the program. This year in year 3, there were 514 teachers interested in the program, with 100 computers available. To date TCDSB21C has been able to offer intensive professional learning to 495 teachers who received laptops for classroom use.
  - b. The 3D Printing workshop has received very positive feedback as shown below in Section E #8. This program has been aimed at Grade 7 with space for 15 teachers, who can each bring 2 students with them to the workshop. This year was the second year for this program. In year one, there were 56 teachers interested and this year, in year two there were 46 teachers interested in participating in the program.
  - c. Coding and Electronics workshops have received very positive feedback as shown below in Section E #9. This program has been aimed at Grade 5 with space for 15 teachers, who can each bring 2 students with them to the workshop. This year was the second year for this program. In year one, there were 27 teachers interested in Arduino and this year, in year two, there were 72 teachers interested in Makey Makey.
4. The 21C team has been identifying opportunities to build capacity, and has forged strong relationships with many K-12 Teachers. Evidence of this was seen recently when a vacancy opened in the department as a result of a staff member being promoted to Vice Principal, and there were 15 applicants for the position. In the past there has been an average of about 4 applicants. We believe that this is the result of growing awareness of 21st Century Learning and of the department's efforts in engaging in collaborative professionalism with many TCDSB K-12 educators.
  5. Background to consider given increasing interest in 21C programs:
    - a. The TCDSB21C Department was started in September 2012, when a new Superintendency was created to bring system focus to the changing needs of our education system so that the TCDSB can prepare students for a changing world.

- b. In September 2012, the Academic Information and Communications Department (AICT), which consisted of a Program Coordinator (Principal), an eLearning Coordinator (Vice Principal) and 7 resource teachers were moved from Curriculum & Accountability to the 21<sup>st</sup> Century Learning Department. The total number of staff dedicated to 21C was 10.
- c. Prior to September 2012, the work of the department was to support technology use through providing workshops for teachers on how to use specific pieces of technology or system applications and to work with the Technical Services Department to ensure applications and technology supported teacher and student needs.
- d. In September of 2012, the focus of the AICT team began to evolve in order to help raise awareness of the need to address 21<sup>st</sup> Century Learning Skills. The department began to raise awareness about what 21<sup>st</sup> Century Learning meant, and how to change practice to begin addressing the various competencies. The department moved away from its previous technology only focus.
- e. With the total number of staff dedicated to 21st Century Learning, staff were able to continue supporting technology use but also began providing more than one-off workshops. The new focus was about 21st Century pedagogy and also began addressing the need for the appropriate tool at the appropriate time. Teachers showed great interest in learning more about 21<sup>st</sup> century learning competencies and how they could move their practices further along a spectrum of 21C integration.
- f. In June of 2015, 5 teachers were declared surplus to the department, and the Program Coordinator position was removed. In June of 2016, the Superintendent had additional portfolios added and as a result is no longer solely dedicated to 21st Century Learning. Working full time in the area of 21<sup>st</sup> Century learning now, there are 2 resource teachers and the Technology Enabled Learning and Teaching Contact (formerly eLearning Coordinator, name change to this Ministry funded position).
- g. Since 2012, the TCDSB21C department has taken a train-the-trainer approach to ensure that we have many advocates of 21st Century Learning in the system. In the last 5 years, the interest from staff, in particular teachers, has grown significantly and as a result the demand for more in-servicing has increased substantially.
- h. The other notable change that has occurred through the transition from AICT to TCDSB21C, is the influx of funds for 21C related professional learning and technology investments, from the Council of Ontario Directors of Education. As a result, with the infusion of these additional funds there have been some very significant technology rollouts for the TCDSB.

- i. Funding from CODE is expected to diminish for the coming year, with no promise for continued funding beyond next year.

## **E. METRICS AND ACCOUNTABILITY**

1. This year, the TCDSB continues to contribute at a national and global level in the following:
  - a. C21 Canada, a national not for profit organization that advocates for 21st Century models of learning in education. The Director of Education continues to sit on C21 Canada's CEO Academy along with 20 other educational leaders from throughout Canada.
  - b. The Learning Partnership is a national charitable organization dedicated to building stakeholder partnerships to support, promote and advance publicly funded education in Canada. The Director of Education, was a member of the Learning Partnership's Board of Directors.
2. Feedback from the TCDSB21C Innovators Program:
  - 20% of the 200 participants responded to the survey.

*The following questions used a rating scale of 1 to 5, with 5 being the highest rating; average responses are shown:*

- a. How important is PD to you? **Average response 4.7 / 5 = 96%**
- b. As a result of being involved in 21C Innovators, how would you now rate your comfort level in applying the NeXt Lesson framework to your lesson planning? **Average response 3.75 / 5 = 75%**
- c. Taking into consideration other formats of PD in which you have been involved, how would you rate 21C Innovators as a structure for professional learning. **Average response 4.3 / 5 = 86%**
- d. How important is it to you that PD be similar to the 21C innovators continue? **Average response 4.55 / 5 = 91%**



3. Feedback from the Day eLearning Professional Learning Sessions:

- 90% of the 13 participants responded to the survey.

*The following questions used a rating scale of 1 to 5, with 5 being the highest rating; average responses are shown:*

- a. How important is PD to you? **Average response 5 / 5 = 100%**
- b. Taking into consideration other formats of PD in which you have been involved, how would you rate Day eLearning professional learning opportunities as a structure for professional learning.  
**Average response 5 / 5 = 100%**

4. Sample Teacher Feedback from Hour of Code event:

- a. From a teacher at St. Matthew: Second year participating for some of my students and they love it! Some are continuing with Code Academy, etc.
- b. From a teacher at Precious Blood: Students enjoyed the challenges of creating their own minecraft game. A coding club is being investigated by the Junior Division of teachers, so that those students who are interested in coding can continue their quest.
- c. From a teacher at St. Rene Goupil: Students were engaged during this learning activity and thoroughly enjoyed the experience of learning to code.
- d. From a teacher at Blessed Pier Giorgio Frassati: The hour of code is an amazing experience for our students. And they always remember being a part of it every year.
- e. From a teacher at St Kateri Tekakwitha: This was the first time my students were exposed to coding. They were very focused and interested as it was about their favourite game, Minecraft. The 4 Gr. 8 students were there to take on the leadership to guide the 18 Gr. 2/3's. At the end, my class went home to continue doing more coding and all have asked me to do this with them again. My students learned to plan ahead and to "fine-tune" their codes when it doesn't run properly. My next step for them is to learn how to use the least code to perform the same task. I'm looking forward to code with them again.



5. Sample Teacher Feedback from 21C Innovators:

I felt that there was an excellent balance of learning and time to explore and share with other educators. Time for discussion and feedback throughout the process.

6. Sample Tweet from Digital Learning Day:

Q: How are you activating student voice? Tweet from @MrDaCosta8, teacher from D'Arcy McGee: #TCDSB21C #DLDay With Classroom I've seen my students take initiative in their own edu/learning #Collaboration #Communication

7. Sample Teacher Feedback from Laptops 4 Teachers:

- a. Excellent format and great resources. Has really helped my comfort level with using tech in the classroom and getting my class involved as well.
- b. Having an online and in-person learning community was amazing. It was great to hear how people are using technology in their classrooms and to share with others what I am using in mine. I think these type of learning opportunities result in more meaningful and impactful classroom experiences for our all our students because we now feel more comfortable using technology in our classrooms.
- c. I was so impressed with how every component of the Laptops for teachers program was so well curated. I learned both 21c skills as well as skills that supported my growth as a teacher in general. In particular I really loved the information demonstrating moving learning from entry level to transformation. WELL DONE!

