

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

AGENDA NOVEMBER 2, 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

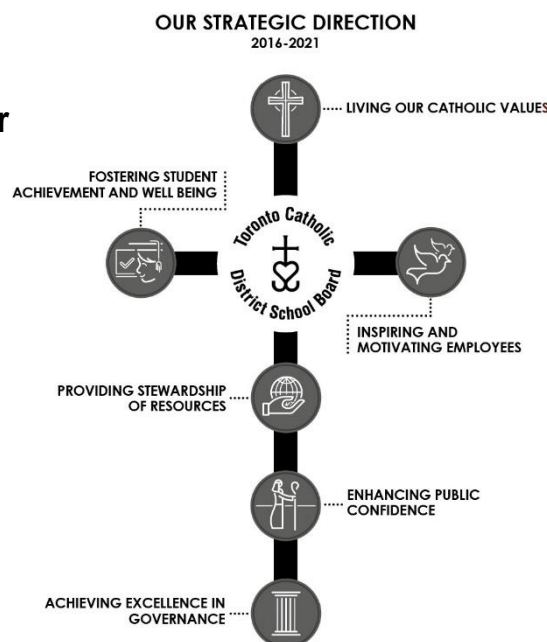
Joseph Martino
Trustee Ward 1

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 21st Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

OUR MISSION

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

PUBLIC SESSION

Patrizia Bottoni, Chair

Barbara Poplawski, Vice-Chair

Thursday, November 2, 2017

7:00 P.M.

Pages

1. Call to Order
2. Opening Prayer (Chair or designate)
3. Singing of O Canada A Capella
4. Roll Call & Apologies
5. Approval of the Agenda
6. Report from Private Session
7. Declarations of Interest
8. Approval & Signing of the Minutes of the Meeting held October 5, 2017 for Public Session 1 - 17
9. Delegations
10. Presentations
 - 10.a Professional Development Plan for Student Achievement and Well-Being 2017-2018 (Refer Item 15a)

11. **Notices of Motion**
12. **Consent and Review**
13. **Unfinished Business**

14. **Matters referred or deferred**

From Regular Board Meeting held on October 19, 2017

- | | | |
|------|--|---------|
| 14.a | Status of the Multi-Language School and Ministry of Education Letters (Information) | 18 - 24 |
| 14.b | Status of Waitlist for Elementary and Secondary Schools - All Wards (Information) | 25 - 33 |
| 14.c | Communication from Trustee Crawford regarding St. Agatha Catholic School Parent Councils Annual Report 2016-2017 | 34 - 46 |
| 14.d | Communication from the Ministry of Education regarding Treaties Recognition Week, November 5 - 11, 2017 | 47 - 48 |

15. **Staff Reports**

- | | | |
|------|---|-----------|
| 15.a | Professional Development Plan for Student Achievement and Well-Being 2017-2018 (Refer Item 10a) (Information) | 49 - 121 |
| 15.b | Review of Anaphylaxis Policy, Protocol and Guidelines (Recommendation) | 122 - 175 |
| 15.c | Toronto Catholic District School Board Learning and Improvement Plan Annual Report (Information) | 176 - 193 |
| 15.d | Religious Accommodation Annual Report (Information) | 194 - 203 |

16. **Listing of Communications**

- | | | |
|------|--|-----------|
| 16.a | From the Premier of Ontario, Kathleen Wynne, regarding Toronto Catholic District School Board Student Rendition of O Canada CD | 204 |
| 16.b | From Ontario Catholic Schools Trustees Association regarding Cannabis Regulation: Ministry of Education Consultations | 205 - 206 |

- 17. Inquiries and Miscellaneous
- 18. Updating of Pending List 207
- 19. Closing Prayer
- 20. Adjournment

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

HELD THURSDAY, OCTOBER 5, 2017

PUBLIC SESSION

PRESENT:

Trustees: P. Bottoni, Chair
B. Poplawski, Vice Chair
A. Andrachuk
N. Crawford
F. D’Amico – by teleconference
J. A. Davis
M. Del Grande
A. Kennedy
S. Piccininni
M. Rizzo
G. Tanuan

Student Trustees: J. Ndongmi

Staff: R. McGuckin
A. Sangiorgio
D. Koenig
P. Matthews
P. Aguiar
V. Burzotta
M. Caccamo
S. Campbell
N. D’Avella
P. De Cock
A. Della Mora
L. Di Marco
C. Fernandes

K. Malcolm
G. Iuliano Marrello
J. Shanahan
J. Volek
J. Wujek
D. Yack
J. Yan

A. Robertson, Parliamentarian

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

1. Call to Order

Trustee Kennedy recognized World Teachers Day.

4. Roll Call and Apologies

Apologies were extended on behalf of Trustee Martino and Student Trustee Carlisle.