8. Sample Teacher Feedback from Exploring 3D Printing Session:

From a teacher at St. Simon: Fantastic workshop. Thank you Russo, Cucchi, Belcastro, Stamegna. Students very excited and eager to share knowledge back at St Simon.

9. Sample Teacher Feedback from Makey Makey Session:

- a. From a teacher at Santa Maria: The children and I thank you for an amazing day! It truly was inspirational and heart warming to see all our children hard at work creating and collaborating! Trevyon and Lucas expressed to me that today was an amazing day for them!
- b. From a teacher at St. Brendan: Overall a great day. Good day for collaboration as I am walking away with more items for my teacher tool box.

**F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

**5 Year Plan Phases:**

The NeXt Student, The NeXt Teacher, The NeXt Parent and The NeXt Administrator

**NeXt Lesson Competency (C):**

1 = Collaboration	2 = Knowledge Construction
3 = Real World Problem Solving and Innovation	4 = Skilled Communication
5 = Self-Regulation	6 = Use of ICT for Learning

Project Name	Phase: The NeXt...	Competency (See Legend)
<p><b>Digital Learning Day:</b> (Approximately 150 Teachers)</p> <p>On February 23rd 2017, TCDSB staff were invited to share how they are incorporating digital learning in their learning activities to enhance student engagement. Sharing took place through two TCDSB21C Digital Learning Community forums: Google Classroom and Twitter.</p> <p>On this day, 82 staff joined the classroom and entered into various conversations by replying to questions and sharing their work, their students' work and/or other artefacts. Approximately 70 staff joined a Twitter chat through the #TCDSB21C hashtag by replying to questions tweeted every hour during the school day by TCDSB21C. Over 100 tweets were posted by staff.</p>	Teacher Admin	<p>All</p> <p>Focus on 2</p>
<p><b>Growing Success Elementary Report for Elementary Teachers:</b> (Approx. 1 teacher rep per school = 170 people)</p> <p>Over a period of three weeks, we provided support to school report card administrators. During our sessions, we assist with report card set up.</p>	Teacher Admin	6
<p><b>English Language Learners Initiative:</b> (25 Teachers x 4 Days = 100 Teachers PD Sessions)</p> <p>TCDSB21C worked with the English Language Learners Department highlighting the use of Google Suite tools for teachers and students in the classroom, and how they could be used to support students' development of critical thinking skills and language development in the classroom.</p>	Teacher	1,2, 4,5,6

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Project Name	Phase: The NeXt...	Competency (See Legend)
<p><b>21C Innovators Professional Learning Sessions with Lead Learners:</b> (3 sessions x 8 teachers and 16 vice principals)</p> <p>21C Innovators is organized by a steering committee, which is comprised of two VPs and one teacher from each of the 8 area superintendencies.</p> <p>The TCDSB21C team facilitated professional learning sessions for the lead learners to assist them in how to design and organize sessions for their areas. As a steering committee we also establish the inquiry focus for the year.</p>	Teacher Admin	All  Focus On 2

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2 = Knowledge Construction  
4 = Skilled Communication  
6 = Use of ICT for Learning

<b>Project Name</b>	<b>Phase: The NeXt...</b>	<b>Competency (See Legend)</b>
<p><b>21C Innovators:</b> (Approximately 200 Teachers x 3 full days = 600 Teacher PD Sessions)</p> <p>2016-2017 Focus: Knowledge Construction Highlighting Maker, STEAM, Coding</p> <p>21C Innovators is designed to build capacity in the system for 21C Learning as outlined in the NeXt Lesson. 21C Innovators is organized by a steering committee which is comprised of Lead Learners from each of the 8 area superintendencies (as per entry above).</p> <p>Lead learners develop and offer professional development to 1-2 teachers from each of the schools in their area (about 25-50 teachers per area). Each group of teachers participates in 3 days of professional development. They work with their area colleagues to explore the competencies of the NeXt Lesson, and how to integrate these competencies into their lesson planning. The expectation is that the teachers who participate will share their learning with colleagues at their own school.</p>	Student Teacher Admin	All  Focus On 2
<p><b>Voices That Challenge</b> (1 session x 20 students)</p> <p>The 21C Department supported the "Voices that Challenge" student leadership conference on Monday, March 20th 2017 at St. Michael College. We held sessions for students in the intermediate grades supporting and educating them about the plethora of online tools that they have access to as students of the TCDSB. The session focused on how students could leverage G Suite tools to enhance and streamline their work and workflow in and outside of the classroom.</p>	Teacher Admin	6

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<b>Project Name</b>	<b>Phase: The NeXt...</b>	<b>Competency (See Legend)</b>
<p><b>New Teacher Induction Program Growing Success Elementary Report:</b> (2 sessions x 20=40 people)</p> <p>Support was offered to NTIP teachers on completing the progress report and the term report card. Teachers were introduced to the program and provided with tips on how to formulate comments based on the Growing Success document.</p>	Teacher	6
<p><b>Mobile Device Management: for Principals and volunteer teachers to facilitate the purchase and deployment of apps on the iPads</b> (4 sessions x 15=60)</p> <p>TCDSB21C provided MDM training for New administrators, resource staff and a refresher for anyone else who requested it. The session covered the purchasing of apps through Apple's VPP, and then the distribution of purchased apps to iPads through the MDM web application.</p>	Teacher Admin	6

**5 Year Plan Phases:**

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- |   |                             |
|---|-----------------------------|
| 1 = Collaboration                             | 2 = Knowledge Construction  |
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Project Name	Phase: The NeXt...	Competency (See Legend)
<p><b>Coding Quest: The Learning Partnership</b></p> <p>(Approximately 43 Teachers were in-serviced; 36 schools, and approximately 150 students participated)</p> <p>Based on provincial curriculum and using a critical inquiry process, students in Grades 4, 5 and 6 learn fundamental coding skills and create a video game through this engaging, student-driven, program. Coding Quest focuses on STEM education, 21st Century and computational thinking, while incorporating learning skills, science &amp; technology, mathematics, language arts, visual arts and social studies. The program culminates in a regional Arcade hosted by The Learning Partnership.</p> <p>Teachers are assisted as they deliver a 25-class adjustable framework, through an in-service workshop and online resources via The Learning Partnership's eLearning Moodle. Coding Quest enriches student learning by adding coding and game creation while addressing the changing technology and learning skills necessary for the 21st century. This program was offered to all of our elementary schools.</p> <p>Schools that received direct in-class support from the program coordinator and/or RBC mentor: St Cecilia, St Joachim, Our Lady of Victory, St Alphonsus, OLPH, Blessed Pier Giorgio Frassati. Most of these schools had multiple support visits for approx. 1.5-3 hrs at a time.</p> <p>Schools registered to attend the Arcade (Showcase): OLPH, 20 students; OLV, 12 students; St Alphonsus, 8 students; Pier Giorgio:12 students, St Joachim: 10 students, St Cecilia: 6 students</p> <p>For more information visit:  <a href="https://www.thelearningpartnership.ca/what-we-do/student-programs/coding-quest">https://www.thelearningpartnership.ca/what-we-do/student-programs/coding-quest</a> </p>	<p>Student Teacher Admin</p>	<p>All</p>

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Project Name	Phase: The NeXt...	Competency (See Legend)
<p><b>Exploring Grade 5 Mathematics and Coding Professional Learning Sessions:</b> (70 Teachers x 2 days = 140 Teacher PD Sessions)</p> <p>For the past four years, the TCDSB research project, funded by the CODE Technology Learning Fund, has focused on mathematics and student engagement. We are exploring ways to increase student engagement in mathematics by incorporating the use of ICT for learning. This year our focus was coding and grade 5 mathematics. We continue to collect evidence to see if an increase in student engagement will affect student achievement.</p> <p>In the spirit of PPM 159, the Mathematics, Research, and 21C departments engaged in collaborative professionalism to design, organize, and facilitate professional learning sessions. One grade 5 teacher from each of our elementary schools was invited to attend two full days of learning. Our focus throughout was to emphasize the mathematics, and then introduce coding as a tool to foster 21C skills.</p> <p>Teachers expressed an interest to continue exploring coding and how it can be integrated in math. We look forward to the opportunity to continue learning alongside them!</p>	Teacher	All



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<b>Project Name</b>	<b>Phase: The NeXt...</b>	<b>Competency (See Legend)</b>
<p><b>Day eLearning Professional Learning</b> (12 Teachers x 2 days = 24 PD sessions)</p> <p>The 21st Century Learning Department facilitated professional learning opportunities for day eLearning teachers. These teachers offer a full credit online course to students from across the TCDSB. It provides an opportunity for students to take courses that are not offered at their day school, or that do not fit into their timetable.</p>	Teacher	All
<p><b>The Third Teacher - Changing the Learning Environment:</b> (support as requested from schools and presentations/ discussions as part of the 21C Innovators)</p> <p>The department continues to work with schools and teachers who wish to change their learning environment. We have responded to requests from schools and teachers that wish to convert their classrooms and/or libraries into 21st Century collaborative learning spaces that reflect the principles of Third Teacher theory. (<a href="http://thethirdteacherplus.com/">http://thethirdteacherplus.com/</a>)</p> <p>In addition the TCDSB21C department has worked with teachers, administrators and the Purchasing Department to develop a 21st Century Learning purchasing catalogue which includes various items that can be purchased to support the above goal.</p>	Student Teacher Admin	All
<p><b>Geographical Information System (GIS) Professional Learning Sessions:</b> (10 Teachers X 2 days = 20 Teacher PD Sessions)</p> <p>The 21<sup>st</sup> Century Learning Department teamed up with the TCDSB Planning Department to offer secondary geography teachers professional learning sessions on the use of the <a href="#">GIS</a> web application.</p>	Teacher	6

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Project Name	Phase: The NeXt...	Competency (See Legend)
<p><b>Exploring 3D Printing – TCDSB21C and Arts:</b> (30 Grade 7 Students and 15 Grade 7 Teachers)</p> <p>3D printing is a process for making a physical object from a three-dimensional digital model. The digital model is designed using software. This innovative technology will excite and spark creativity. 3D printing will fit into many curriculum areas.</p> <p>On May 18, 2017 TCDSB21C organized an event where Grade 7 students and their teachers from 15 of our schools were given an opportunity to explore 3D printing.</p>	Student Teacher	All

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Project Name	Phase: The NeXt...	Competency (See Legend)
<p><b>I<sup>3</sup>: Investigate! Invent! Innovate!:</b> The Learning Partnership: (Approximately 13 Teachers were in-serviced, and 13 schools participated)</p> <p>The I<sup>3</sup> program is an integrated math, science and technology program for Grades 7 and 8 students. The goal of I<sup>3</sup> is to instil a passion for math, science and technology, to foster innovative thinking and to make learning science fun. Students identify a problem or opportunity in their daily lives and then invent a product or service to solve the problem based on concepts they learn in class. Their ‘invention’ and process is showcased at school and citywide Invention Conventions. I<sup>3</sup> is delivered in classrooms and fully aligns with the Provincial Science &amp; Technology and Language Curriculum. Students foster innovative thinking through learning applied science, math and technology in a way that is creative, hands-on and relevant in their lives.</p> <p>The Learning Partnership sponsors this program and provides professional development for all teachers involved. We promoted this program to all of our elementary schools.</p> <p>The following schools participated in I<sup>3</sup> this year: St. Maria Goretti, St. Nicholas, St. Paschal Baylon, St. Bernard, St. Thomas Aquinas, Holy Rosary, Christ the King, St. Teresa, St. Leo, St. Francis Xavier, Our Lady of Victory, All Saints, St. Jude</p> <p>For more information visit: <a href="http://www.thelearningpartnership.ca/what-we-do/student-programs/investigate-invent-innovate">http://www.thelearningpartnership.ca/what-we-do/student-programs/investigate-invent-innovate</a></p>	Student Teacher	All

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Project Name	Phase: The NeXt...	Competency (See Legend)
<p><b>EAP - Entrepreneurial Adventure Program &amp; Dragon's Nest: The Learning Partnership</b> (Approximately 15 Teachers were in-serviced, 29 Teachers from 26 schools participated)</p> <p>The Entrepreneurial Adventure Program is a hands-on entrepreneurial journey for students in Grades K-12. It is designed to develop students' enterprising spirit, financial literacy, innovative thinking and social responsibility.</p> <p>To date, these student business ventures have raised \$2.6 million for charities! Entrepreneurial Adventure helps develop Canada's next generation of entrepreneurs by teaching essential 21st century skills, such as marketing, business planning, team building and the importance of social responsibility. Together with teachers and volunteer business mentors, students from kindergarten to Grade 12 develop innovative business ventures that raise money for local, national and international charities. EAP is sponsored by The Learning Partnerships and in partnership with them we are promoting the program to all of our schools.</p> <p>The following Elementary Schools participated in EAP this year: Holy Cross, Holy Rosary, Our lady of Assumption, Our lady of Victory, Our Lady of Wisdom, Precious Blood CS, St. Bridget, St. Bruno, St. Catherine, St. Cecilia, St. Helen, St. Kevin, St. Michael's Choir, St. Richard, St. Sebastian, St. Theresa Shrine, St. Alphonsus, St. Monica</p> <p>The following Secondary Schools participated in Dragons' Nest this year: Bishop Allen Academy, Senator O'Connor</p> <p>For more information visit: <a href="http://www.thelearningpartnership.ca/what-we-do/student-programs/entrepreneurial-adventure">http://www.thelearningpartnership.ca/what-we-do/student-programs/entrepreneurial-adventure</a></p>	Student Teacher	All

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Project Name	Phase: The NeXt...	Competency (See Legend)
<p><b>Hour of Code:</b> (Approximately 6564 Students &amp; Teacher/Admin Participants)</p> <p>The Hour of Code is global program run by Code.org, a nonprofit dedicated to expanding participation in computer science by making it available in more schools, and increasing participation by women and underrepresented students of color. The Hour of Code challenges students to take part in a one-hour introduction to computer science, designed to demystify code and show that anybody can learn the basics.</p> <p>Approximately 250 million youth from throughout the world participated in Hour of Code during Computer Science Education Week, December 5–11, 2016.</p> <p>By participating in a number of online tutorials, students discovered the fun of coding and, more importantly, how it can be a catalyst to create and achieve great things. The Hour of Code provided opportunities for everyone to get involved as a teacher, mentor or participant. One-hour tutorials were made available in over 30 languages. No coding experience was required by participants.</p> <p>40 teachers shared the following feedback after our event: Actual total number of lines of code: 1138801 Actual total number of hours: 670 Actual total number of participants: 1505 Grades: K-12</p> <p>For more information visit: <a href="https://hourofcode.com/ca">https://hourofcode.com/ca</a></p>	<p>Student Teacher Admin</p>	<p>All</p>

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Project Name	Phase: The NeXt...	Competency (See Legend)
<p><b>TCDSB21C working with York University Faculty of Education:</b> (120 Future Teachers)</p> <p>Members of TCDSB21C presented to students at York University's Faculty of Education. Workshops were provided on the Next Lesson, and G Suite Apps.</p>	Teacher	All
<p><b>Makey Makey</b> (15 Grade 4/5 Students and 15 Grade 4/5 Teachers)</p> <p>Grade 4 and 5 teachers and two of their students participated in an exciting 21st Century Learning STEAM (science, technology, engineering, arts, and math) opportunity. During a day devoted to innovative work, play and learning, students and teachers from 15 of our schools were given an introduction to Makey Makey, an electronic invention kit.</p> <p>Makey Makey allows people of all ages to use everyday objects and combine them with the internet. Makey Makey allows one to take a conductive material and turn that material into a keyboard control. Some of the controls that Makey Makey allows us to use are the spacebar, left click of the mouse, and the arrow keys. Why is it so popular? Because the hardware is affordable, it's easy to learn and it teaches students important logic and coding skills. <a href="http://www.makeymakey.com/">http://www.makeymakey.com/</a></p>	Student Teacher	All