5. Approval of the Agenda

MOVED by Trustee Poplawski, seconded by Trustee Davis, that the Agenda, as amended to include the Addendum, an Inquiry from Trustee Kennedy, regarding End of September Reorganization of Classrooms, and Trustee Andrachuk, regarding the Rescheduling of the Caucus meeting from Monday, November 27, 2017 to Thursday, November 30, 2017, and to combine Items 16b) and 16e) Annual Report: International Language Programs in Toronto Catholic School Board Elementary Schools, be approved.

.

Results of the Vote taken as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Davis
 Del Grande
 Kennedy
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

6. Report from Private Session

MOVED by Trustee Poplawski, seconded by Trustee Crawford, that all matters dealt with in PRIVATE Session regarding a Delegation be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Davis

Del Grande
Kennedy
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

7. Declarations of Interest

There were no Declarations of Interest.

8. Approval and Signing of the Minutes

MOVED by Trustee Davis, seconded by Trustee Kennedy, that the Minutes of the Regular Meeting held September 7, 2017 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Davis
Del Grande
Kennedy
Piccininni

Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

10. Consideration of Motions for which Previous Notice Has Been Given

MOVED by Trustee Del Grande, seconded by Trustee Davis, that Item 10a) be adopted as follows:

10a) Trustee Del Grande regarding Procedures for dealing with Trustee Motions

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.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Rizzo, that *48 hours* be changed to *72 hours*, such that the motion would read “Where staff wishes to change the placement or timing of a “Notice of Motion”, they will be required to provide a written explanation within *72 hours* of the receipt of such notice that was sent to the Recording Secretary. All Trustees are to receive the explanation.

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

In Favour

Trustees Crawford
Rizzo

Opposed

Andrachuk
Bottoni
Davis
Del Grande
Kennedy
Piccininni
Poplawski
Tanuan

The Amendment was declared

LOST

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

In Favour

Opposed

Trustees Bottoni

Andrachuk

Crawford

Davis

Del Grande

Kennedy

Poplawski

Rizzo

Tanuan

The Motion was declared

CARRIED

The Chair declared a five-minute recess.

The meeting continued with Trustee Bottoni in the Chair.

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that the meeting resolve into DOUBLE PRIVATE Session to discuss an urgent item then resolve back into PUBLIC Session.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Del Grande
 Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Crawford, that the matter discussed in DOUBLE PRIVATE Session regarding the security of the Board be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Davis
 Kennedy
 Poplawski

Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Davis, that all items not dealt with be referred to the October 12, 2017 Corporate Services, Strategic Planning and Property Committee meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Davis
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

- 16a) Education Quality and Accountability (EQAO) Primary Division, Junior Division, Grade 9 and Ontario Secondary School Literacy Test (OSSLT) Assessment Results** referred to the October 12, 2017 Corporate Services, Strategic Planning and Property Committee meeting.
- 16b) Annual Report: International Language Programs in Toronto Catholic & School & Board Elementary Schools** referred to the October 12, 2017
- 16e)** Corporate Services, Strategic Planning and Property Committee meeting.
- 16c) Update Report on the Pilot Project for Jump Mathematics 2016-2017** referred to the October 12, 2017 Corporate Services, Strategic Planning and Property Committee meeting.
- 16d) Enrolment Status Report** referred to the October 12, 2017 Corporate Services, Strategic Planning and Property Committee meeting.
- 18a) Inquiry from Trustee Andrachuk regarding the Rescheduling of the Caucus meeting from Monday, November 27 to Thursday, November 30, 2017**
- 18b) Inquiry from Trustee Kennedy regarding End of September Reorganization of Classrooms** referred to the October 12, 2017 Corporate Services, Strategic Planning and Property Committee meeting.

MOVED by Trustee Poplawski, seconded by Trustee Davis, 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
 Davis
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Bottoni, seconded by Trustee Davis, that all items discussed in PUBLIC and PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Davis
 Kennedy
 Poplawski

Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Davis, that the meeting resolve back into Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Davis
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Davis, that the meeting resolve into DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Davis
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

The PUBLIC Session reconvened with Trustee Bottoni in the Chair.

PRESENT:

Trustees:

P. Bottoni, Chair
B. Poplawski, Vice-Chair
A. Andrachuk
N. Crawford
A. Kennedy
M. Rizzo
G. Tanuan

Staff: R. McGuckin
A. Sangiorgio
D. Koenig
A. Della Mora
J. Yan

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

MOVED by Trustee Crawford, seconded by Trustee Poplawski, 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
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Tanuan, that all matters discussed in PRIVATE Session regarding the International Language Extended Day Program and a verbal report from the Director of Education regarding Reputational Damage to the Toronto Catholic District School Board, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the meeting resolve back into Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

21. Adjournment

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the meeting adjourn.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni

Crawford
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

REGULAR BOARD

UPDATE MULTI-LANGUAGE SCHOOL

"Blessed are those who trust in the Lord, whose trust is the Lord." Jeremiah 17:7

Created, Draft	First Tabling	Review
September 18, 2017	September 21, 2017	Click here to enter a date.