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Project Name	Phase: The NeXt...	Competency (See Legend)
<p><b>L4T - Laptops for Teachers:</b> (100 Teachers x 1 after school session x 4 online modules x 1 full day of PD)</p> <p>Laptops for Teachers (L4T) is a professional development program developed and run by TCDSB21C. This year 100 teachers took part. Teachers completed a 2.5 hour after-school orientation session, four 2-hour online modules and a full day workshop. The professional development focused on the NeXt Lesson competencies, in particular the Use of ICT for Learning. Upon completion of the program, teachers were given a laptop for their own dedicated professional use in the classroom.</p> <p>The teachers who participated were chosen via a system-wide lottery. Funding for the program came from the Ministry of Education and the Council of Directors of Education (C.O.D.E). Over 650 teachers submitted their names into the lottery.</p>	Teacher	<p>All</p> <p>Focus on 6</p>

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<b>Project Name</b>	<b>Phase: The NeXt...</b>	<b>Competency (See Legend)</b>
<p><b>TCDSB 21Camp:</b> (approximately 160 Teachers/Admin)</p> <p>On Saturday, May 27, 2017 the TCDSB21C Department will host its fifth annual 21Camp. Over 160 teachers registered to attend.</p> <p>The event was an opportunity for teachers to meet with other teachers from across our system to discuss and share classroom practice. This day provided participants with an opportunity to build their personal and professional Learning Networks. The event represents a culmination of our 21C Innovators program and many of the discussions centered on ways to integrate 21st Century Learning Competencies into the classroom.</p> <p>This year's sessions featured 5 minute Ignite Talks. Staff could then attend follow up sessions to go deeper in topics of their choosing.</p>	Teacher Admin	<p>All</p> <p>Focus on 2</p>
<p><b>21Camp Planning Team:</b> (17 Teachers, 1 Admin)</p> <p>In preparation for our 21Camp, TCDSB21C supported 21Camp facilitators. The planning team organized and designed various learning opportunities for TCDSB to participate in.</p> <p>The planning team was composed of elementary and secondary teachers.</p>	Teacher Admin	<p>All</p> <p>Focus on 2</p>
<p><b>Mini Special Olympics:</b> (Approximately 800 Student Participants)</p> <p>TCDSB21C will be supporting the TCDSB Annual Special Needs Mini Olympics. As part of an Arts Station, members of the TCDSB21C will provide iPads and work with the students to explore apps that allow them to interact with technology while creating art.</p>		6



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Project Name	Phase: The NeXt...	Competency (See Legend)
<p><b>Google Suite (G Suite): Additional Functionality</b> (Approximately 250 Teachers and 1500-2000 Students)</p> <p>Google Suite was rolled out in the Fall 2015, we continue to launch additional functionality. This year the functionality that has been added is Google Sites.</p> <p>TCDSB21C tested this service centrally and invited some elementary and secondary schools to provide feedback as well prior to announcing its availability. In December of 2016 Sites was made available to staff and students.</p> <p>Google Sites is a blog and web page-creation tool offered by Google as part of the G Suite productivity tools. The goal of Google Sites is for anyone to be able to create an individual or group site where multiple people can collaborate. It is also a wonderful tool for creating online portfolios for students or for sharing pedagogical documentation. Sites are very user friendly and are recommended for all grades.</p>	Student Teacher Admin	All

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Project Name	Phase: The NeXt...	Competency (See Legend)
<p><b>Literacy Initiative:</b> (25 Teachers x 2 Days = 50 Teachers PD Sessions)</p> <p>TCDSB21C worked with the Literacy Department in a Learning Disabilities Technology Collaborative Inquiry. The inquiry focused on the use of Google Suite tools for teachers and students in the classroom and how they could help students develop critical thinking skills.</p> <p>The two departments also planned and delivered a 3 day learning series on GAFE with a focus on supporting students with learning disabilities. The purpose of the series was to help teachers identify what they can use to support their students' individualized learning needs.</p> <p>The project was initiated as a result of observations regarding the limited use of assistive technologies by TCDSB students during provincial assessments.</p> <p>The overall goal of this project is to increase student literacy and engagement through a Universal Design model supporting Learning for All. The project aims to increase computer use by introducing and increasing the use technologies available through the G Suite platform. Teachers have been challenged to use Google Classroom with their classes in order to facilitate: descriptive feedback, peer feedback, greater student/teacher engagement. Various G Suite tools have been introduced to teachers. Central staff have also created an open Google Classroom for staff to share resources and strategies.</p>	Teacher	6

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Project Name	Phase: The NeXt...	Competency (See Legend)
<p><b>FIRST Robotics – Secondary:</b> (14 Teachers, 7 Schools, Approximatively 70 students)</p> <p>FIRST® Robotics Canada is an umbrella organization that was established in 2001 to meet the growing need for student robotics programs in Canada; it is an international organization that holds robotics competitions for both elementary and secondary students. For more information visit the following: <a href="http://www.firstroboticscanada.org/main/">http://www.firstroboticscanada.org/main/</a></p> <p>Overall, it was a very successful season for Toronto Catholic.</p> <p>Robotics programs align with the BLIP and many schools’ School Learning and Improvement Plan goals.</p> <p>Schools that participated: Chaminade College, Mary Ward, Fr. Redmond, St. Patrick, St. Mother Teresa, Senator O’Connor, Archbishop Romero</p> <p>Some achievements: Mary Ward (Ryerson Champions), Fr. Redmond (Ryerson Team Spirit Award &amp; Made it to World Championships), Blessed Mother Teresa (Ryerson Judges’ Award &amp; Western Judges’ Award), Senator O’Connor (Victoria Park Champions)</p>	Student Teacher	All

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Project Name	Phase: The NeXt...	Competency (See Legend)
<p><b>Be a Game Changer 2.0:</b> (71 Teachers enrolled in this eCommunity)</p> <p>In the spirit of PPM 159, Toronto Area School Boards engaged in collaborative professionalism to design, organize, and facilitate a virtual speaker series focusing on 21st Century Competencies. The TCDSB was represented in most sessions, and led the session on the competency of Innovation, Creativity, and Entrepreneurship.</p> <p>Approximately 71 TCDSB teachers have joined the ‘Be a Game Changer 2.0’ eCommunity and actively participated in this bi-weekly professional learning opportunity.</p>	Student Teacher Admin	All
<p><b>Exploring Grade 5 Mathematics with Windows 10 Cloudbooks and Minecraft Education Edition</b> (2 sessions x 12 teachers) (1 session also included 8 students)</p> <p>On March 24th and April 19th TCDSB21C organized a Minecraft Education Edition event. Day one was devoted to innovative work, play and learning where teachers from each elementary panel from 4 schools were given an introduction to Minecraft Education Edition. This session was attended by 8 International Leaders in MineCraft.</p> <p>In preparation for day two, teachers and students were supported by experts from all over the world, and math resource teachers. During day two, students shared their key learnings.</p> <p>Both days were, characterized by high teacher and student engagement, a great success and many of the teachers plan on continuing the lessons learned back in their classroom.</p> <p>Blog from a Teacher at Our Lady of Perpetual Help: <a href="https://goo.gl/tQOT9b">https://goo.gl/tQOT9b</a></p>	Student Teacher Admin	All  Focus on 2

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<b>Project Name</b>	<b>Phase: The NeXt...</b>	<b>Competency (See Legend)</b>
<p><b>February 13<sup>th</sup> Professional Development Day for Secondary Teachers – LOYOL:</b> (30 Teachers x 5 Sessions = 150 Teacher PD Sessions)</p> <p>TCDSB21C facilitated five sessions on the NeXt Lesson and competencies of the Use of ICT for Learning and Knowledge Construction. Our sessions also highlighted the use of G Suite apps, Brightspace by D2L, and other webtools.</p>	Teacher	All
<p><b>Collaboration with TCDSB Technical Services Department Image Testing: Regular and Ongoing Support</b></p> <p>TCDSB21C works closely with the Technical Services Department to help determine the configuration of iPads, Laptops and Desktops to be used by students and/or teachers. The department provides educational direction on what apps/software should be included in the various images and is integral to the testing process that ensures everything works properly.</p> <p><b>Weekly Consultations</b> TCDSB21C meets weekly with Technical Services staff to provide an educator/student perspective on the implementation and use of educational technology in our schools.</p>	Student Teacher Admin	6

**5 Year Plan Phases:**

The NeXt Student, The NeXt Teacher, The NeXt Parent and The NeXt Administrator

**NeXt Lesson Competency (C):**

1 = Collaboration

2 = Knowledge Construction

3 = Real World Problem Solving and Innovation

4 = Skilled Communication

5 = Self-Regulation

6 = Use of ICT for Learning

<b>Project Name</b>	<b>Phase: The NeXt...</b>	<b>Competency (See Legend)</b>
<b>Preliminary Investigations for a Potential Parent Portal</b> TCDSB21C, ICT Trillium/Student Services, Technical Services, Computer Services and the Communications Department have been investigating options that would enable parents to become more engaged in the school community using digital tools. A Parent Portal would enable parents to stay informed regarding their child's school (news, events, etc) and to be able to access information related to their child's learning and achievement. Work has been done to determine what types of services exist and what each service can offer. Many of the available options tie into our Student Information System to allow access to achievement data and attendance data.	Parent	1,4,5,6
<b>School Community Engagement Apps – Digital Alternatives to the Traditional School Agenda Book</b> TCDSB21C, Technical Services, Federation Representatives, School Administrators and Materials Management have been reviewing products that offer a digital alternative to the traditional School Agenda Book (paper). Features of the various offerings are being considered. Consultations are ongoing as we consider offering vendor(s) of choice for schools who are interested in pursuing this option. Particular interest has been shown by the Secondary Schools, as students would prefer a digital alternative to the paper book.	Parent	1,4,5,6
<b>School Cash Suite</b> An online option for parents, guardians and students to pay for their school related purchases. This application also provides access to additional features such as digital forms. This tool, in addition, to providing convenience for payments will also enhance communication with families.	Parent	1,4,5,6

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**5 Year Plan Phases:**

The NeXt Student, The NeXt Teacher, The NeXt Parent and The NeXt Administrator

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**NeXt Lesson Competency (C):**

1 = Collaboration

2 = Knowledge Construction

3 = Real World Problem Solving and Innovation

4 = Skilled Communication

5 = Self-Regulation

6 = Use of ICT for Learning

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REPORT TO

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

### COMMUNITY ENGAGEMENT ANNUAL REPORT FOR 2016-2017

*I appeal to you, brothers and sisters, in the name of our Lord Jesus Christ, that all of you agree with one another in what you say and that there be no divisions among you, but that you be perfectly united in mind and thought.*

1 Corinthians 1:10

Created, Draft	First Tabling	Review
August 28, 2017	September 7, 2017	September 7, 2017
John W. Yan, Senior Coordinator, Communications, Media and Public Relations Carla Marchetti, Senior Coordinator, Community Relations John Wujek, Superintendent		
<b>INFORMATION REPORT</b>		

#### **Vision:**

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

#### **Mission:**

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

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



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

A. Sangiorgio  
Associate Director  
of Planning and Facilities

T.B.D.  
Executive Superintendent  
of Business Services and  
Chief Financial Officer



## **A. EXECUTIVE SUMMARY**

This Annual Report highlights the key Board-wide Community Engagement initiatives (see Appendix A) and Community Learning and Cultural Engagement activities (see Appendix B) undertaken by Board staff during the 2016-2017 school year (September 1, 2016 – August 30, 2017).

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

## **B. PURPOSE**

As mandated in the Board Policy Register for T.07. Community Engagement, this Annual Standing Report is submitted to fulfil the requirement prescribed in the policy which stipulates under Evaluation and Metrics (Regulation 4):

*4. A report of the community engagement process as reported by staff is to be reviewed by the Board annually.*

The report outlines the initiatives and best practices utilized by the TCDSB (see Appendix A) to provide community engagement opportunities that are open, honest, transparent and accessible to all, and that value the input obtained in our decision making. In addition, the report overviews the major activities that highlight the Board's ongoing commitment to community and parent engagement achieved through community learning and cultural events (see Appendix B).

## **C. BACKGROUND**

In September, Trustees instructed that future Community Engagement Annual Reports be restructured in two parts:

1. Community Engagement Report to include description levels, purpose and outcome (see Appendix A).
2. A separate listing of Learning Opportunities and Cultural Events (see Appendix B).

Both report summaries highlight best practices and are part of a “continuous improvement” philosophy with regards to the Board's community engagement activities.

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

1. Community engagement at the TCDSB engages community members and the general public in meaningful ways on matters in the purview of the Board to allow deeper conversations about values, beliefs and concerns, to emphasize the desired future, appreciate the positives and build on past successes and create effective networks.
2. The consideration of the views of community members in making policy decisions is achieved by supporting an ongoing exchange of information and feedback between the TCDSB, its parent and stakeholder communities. In the 2016-2017 academic year, staff were able to generate unprecedented, high levels of Board-wide community engagement on major policy deliberations related to: Long-Term Accommodation Plan (LTAP) and Long-Term Program Plan (LTPP); Proposed Draft Changes to the Secondary Admissions Policy; new School Cash Online service; and Consultations regarding the 2017-2018 TCDSB Budget.
3. Best practices and innovative web-based strategies (Virtual Town Hall and Blog-like Q and A Chat forum called Ask the Director) will continue to be used to widen involvement. In addition, Communications staff regularly evaluates the use and impact of social media tools, in particular Twitter.
4. The following key principles formed the foundation of effective engagements: commitment, evaluation, timing, inclusiveness, accessibility, location, clarity, respect, accountability and transparency. As well, community engagement activities in 2016-2017 were designed to align with all six (6) pillars of the Multi-Year Strategic Plan.
5. Community engagement initiatives are designed to support the goal of ensuring our Catholic schools and the TCDSB are accessible and welcoming to parents and other community members. Our activities facilitate the need of community members and the general public for open, transparent access to information and to enrich the understanding of educational policies, programs and services. The TCDSB recognizes that its half-million ratepayers and community members have both the right and the responsibility to be involved in decisions made on their behalf.