D. Koenig, Associate Director, Academic Affairs

INFORMATION REPORT

Vision:

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Mission:

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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

During the course of planning for the proposed Multi Language elementary school to be located at St. Rene Goupil Catholic elementary school, the Director of Education sent to the Deputy Minister of Education proposed draft curriculum schedules. The Deputy Minister responded that, in developing and offering any new program, boards are subject to legislative requirements in the Education Act as well as any policy and collective agreement requirements. (**Appendix A**).

The message further reminded the Director that languages of instruction in publicly-funded schools are English and French, and while there is authority for the Minister to make regulations prescribing other languages of instruction, the Ministry does not at this time intend to propose regulations that would prescribe other languages of instruction (e.g. Mandarin, Spanish, etc...).

On July 25, 2017, the Minister of Education wrote to the Director of Education and reinforced that the only authorized language of instruction other than English is French. The letter further stated that at this time, the Ministry of Education has no plans to change the Education Act or regulations prescribing the language in which any subject or subjects shall be taught in any year of the primary, junior, intermediate, or senior division. (**Appendix B**)

The cumulative staff time dedicated to developing this report was 3 hours.

B. PURPOSE

1. At the Governance and Policy Committee held on September 12, 2017, a previous motion to investigate whether Board policy S.P. 05 International Languages Program (Elementary) needed to be amended due to the proposed Multi-Language School, was not dealt with given receipt of the Minister's letter.
2. The Committee members directed staff to bring a status update on the proposed Multi Language elementary school that was to be implemented at the current St. Rene Goupil CS.

C. BACKGROUND

1. **June 11, 2015** - A report was presented at Regular Board regarding the feasibility of establishing a Multi-Language school to be located in North Scarborough.
2. The Board of Trustees approved the following recommendation: “That staff continues to pursue the study of various components necessary for the recommendations for approval and successful implementation of any multi-language school for September, 2016.”
3. Staff began the process of investigating the possibility of creating a multi-language school and determining the structure and components of the program, but the work was subsequently delayed due to the prolonged period of local collective bargaining with OECTA-TECT.
4. Details specific to the development of the program were discussed with our union partners through the 2016-2017 school year. The decision to proceed with the process and determine the commitment from parents for enrolment into the program was finalized in April 2017.
5. **February 2017** - Staff contacted the Ministry of Education to provide some sample schedules incorporating the additional languages of Mandarin and Spanish and to gauge the interest of the Ministry of Education in moving forward with the concept of a Multi-Language school.
6. **March 10, 2017** – The Director of Director received a message from the Deputy Minister of Education in respect of the work completed on the implementation of a Multi-Language school. In that message, the Director was reminded that the languages of instruction in publicly-funded schools are English and French, and while there is authority for the Minister to make regulations prescribing other languages of instruction, the Ministry does not at this time intend to propose regulations that would prescribe other languages of instruction (e.g. Mandarin, Spanish, etc...). A number of resources were also provided.
7. Despite implementing a registration process through SOAR for the Multi-Language school, low numbers of student registrations proved prohibitive to implement the Kindergarten program at St. Rene Goupil.

8. July 25, 2017 – The Minister of Education wrote to the Director of Education and stated, *“Under paragraph 8(1) 25 of the Education Act, the only authorized language of instruction other than English is French. At this time the Ministry of Education has no plans to change the Education Act or regulations prescribing the language in which any subject or subjects shall be taught in any year of the primary, junior, intermediate, or senior division.”*

D. EVIDENCE/RESEARCH/ANALYSIS

1. Based on the direction provided in the letter from the Minister of Education, it was determined that a report should go back to the Board of Trustees informing them of the direction from the Ministry of Education based on the legislation for this particular type of model for a multi-language day school.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

From: Rodrigues, Bruce (EDU) [<mailto:Bruce.Rodrigues@ontario.ca>]
Sent: Friday, March 10, 2017 3:39 PM
To: Gauthier, Angela (Director of Education)
Subject: RE: Multi-language school

Hi Angela,

This sounds like an exciting, innovative project. However, please note that the Ministry is not able to provide legal advice to school boards. Boards are responsible for the delivery of education services in Ontario, and Ontario's Education Act is the primary statute governing elementary and secondary education in the province. Therefore, the information I'm sharing is not being conveyed as legal advice and should not be acted on without first consulting your own legal counsel. Further to this, the languages of instruction in publicly-funded schools are English and French, and while there is authority for the Minister to make regulations prescribing other languages of instruction, the Ministry does not at this time intend to propose regulations that would prescribe other languages of instruction (e.g. Mandarin, Spanish, etc...).