## **E. METRICS AND ACCOUNTABILITY**

1. Impact and accountability summaries for each community engagement initiative are summarized in Appendix A and provide both quantitative and qualitative input received during community engagement. The Communications staff will continue to work with the Research Department go beyond numbers in terms of participation to ensure community engagement is measured by quality rather than quantity during any review of the key contributions to policy decisions.
2. The guiding principle for community engagement at the TCDSB is to use our new web-based tools to be as inclusive as possible to reflect the views of all TCDSB community members. Overcoming language, cultural and socio-economic access barriers are a priority by ensuring all essentials documents are made available online in their language of choice. The Board now inserts a visible Google Translator button on every consultation page to ensure these outcomes are met.
3. The summary and results contained in the 2016-2017 Community Engagement Annual Report will serve to inform 2017-2018 communication engagement strategies. Specifically, lessons learned during the LTPP and LTAP consultations and the Draft Changes to the Secondary Admissions Policy will play a key role in 2017-2018 initiatives that will focus on digging deeper into extracting input from non-engaged communities – striving for higher quality of engagement input rather than simply focusing on quantity.
4. Communications and Senior Staff have already started to evaluate more effective, ongoing communication and consultation strategies which is central to the stated goal of “continuous improvement” in community engagement. The Communications Department has proactively initiated steps to undertake the following based on lessons learned in this 2016-2017 Community Engagement Report:
  - i. Ensuring a more defined role for superintendents, principals and parent councils for local, school level consultations to ensure comprehensive parent/community engagement regarding the introduction of new programs (eg. French Immersion).

- ii. Work with Board staff to ensure both source documents that are used to inform consultations, as well as any communications (letters) to parents are written as much as possible in “plain language” with minimal use of acronyms and “Edu-Speak”.
- iii. As a preferred best practice, provide advance notice to key parent engagement groups (CPIC and OAPCE) in order to seek their advice and guidance regarding the community engagement or consultation initiative.
- iv. Strategically map out consultation dates and timelines in advance (eg. bi-annually) to optimize community engagement initiatives whenever possible, in order to minimize “Consultation Fatigue” among our parents, staff and stakeholders.

## **A. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

## TCDSB COMMUNITY ENGAGEMENT ANNUAL REPORT: 2016-2017

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
<b>September 2016 – March 2017</b>  <b>Boundary Reviews</b>	Consult	The Board identified group of schools meeting the criteria for boundary reviews in order to balance enrolment, school programs or other services.	<ul style="list-style-type: none"> <li>• The Planning Department, supported by Communications staff undertook consultations meetings as outlined in the Board's Boundary Review Policy (S.A.03) to ensure appropriate community engagement at all stages of the review process.</li> <li>• The community engagement process was key to the Board decisions to implement consolidations for Fall 2017</li> </ul>
<b>October-November, 2016</b> <b>Pupil Accommodation Reviews (PARs)</b>  <b>SECONDARY</b> <b>(Don Bosco Catholic SS)</b>	Consult	<p>Due to significant enrolment decline Don Bosco was identified for a modified Pupil Accommodation Review. Don Bosco has seen significant enrolment decline over the past decade with 2016 enrolment totalling only 97 students.</p> <p>The Board approved the initiation of a modified Pupil Accommodation Review for Don Bosco Catholic Secondary School, in accordance with Board Policy S.09 Pupil Accommodation Review.</p>	<ul style="list-style-type: none"> <li>• Consultations included a school community town hall, which attracted a full house (over 250 people) of parents, students, school staff, alumni and neighbours to discuss the future of the facility.</li> <li>• The consultation also resulted in assessment of long-term need and potential uses for the Don Bosco facility including as a community hub.</li> </ul>
<b>October-November, 2016</b> <b>Pupil Accommodation Reviews (PARs)</b>  <b>ELEMENTARY SCHOOLS</b> <b>(Wards 7,8,9)</b>	Consult	To support the Board's goal of responsive and responsible stewardship and allocation of resources, a series of PARs were initiated across various areas in the TCDSB to take advantage of the Ministry of Education's Capital Priorities Funding focus on projects that promote efficient use of space by providing funds through a new, four-year, \$750 million School Consolidation	<ul style="list-style-type: none"> <li>• The comprehensive engagement process supported local and Board decisions to consolidate schools in order to qualify for program funding</li> <li>• Solutions were based on the need to create equitable learning environments for all students that support student achievement and well-being, while</li> </ul>

## APPENDIX: A

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
		Capital program. This funding program was designed to allocate funds on a business-case basis for new schools, retrofits and additions that support consolidations.	remaining true to our Board's commitment to Catholic values.
<b>November 2016 - February 2017</b>  <b>LTAPP and LTPP Board-wide Consultation</b>	Consult	The main goal of the LTAPP and LTPP consultation process was to increase transparency and inclusiveness in order to capture the views of all TCDSB community members by overcoming language, cultural and socio-economic access barriers. Several online web-based communications tools were deployed to support the consultation process sessions. This was achieved by dedicating a section of the TCDSB website that hosts a micro-site focused on the LTAP/LTPP consultations. ensure optimal community engagement	<ul style="list-style-type: none"> <li>• A 2-hour Virtual Town Hall Information session attracted over 100 online viewers. It consisted of a formal presentation, followed by the answering of 53 questions by a staff panel in under 90 minutes. Overall, 68 questions and/or comments were submitted by viewers during the virtual engagement event.</li> <li>• 481 responses were received for the proposed LTPP with 169 individual comments and 460 responses for the LTAPP with 125 comments submitted for consideration by Trustees.</li> </ul>
<b>February – March 2017</b> <b>School Cash Online</b>	Consult	The Board directed staff to consult with the parent community to gauge interest in a cashless, online service prior to embarking on a system-wide implementation of the School Cash Online tool.	<ul style="list-style-type: none"> <li>• The survey participation rate was the highest ever recorded for any Board-wide consultation since the implementation of the Community Engagement Policy in 2012.</li> <li>• A significant majority, 84.0% [4,247] respondents from a total of 5,056 responses indicated “Yes” in favour of implementing an online payment processing system.</li> <li>• Trustees approved the implementation at the March 30, 2017 Board Meeting.</li> </ul>

## APPENDIX: A

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
<b>March – April 2017 2017-2018 Budget Consultations</b>	Consult	The Board of Trustees approved the 2017-2018 Budget projections for community consultation. Feedback and results received from stakeholders to help inform the 2017-2018 Budget decisions for submission to the Ministry of Education by the June 30, 2017 deadline.	<ul style="list-style-type: none"> <li>• The 2017-2018 budget survey outlined three (3) revenue generating options for consideration</li> <li>• A total of 4,360 survey responses were submitted – the most ever for a budget consultation. In addition thousands of individual suggestions and comments were provided by respondents.</li> <li>• Based on this high response rate, the survey results are considered accurate 95% of the time, with margin of error of less than plus or minus 1.5%.</li> </ul>
<b>April – May 2017 Draft Revised Secondary School Admissions Policy</b>	Involve	<p>The Ministry of Education directed the TCDSB to adopt fixed attendance boundaries for all secondary schools to be consistent with most Ontario school Boards. Complying with the Ministry's request for formal boundaries for all TCDSB secondary schools would support the Board's case for capital funds to build new facilities in areas where schools are overcrowded.</p> <p>A high level of community engagement was critical as the proposed Draft Secondary School Admissions Policy changes had the potential to impact a student's future choice of high schools.</p>	<ul style="list-style-type: none"> <li>• A total of 2,931 responses were submitted via the online-survey. The special Board staff facilitated "Consultation in the Round Face-to-Face" Secondary School Admissions stakeholder was part of a consultation evening held at the CEC. Responses, concerns, suggestions etc. were recorded and submitted to help inform Board staff on the draft policy changes and recommendations.</li> <li>• Trustees maintained the status-quo for the 2017-18 academic year. Input, lessons learned and recommendations will form the foundation for future planned consultations regarding secondary admissions scheduled for Fall 2017.</li> </ul>

## APPENDIX: A

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
<b>February - May 2017</b> <b>Student Charter of Rights</b> <b>and Parent Charter of Rights</b>	Consult	<p>Through 2014 and 2015 a special ad-hoc committee of parents, students and other Toronto Catholic District School Board stakeholders worked to produce a Draft Parent Charter of Rights and a Draft Student Charter of Rights which has been approved by the Board of Trustees for public consultation.</p> <p>The TCDSB community was invited to a consultation process regarding the draft Charter of Rights which included both an online and paper-based survey. The charter of rights was initiated by Trustees as a way to increase public confidence in the Board.</p>	<ul style="list-style-type: none"> <li>• 583 survey responses were received regarding the Parent and Student Charter of Rights.</li> <li>• Approximately a dozen parents attended the two facilitated face-to-face sessions at Bishop Marrocco/Thomas Merton and St. Patrick Catholic Secondary School. A comprehensive review of both Charters was undertaken during the two sessions</li> <li>• The results and input received were very useful in the crafting the final document approved by the Board of Trustees for implementation.</li> </ul>
<b>May 2017</b> <b>Institute for Catholic Education (ICE)</b> <b>“Renewing the Promise”</b>	Consult	<p>Board-wide initiative to engage everyone in the TCDSB community about the critical role of Catholic education in Ontario! “Renewing the Promise” is a dialogue to solicit community input about Catholic education.</p> <p>All TCDSB staff were invited to take part in the dialogue process. School principals facilitated discussions with parents through the Catholic School Parent Council (CSPC) and to submit ideas on-line through a special Thought Exchange website called Renewing the Promise.</p>	<ul style="list-style-type: none"> <li>• The ideas and comments submitted through the thought exchange will provide important input for the major provincial Symposium of the Catholic community being held in November 2017.</li> <li>• Results and analysis will be publically available by ICE and the Board and form the focus of Catholic Education Week 2018.</li> </ul>



## APPENDIX: A

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
<b>June - July 2017 New School Options</b> <b>St. Margaret Catholic School: Your School, Your Choice Consultation Survey</b>	Consult	<p>The St. Margaret CS parent community was actively consulted regarding their preference of three options to accommodate students as the result of the Ministry of Education's decision which indicated a new building at the current Carmichael location for all students is longer a viable option.</p>	<ul style="list-style-type: none"> <li>• A total of 93 responses were received, in response to an online survey and a paper version circulated to all school parents. The principal received 88 paper returns, and 5 responses were submitted online.</li> <li>• The survey results will be presented in a Report to the Board in Fall 2017 which will inform trustees regarding the options moving forward.</li> </ul>
<b>July 2017:</b> <b>St. Patrick CSS</b> <b>New Soccer Field</b> <b>Community Open House and Information Session</b>	Inform	<p>Pursuant to the TCDSB's Good Neighbour Policy (S.25), the Board held an Open House on July 5, 2017 to inform the community regarding the \$1.2 million renovation to the sports field at St. Patrick's Catholic Secondary School.</p> <p>The Open House showcased the new field plans, including the installation of state-of-the-art hooded, LED lights to minimize the impact on the surrounding residential properties.</p>	<ul style="list-style-type: none"> <li>• The Community Open House attracted over 120 neighbours and school community members.</li> <li>• A number of suggestions forwarded by community members such as hours of operation are being taken under advisement.</li> <li>• The field renovations started as scheduled in the second week of July, with a targeted completion date by early Fall 2017.</li> </ul>

## TCDSB COMMUNITY ENGAGEMENT 2016-2017

### Learning Opportunities and Cultural Events

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
<b>October, 2016</b> <b>Newcomers' Welcome Conference</b>	Inform	TCDSB Community Relations Department cultural outreach and community engagement initiative featuring a Conference Forum to provide newcomer parents with pertinent information on navigating the Canadian education, health and workplace system. The theme tied into TCDSB's Pastoral Plan - "The Year of the Parish".	<ul style="list-style-type: none"> <li>• 150 attendees made up of CSPC members, parents, and government officials attended a plenary session with presentations by key government officials and Newcomer Syrian parents and high school students. Attendees were also provided with information to support their transition and integration into TCDSB community, including navigating the system, school structure, school registration and community resources linked to their local Catholic school and parish.</li> <li>• A postcard with relevant information and FAQ's was provided in different languages as a handy reference tool.</li> </ul>
<b>October, 2016</b> <b>Chinese Panda Cup Public Speaking Awards</b>	Inform	Sponsored by the Toronto Chinese Consulate, part of TCDSB International Languages and Community Relations Department cultural outreach and community engagement.	<ul style="list-style-type: none"> <li>• Awards were presented at a banquet for dignitaries, school board representatives, instructors, parents and students.</li> <li>• Three (3) TCDSB students were recognized by receiving top awards.</li> </ul>
<b>October, 2016</b> <b>CSPC and Administrators' Policies and Procedures Workshop</b>	Inform	Workshops provide information and resources to CSPC and Administrators' on Ministry and TCDSB policies and guidelines in order to lay the foundation for effective governance to support student achievement.	<ul style="list-style-type: none"> <li>• 60 attendees participated in information sharing to support increased parent engagement in TCDSB school communities. This workshop was presented by staff in partnership with CPIC and OAPCE. CSPC members</li> </ul>

## APPENDIX: B

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
			<p>and other parents shared their governance best practices, initiatives and suggestions for future presentations.</p> <ul style="list-style-type: none"> <li>• This was followed by an opportunity for attendees to interact and network in small working groups.</li> </ul>
<p><b>October, 2016 – June, 2017</b></p> <p><b>CSPC and Administrators' Workshops</b></p>	Inform	<p>Monthly workshops were provided for CSPC members, administrators and parents at large on topics pertinent to CSPC governance and parent engagement.</p>	<ul style="list-style-type: none"> <li>• In partnership with OAPCE monthly key topics were presented by staff, field experts and parents. An average of 50 participants attended the monthly parent workshop where a specific topic related to governance, fundraising and parent engagement was discussed in detail. Participants had the opportunity to increase their skills through networking, small group discussion, role playing, case studies and question/answer periods.</li> </ul>
<p><b>October, 2016</b></p> <p><b>Parent Involvement Week</b></p>	Inform	<p>TCDSB parent and community engagement initiative to increase the opportunities for parents to visit their child's school during the school day in order to see student learning in action.</p>	<ul style="list-style-type: none"> <li>• Every school provided different opportunities for parents and community partners to visit the school to see learning in action and to have the opportunity to dialogue on various parent engagement initiatives.</li> </ul>
<p><b>October, 2016</b></p>	Inform	<p>TCDSB Community Relations Dept Initiative featuring a Mass and celebration of Hispanic Canadian Culture. The goal is to inform students of Hispanic Canadian culture and celebrate our Catholicity within the context of diversity within the TCDSB</p>	<ul style="list-style-type: none"> <li>• Attended by 150 students from 6 different schools along with staff and parents. Students studying Spanish in an Extended Day program were an integral part of this audience. Hispanic Canadian Heritage was recognized</li> </ul>

## APPENDIX: B

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
			through a celebratory Mass followed by presentations of students work and presentations from the 6 schools. The session included an educational performance by a professional Spanish drummer highlighting folklore music.
<b>November, 2016 - March, 2017</b> <b>Instituto Camoes Portugal</b>	Inform	TCDSB Community Relations Department cultural outreach and community engagement initiative to provide Professional Development for Portuguese Instructors.	<ul style="list-style-type: none"> <li>Two workshops on strategies for teaching Portuguese as a Second Language sponsored by the Portuguese Consulate was provided with 25 Portuguese instructors attending. One workshop provided the opportunity for parents and their children to attend and listen to a Portuguese cultural group perform an interactive play.</li> </ul>
<b>January, 2017</b> <b>St. Jane Frances International Languages Program</b>	Inform	TCDSB Community Relations Department cultural outreach and community engagement initiative to bring together clergy, community leaders, school administration, International Language instructors, parents, students, parish members, and TCDSB school board representatives to build and strengthen TCDSB's Trinity of HOME-SCHOOL-PARISH.	<ul style="list-style-type: none"> <li>300 attendees participated, with students providing a variety of Vietnamese performances which was followed by cultural food, games and contests to promote community engagement through greater cultural understanding among the various TCDSB communities.</li> </ul>
<b>February, 2017</b> <b>TCDSB Mass and Cultural Expose: African-Canadian Heritage Month</b>	Inform	TCDSB Community Relations Dept Initiative featuring a Mass and celebration of African Canadian Culture. The goal is to inform students of African Canadian culture and celebrate our Catholicity within the context of diversity within the TCDSB	<ul style="list-style-type: none"> <li>Attended by 200 students from 7 different schools along with staff and parents. African Canadian Heritage was recognized through a celebratory Mass followed by presentations of students work and presentations from 7</li> </ul>