With that said, in developing and offering any new program, boards are subject to legislative requirements in the Education Act as well as any policy and collective agreement requirements. Examples of such requirements include:

- 300 minutes of instructional time per day;
- A minimum of 60 minutes per day of 'protected time' for mathematics - preferably taught by one teacher;
- A minimum of 100 minutes of literacy per day (recommendation);
- 20 minutes of uninterrupted Daily Physical Activity (DPA);
- 240 minutes per 5 day cycle of teacher planning time;
- 40 uninterrupted minutes for lunch;
- 600 hours of Core French instruction by the end of Grade 8. Core French (or Native Languages) is mandatory from Grades 4 to 8.

Some other items to consider are, for example, a jurisdictional scan (who does this, why, outcomes, best practices). What would be the goal and metrics for assessing the outcome of this program for students, and of learning the languages? You may wish to touch base with EQAO to inquire as to what would be the language of assessment for the grade 3 EQAO assessments, as well as what could be the possible outcomes? And finally, consider staffing. All teachers who teach in day schools need to be certified by the Ontario College of Teachers and be proficient teaching in that language

I'm also adding a list of suggested resources that you may find helpful:

- A Planning Guide for 60 Minutes of Effective Mathematics Learning, Teaching and Assessment to support the implementation of PPM 160 (Protected Time for Daily Mathematics Instruction, Grades 1 to 8.
(http://www.edugains.ca/newsite/math/lesson_supports.html)
- English-Language Public Elementary Schools – Sample timetables. Attached are samples that show current legislative/policy/collective agreement requirements.
- Ontario's Strategy for K-12 International Education
<http://www.edu.gov.on.ca/eng/policyfunding/strategyK12.pdf>
- Supporting English Language Learners
<http://edu.gov.on.ca/eng/document/esleldprograms/guide.pdf>
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment – The Ministry has used this document as a reference in studying international standards for assessing French as a language
https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

Angela, if you would like to do some further thinking with us on this innovative project, let me know and we can put together a small team from the Ministry to support this request.

Kind Regards,
Bruce

Ministry of Education

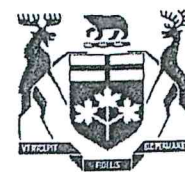
Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



Ontario



July 25, 2017

Ms. Angela Gauthier
Director of Education
Toronto Catholic District School Board
80 Sheppard Avenue East
Toronto Ontario M2N 6E8

Dear Ms. Gauthier,

Thank you for your letter about your proposed pilot project at St. René Goupil Catholic Elementary School in Scarborough. I am pleased to respond.

The Ontario government is committed to supporting official language bilingualism in Ontario. Under paragraph 8(1) 25 of the *Education Act*, the only authorized language of instruction other than English is French. At this time the Ministry of Education has no plans to change the Education Act or regulations prescribing the language in which any subject or subjects shall be taught in any year of the primary, junior, intermediate, or senior division.

Ontario publicly-funded schools may offer optional language courses for credit. In addition, school boards may offer language instruction outside of the school day according to the Guidelines for International Languages Elementary Program.

At the elementary level, in accordance with ministry policy, a school board is required to offer instruction in an international language when a written request is received from the parents of twenty-three or more children enrolled in elementary schools in that board's jurisdiction. The school board is responsible for all program aspects at the elementary school level.

More information about the International Languages Elementary (ILE) Program can also be found on the Ministry of Education's website at

www.edugains.ca/resources/ILE/ResourceGuide/MergedResourceGuide.pdf.

Sincerely,

A handwritten signature in black ink, appearing to read "MH".

Mitzie Hunter, MBA
Minister



REPORT TO

REGULAR BOARD

STATUS OF WAITLIST FOR ELEMENTARY AND SECONDARY SCHOOLS, ALL WARDS

Let everyone be subject to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. Romans 13:1 / NIV /

Created, Draft	First Tabling	Review
October 10, 2017	October 19, 2017	Click here to enter a date.

J. Genova, Coordinator Human Resources and ICT Support Services

J. Volek, Acting Comptroller of Planning and Development Services

INFORMATION REPORT

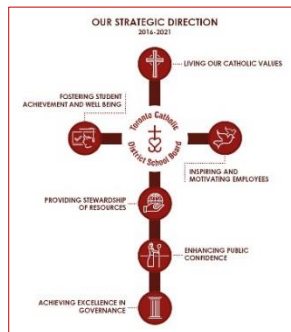
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Rory McGuckin

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

Planning and Admissions staff worked closely with the IT department to assemble and summarize current student waitlist information, with a particular focus on identifying oversubscribed elementary and secondary schools with larger numbers of waitlisted students.

Analysis of current student waitlist information indicates that many elementary students who were not accommodated in their first school of choice, but offered redirection to a nearby school with available space, opted to remain on a waitlist.

As of October 5, 2017, 3404 new elementary students have been registered and are attending 47 oversubscribed schools across the system. However, 185 elementary Regular program students and 125 elementary French Immersion (FI) program students opted to remain on waitlists, representing 310 students in total. Of these 310 elementary waitlisted students, approximately 70% represent Priorities 1 through to 3.

As of September 30, 2017, 249 secondary grade 9 students, representing 88% of grade 9 students from three (3) secondary schools, opted to remain on waitlists, with much smaller numbers of students representing other grades. All of these waitlisted students have been identified as coming from TDSB, private schools and other boards.

The cumulative staff time dedicated to developing this report was 35 hours.

B. PURPOSE

The purpose of this report is to provide Trustees with an update on the numbers of students currently on waitlists in all TCDSB schools.

C. BACKGROUND

1. **September 8, 2016** – At the Student Achievement and Well Being, Catholic Education and Human Resources Committee, a Trustee motion directed staff to report on the wait lists for all elementary schools that are oversubscribed. This report is now part of an **on-going mandate** to regularly update the Board of Trustees on the status of waitlists.

2. As of October 5, 2017, elementary enrolment is 163 students under Board approved consensus projections. Furthermore, 3404 new students, to date, have been registered and are attending 47 oversubscribed schools across the system.
3. Several schools in the system have dealt with overwhelming demand for classroom space, whereby demand exceeded available classroom space. This situation continues today, as clearly identified in the tables in following section.
4. Students who are unsuccessful in gaining admission to their designated elementary home school, or first school of choice, are redirected to a nearby Catholic school with space or they are given the option of being placed on a waitlist in order of priority and by time and date of application.
5. There are no guarantees of admission at any level of priority, however, the Planning and Facilities department, in partnership with the school principal, makes every effort to ensure that space at any school is fully utilized. Furthermore, any school where there is potential for the placement of portables will be assessed in an effort to accommodate as many students as possible. Facilities staff will also assess schools with pupil accommodation challenges and make any suggestions for internal modifications in an effort to increase overall capacity. The overriding objective is to accommodate all students wherever possible.
6. Opportunities for elementary boundary adjustments will be considered in an effort to keep pace with demographic change. The common practice of grandfathering existing out-of-boundary enrolled students, combined with boundary adjustments, however, will not have sizeable or significant impacts on enrolment for several years as out-of-boundary grandfathered students must graduate out of the school to free-up space for new in-boundary students and any new siblings.

D. EVIDENCE/RESEARCH/ANALYSIS

7. As of October 5, 2017, 185 elementary Regular program students and 125 French Immersion (FI) program students opted to remain on waitlists, representing 310 total elementary students in oversubscribed schools.

8. Of the 310 total elementary waitlisted students in oversubscribed schools:
- 2 represent Priority 1 (siblings)
 - 74 represent Priority 2 (in-boundary), and
 - 142 represent Priority 3 (in regional FI program boundary)

This equates to 218 students or 70% of waitlisted elementary students.

- Tables 1 and 2 below summarize Regular program waitlists.
- Tables 3 and 4 below summarize French Immersion (FI) program waitlists.

Regular Program, 47 Oversubscribed Schools (FDK-8)

<u>Table 1</u>				
Admissions Priority (description)	Number of New Students Registered and Attending	Current Total Number of Students on a Waitlist	Current Number of Students on a Waitlist Attending Another TCDSB School	Current Number of Students on a Waitlist <u>Not</u> Attending a TCDSB School
1 (siblings)	859	2	0	2
2 (in-boundary)	1912	66	8	58
3 (out-of-boundary, licenced child care)	52	38	9	29
4 (out-of-boundary, unlicensed child care)	21	11	2	9
5 (out-of-boundary)	302	64	24	40
6 (outside the City of Toronto)	8	4	1	3
Total (FDK-8):	3154	185	44	141
Total FDK only:	2039	88	27	61

9. The following 11 of 47 **oversubscribed** elementary schools have a Regular program student waitlist of 6 or more students:

<u>Table 2</u>				
Oversubscribed School Name	Number of New Students Registered and Attending	Current Total Number of Students on a Waitlist	Current Number of Students on a Waitlist Attending Another TCDSB School	Current Number of Students on a Waitlist <u>Not</u> Attending a TCDSB School
Our Lady of Sorrows	98	49	23	26
St. Marcellus	87	16	3	13
St. Pius X	73	13	0	13
St. Benedict	93	11	2	9
St. Gregory	92	10	4	6
St. Andrew	92	9	0	9
St. Cecilia	40	9	4	5
St. Cyril	0	8	1	7
St. Michael	17	7	2	5
Our Lady of Lourdes	98	6	0	6
St. Brendan	62	6	1	5
Other *	2402	41	4	37
Total (FDK-8):	3154	185	44	141
Total FDK only:	2039	88	27	61