## APPENDIX: B

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
			schools.
<b>March, 2017</b> <b>TCDSB Mass and Cultural Expose: Celtic Heritage Month</b>	Inform	TCDSB Community Relations Department Initiative featuring a Mass and celebration of Celtic Canadian Culture. The goal is to allow students and parents within TCDSB to celebrate their unique culture and teach other students the uniqueness of our diversity with TCDSB.	<ul style="list-style-type: none"> <li>• Attended by 125 students from 4 schools along with staff and parents. This celebration was about the diversity of Celtic culture within our TCDSB Community. It included a celebratory Mass, student work and student plays. This was followed by an educational workshop on the Ceilidh dance facilitated by a professional.</li> </ul>
<b>March, 2017</b> <b>Parent Reaching Out Workshop</b>	Inform	TCDSB Community Relations Department outreach and community engagement initiative to provide CSAC members and Principals with in-depth information on parent engagement topics and the PRO Grant application process	<ul style="list-style-type: none"> <li>• 60 attendees participated. Number of PRO Grant applications from TCDSB has increased, with an accompanying high level of approvals of funds flowing from the Ministry to CSPCs.</li> </ul>
<b>June, 2017</b> <b>St. Mary of the Angels International Languages Program</b>	Inform /Consult	TCDSB Community Relations Department cultural outreach and community engagement initiative to bring together clergy, community leaders, school administration, International Language instructors, parents, students, parish members, and TCDSB school board representatives to celebrate the 10th anniversary of the program.	<ul style="list-style-type: none"> <li>• Attended by 200 students and parents, along with board and community dignitaries. Students showcased their learning and demonstrated firsthand the benefit to student achievement of learning an additional language. A parent forum was facilitated by staff to consult on ways to enhance the program for next year.</li> </ul>
<b>October 2016 – May 2017</b> <b>TCDSB sponsored Parent Forums for Filipino, Spanish, Tamil, Vietnamese and Chinese</b>	Inform	The Community Relations Department partners with various ethnic groups and assists with Parent Conferences that focus on parents; their feedback, concerns, questions and suggestions for an enhanced partnership.	<ul style="list-style-type: none"> <li>• In partnership with the After Hours International Languages program there are various events which are attended by anywhere from 100 to 400 parents on a Saturday/Sunday. The outcome is to inform various parent groups about the TCDSB; its programs both</li> </ul>

## APPENDIX: B

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
			academically and socially, and to listen to parent suggestions/concerns as they pertain to their respective communities.
<b>May, 2017</b> <b>TCDSB Mass and Cultural Expose: Asian Canadian</b>	Inform	TCDSB Community Relations Department Initiative featuring a Mass and celebration of Asian Canadian Culture. The goal is to allow students and parents within TCDSB to celebrate their unique culture and teach other students the uniqueness of our	<ul style="list-style-type: none"> <li>Planned in partnership with the Toronto Police this celebration was attended by 300 students from 4 schools along with government dignitaries, staff, parents and students. This celebration was about the diversity of Asian culture within our TCDSB Community. It included a celebratory Mass, student work and student performances.</li> </ul>
<b>May, 2017</b> <b>17th Chinese Arts and Literary Contest for Youth</b>	Inform	Sponsored by the Association of Chinese Arts and Literary Contest for Youth in partnership with TCDSB as part of TCDSB International Languages and Community Relations Department cultural outreach and community engagement.	<ul style="list-style-type: none"> <li>Awards were presented at a banquet for dignitaries, school board representatives, instructors, parents and students.</li> <li>Twenty five TCDSB students were recognized by receiving awards in different categories.</li> </ul>
<b>June, 2017</b> <b>St. Jane Frances Catholic Elementary School</b>	Inform	TCDSB Community Relations Department cultural outreach and community engagement initiative to bring together clergy, community leaders, school administration, International Language instructors, parents, students, parish members, and TCDSB school board representatives to build and strengthen TCDSB's Trinity of HOME-SCHOOL-PARISH.	<ul style="list-style-type: none"> <li>250 attendees including Church/Archdiocese and Vietnamese community dignitaries/leaders, enjoyed student showcasing their talents through poetry, song, dance and instrumental music performances in their native language.</li> </ul>

## APPENDIX: B

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
<b>June, 2017</b> <b>James Culnan</b> <b>Vietnamese International</b> <b>Languages Program</b>	Inform	TCDSB Community Relations Department cultural outreach and community engagement initiative to bring together clergy, community leaders, school administration, International Language instructors, parents, students, parish members, and TCDSB school board representatives to build and strengthen TCDSB's Trinity of HOME-SCHOOL-PARISH	<ul style="list-style-type: none"> <li>• 300 attendees including Church/Archdiocese and Vietnamese community dignitaries/leaders, enjoyed student showcasing their talents through poetry, song, dance and instrumental music performances in their native language.</li> </ul>
<b>June, 2017</b> <b>Mass and Cultural</b> <b>Expose: Italian and</b> <b>Portuguese Heritage</b> <b>Months</b>	Inform	TCDSB Community Relations Department Initiative featuring a Mass and celebration of African Canadian Culture. The goal is to allow students and parents within TCDSB to celebrate their unique culture and teach other students the uniqueness of our diversity with TCDSB	<ul style="list-style-type: none"> <li>• Attended by 150 students from 4 schools along with government dignitaries, staff parents and students. This celebration was about the diversity of Portuguese Canadian culture within our TCDSB Community. It included a celebratory Mass, student work and student performances by students in the Extended Day international Languages Portuguese program. This ended with an interactive Kahoots quiz.</li> </ul>
<b>June, 2017</b> <b>5th Annual “Festa della</b> <b>Lingua Italiana”</b> <b>hosted by Centro Scuola</b>	Inform	TCDSB Community Relations Department cultural outreach and community engagement initiative to bring together clergy, community leaders, school administration, International Language instructors, parents, students, parish members, and TCDSB school board representatives to build and strengthen TCDSB's Trinity of HOME-SCHOOL-PARISH.	<ul style="list-style-type: none"> <li>• 450 students and parents participated with members of the TCDSB community, featuring Italian cultural performances.</li> <li>• Participants in the “Concorso Letterario” essay writing and student art competition were presented with their awards.</li> </ul>

# STUDENT ACHIEVEMENT AND WELL BEING

## PENDING LIST TO SEPTEMBER 7, 2017

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Oct-16 Student Achievement	<del>May</del> -17 Oct-17	Student Achievement	Staff to implement a survey for the parents and students involved in the Pilot Project for Jump Mathematics ( <b>Update Report on the Pilot Project for Jump Mathematics</b> )	Associate Director Academic Affairs
2	Feb-17 Regular Board	<del>May</del> -17 Nov-17	Student Achievement	Report regarding a plan to engage staff and parents in investigating a pilot project for elementary and secondary year-long learning <b>(Long-Term Program Plan – Results of Stakeholder Consultation)</b>	Associate Director Academic Affairs