***Note:** “Other” represents the remainder of oversubscribed schools with waitlists less than 6 students.

French Immersion (FI) Program, Oversubscribed Schools (FDK-8)

<u>Table 3</u> Admissions Priority (description)	Number of New FI Students Registered and Attending	Current Total Number of FI Students on a Waitlist	Current Number of FI Students on a Waitlist Attending Another TCDSB School	Current Number of FI Students on a Waitlist <u>Not</u> Attending a TCDSB School
1 (siblings)	96	0	0	0
2 (in regular program boundary)	78	8	2	6
3 (in regional FI program boundary)	72	104	44	60
4 (out-of-boundary, licenced child care)	0	2	1	1
5 (out-of-boundary, unlicensed child care)	0	0	0	0
6 (out-of-boundary)	4	9	3	6
7 (outside the City of Toronto)	0	2	0	2
Total FI (FDK-8):	250	125	50	75
Total FDK FI only:	224	103	43	60

10. The following **oversubscribed** elementary schools have a French Immersion program student waitlist, with nearly all of these students falling within their respective regional FI program boundaries (Priority 3).

<u>Table 4</u>				
Oversubscribed School Name	Number of New FI Students Registered and Attending	Current Total Number of FI Students on a Waitlist	Current Number of FI Students on a Waitlist Attending Another TCDSB School	Current Number of FI Students on a Waitlist <u>Not</u> Attending a TCDSB School
Our Lady of Peace	51	36	23	13
St. Cecilia	48	36	10	26
St. Benedict	30	24	0	24
Holy Rosary	25	20	12	8
St. Cyril	49	8	5	3
James Culnan	47	1	0	1
Total FI (FDK-8):	250	125	50	75
Total FI FDK only:	224	103	43	60

11. As part of due diligence, Admissions staff regularly follow-up with schools to determine the status of their waitlists. It was noted that some parents were not interested in redirection and elected to remain in private schools or in their local Catholic or public school until the next TCDSB registration period.

SECONDARY SCHOOLS

12. As of September 30, 2017, 334 grade 9 students opted to remain on waitlists. Of the 249 secondary grade 9 waitlist students, 88% represent Bishop Allen, Father John Redmond and Senator O'Connor, or 100, 53 and 58 students respectively. Furthermore, all 249 students are identified as coming from the TDSB, private schools and other boards. The table below provides a summary of secondary student waitlist totals for all grades.

Number of Students Placed	6408
Grade 9 Student Waitlist	249
Grade 10 Student Waitlist	28
Grade 11 Student Waitlist	36
Grade 12 Student Waitlist	21
Total Waitlist	334

13. Contributing to the success of the grade 8 to grade 9 secondary school application process are the efforts made between elementary school administration, secondary school administration, and the Admissions team. Every effort is made to accommodate and retain students transitioning to grade 9.
14. In some cases, the Board’s ability to retain students is beyond its control, as evidenced by families moving out of Toronto or Canada, or families making the decision to attend other boards or independent schools for various personal reasons. Even with these extraneous factors, the TCDSB has retained an average of 87.3% of our grade 8 students into grade 9 over the past 6 years.

E. ACTION PLAN

15. **February 23, 2017** – At the Regular Board meeting, the Board approved the Long-Term Accommodation Plan (LTAP). The LTAP calls for significant Capital investments over 15 years (subject to Ministry funding) to increase OTG capacity in areas where there is oversubscription—this includes “right-sized” replacement schools, additions, and retrofits.
16. Careful analysis of historical enrolment trends helped to inform future program direction in the Long-Term Program Plan (LTPP). In addition to the five (5) new elementary French Immersion (FI) programs and one (1) new secondary FI program successfully implemented this year, staff are currently consulting with parent communities on the possible implementation another five (5) new elementary FI programs and one (1) new secondary FI program—this is anticipated to have a net effect of reducing FI enrolment pressures across the system over time.

17. The Board will also continue to seek solutions to increase capacity in schools that are oversubscribed through its ongoing efforts to secure new Ministry funding for Capital construction and/or balancing enrolment and maximizing available classroom space.
18. Admissions and IT staff, in consultation with Education Council and Early Learning, developed a voluntary waitlist survey that is automatically e-mailed to all families on waitlists via the SOAR application. Staff will report to Board on the results of the survey in a future report.
19. In addition, summary results of voluntary Entry and Exit surveys are now available to be shared with Trustees on an on-going basis.
20. This report will be updated on a yearly basis by the Admissions Department in consultation with Education Council in order to track our success in the accommodation of all students.
21. Staff are in the process of conducting and audit of grade 9 enrolment caps in preparation for the next secondary registration cycle.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board and.



NANCY CRAWFORD
Trustee, Ward 12

Email: nancy.crawford@tcdsb.org

Voice Mail/Fax: (416) 512-3412

Friday, October 13, 2017

Re: Catholic School Parent Council (CSPC) Annual Reports

Dear Trustee Colleagues,

I would like to share with some exceptional work from one of my CSPCs as an example of best practice.

The CSPC at St. Agatha, one of the Ward 12 elementary schools, produces an annual report as required under their mandate. In speaking with the Parent Engagement section, I learned that there are a few more elementary school CSPCs that also complete the annual report template, but most do not. I find the annual report interesting and it gives me additional information about the nature and needs of the school community that I would not necessarily obtain from attending parent council meetings. I am very supportive of the St. Agatha parent council's efforts and I plan to encourage all of my parent councils to prepare their own annual reports.

Please find the report attached as Appendix A.

Sincerely,

A handwritten signature in cursive script that reads "Nancy Crawford".

Nancy Crawford
Trustee Ward 12

TORONTO CATHOLIC DISTRICT SCHOOL BOARD



ST. AGATHA CATHOLIC SCHOOL PARENT COUNCIL ANNUAL REPORT

2016-2017 SCHOOL YEAR

School Council Members

Position	Name
Chair	Tanya Baksh
Vice-Chairs	Gina Katounas Yvonne DiTullio
Secretary	Juliet Ajambo-Doherty
Treasurer	Karen Mercado
Fundraising Coordinators	Jennifer Ponsta-Mauro Sonia Strapko
Communications	John Del Grande
Pizza Lunch Coordinators	Nicole Fortin Luci Crawford
Pastor/Parish Representative	Fr. Mark Robson / Kimberly Bubnic
TAPCE Representative	Angelina Meighlall
Safe Schools Representative	Mary McIntyre-Rafter
Community Representative	
Teaching Staff Representative	Ms. Moloney-Sciberras
Non-Teaching Staff Representative	-Vacant-
Members-At-Large	Sherry Pearson Simone St. Aimee Stephanie Lombardi Ivana Markovic Jennifer McPherson Mareen Girishanthan



PREFACE

This annual report is adapted from the *TCDSB Parent Council Annual Report Template* and presented as required under *TCDSB Catholic School Parent Council Policy S.10 & Section 11* from the *Operational Procedures Protocol*.

MESSAGE FROM THE CHAIR

Another successful year with a strong parent council team. We accomplished many things this year, including continuing to foster strong communication between our school and our parent community. At each of our CSPC meetings we had at least 10-15 parents in attendance, which is a continued improvement from previous years.

St Agatha CSPC continues to be financially strong and help create a better place for our children. In September, we started the year off with our Welcome Back BBQ that was a great success with so many families coming out and raising over \$850. Then on Halloween we had another successful year with our Dance-a-thon earning about \$20,000.

We were also awarded \$1000 Parents Reaching Out (PRO) grant again this year. We held two sessions for our PRO grant this year. The first session was to celebrate TCDSB's Year of the Parish, we had an evening with Father Robson focusing on Catholic 101 on March 30th. We had about 25 people attend this session. Then for the second event we held a Family Math Night that was a community event with Quantum Kidz focusing on Lego. We had over 200 people attend this family session.

We have already started planning our September Welcome Back BBQ and our CSPC Annual General Meeting for October.

- Tanya Baksh

MEETINGS

The parent council held 7 meetings over the school year held on the following dates:

Tuesday October 4, 2016
Thursday November 10, 2016
Thursday January 12, 2017
Thursday February 9, 2017
Thursday March 9, 2017
Thursday April 11, 2017
Thursday June 1, 2017



SUMMARY OF ACTIVITIES

St. Agatha's parent council supported by parent volunteers sponsored and/or were involved in numerous annual and other special events over the school year.

Achievements/Initiatives	Brief Description
Welcome BBQ	Parent volunteers supplied food and ran the Welcome Back BBQ event. Over \$850 profit was made.
Dance-A-Thon	The annual dance-a-thon held on October 31 st paired with Halloween encourages students to get active and enjoy music. This is the key annual fundraiser for the school community. Parent council organized and supplied donations & prizes surpassing the fundraising goal of \$20,000.
Nutrition Program Full Roll Out	Parent Council supported the transition of the Student Nutrition program running 5-days a week.
Shrove Tuesday Pancake Breakfast	Parent volunteers cooked pancakes for the whole school. Over \$400 profit was made.
Catholic 101 Session	Set up in conjunction with Fr. Robson from St. Boniface Parish. Attendees were able to learn about the Catholic faith and ask questions about church teaching.
Pizza Lunches	Parent volunteers on behalf of Parent Council coordinated pizza orders and deliveries to classrooms. Over \$3000 profit was made.
Fundraising	Parent Council coordinated listing St. Agatha as commission recipients for magazine and label orders.
Parent Reaching Out Grants	200 people attended including parents and a range of students for the LEGO Math Night
Pub Night	Parent volunteers organized a fun evening out for parents & staff. A night out of food, drinks, music & karaoke



RECOMMENDATIONS & ADVISORY ROLE

One of the mandates of Parent Council is to provide advice to the school principal.

Recommendation	Response
No formal recommendations were made this school year	

PRIOR YEAR RECOMMENDATIONS FOLLOWUP

2015/2016 Recommendation	Current School Year Action
Provide additional transparency to the parents of the school on parent council meetings & activities	*COMPLETED* Monthly parent council meeting summaries are being compiled by the CSPC Community Representative and sent thru the CSPC Chair & School Principal for monthly distribution
Provide parents with more timely information about school activities and calendar changes.	*COMPLETED* New Remind System being used in addition to Twitter
Provide parents different ways to pay the school besides cash/cheque	*IN PROGRESS* School Board investigating a system wide system. Parents were included as part of consultation process
Increase Student Safety in the school yard before and after school.	*IN PROGRESS* Different ideas and strategies were being deployed to minimize parents and caregivers in the school yard.
Before/After School Program	*COMPLETED* Improvements were made to the process investigating & communicating for a potential program. Program garnered enough interest to start.

CHALLENGES

A few challenges were experienced by the Parent Council on behalf of the school community.

Topic	Brief Description
Yard Safety	Whether to formally recommend a school policy of restricting parental access and remaining in the school yard before school.



FINANCIAL SUMMARY

Through the generosity of the school community and hard work of parents, students and staff, St. Agatha's Parent Council was able make allocations to classrooms, school clubs, student activities and educational enrichment opportunities.

Over \$25,000 using parent feedback, needs analysis and financial prudence voted by the parent council was distributed towards:

Scientists in the School	School Buses for Field & Sports Trips
Student Agendas	School Sport Teams & Clubs
Foyer Electronic Message Board	Student Nutrition Program
Grade 8 Graduation Dinner & Yearbook	Classroom Improvements & Needs
Theatre Presentations	Student Prizes & Carnival Activities

A complete financial summary & statement will be provided as an appendix

ADVICE TO THE BOARD

No recommendations were specifically made to the Trustee or School Board over the 2016/2017 school year.

PRESENTATIONS & SPECIAL GUESTS

Parent Council members were fortunate to receive a number of special presentations including:

Gary Throne, retired Toronto EMS paramedic and instructor from Heart Safe – Demonstrated use of an AED (Automated External Defibrillator) & CPR.
Michael Day, Director of Learning & Development from Quantum Kids - Outlined some math learning programs using Lego that are available as day or evening sessions.
District Coordinator & Site Supervisor from Network Child – Spoke to the new programs starting in September 2017



SUMMARY OF DISCUSSIONS

A number of discussions and matters were considered in a positive and collaborative environment over the 2016/2017 school year.

Yard & Student Safety
Budget Deliberations
TCDSB Long Term Accommodation Plan
French/English Programming at the School
Before/After School Programming & Communication
First Communion Program @ St. Boniface Parish
School Choir Start-up
TCDSB Student Mental Health Action Plan
Fundraising Ideas
Student Events & Student Outings
Community Safety & Events

Thank you to the 2016/2017 St. Agatha School Advisory Council and all the volunteers for their time and dedication which contributed to the success of the school council this year.

Chair

Vice Chair

Date



COMPLIANCE REPORT

St. Agatha Parent Council fulfilled the required TCDSB Policy requirements for its operation

S.10(1)	The school council at every school shall use the name Catholic School Parent Council (hereafter the CS PC), and will be guided by Catholic values and doctrine. The Chair or at least one of the CSPC Co-Chairs must be Roman Catholic. The CSPC shall not be incorporated.	✓
S.10(2)	A CSPC may make recommendations to the principal of the school on any matter and the principal shall consider each recommendation and advise the CSPC of the action taken in response to the recommendation.	✓
S.10(3)	The principal will act as a resource person to the CSPC and shall assist the Council in obtaining information relevant to the duties and functions of the Council.	✓
S.10(4)	The principal will provide information and solicit the views of CSPC on matters concerning: i. student achievement and the School Learning Improvement Plan; ii. annual funding for parent involvement; iii. the school budget; iv. school policies and procedures including the code of conduct; v. school uniform or dress code.	✓
S.10(6)	A CSPC may make recommendations to the Board on any matter, and the Board shall consider each recommendation and advise the CSPC of the action taken in response to the recommendation.	N/A
S.10(7)	The Board shall solicit the views of CSPCs with respect to the: i. establishment or amendment of Board policies or guidelines; ii. development of implementation plans for new initiatives that relate to student achievement or to the accountability of the education system to parents; iii. Board action plans for improvement based on EQAO reports iv. Principal Profile, to assist in the selection and placement of principals and vice principals.	✓
S.10(8)	A CSPC may make recommendations to the Board's Catholic Parent Involvement Committee on matters relating to: i. strategies for parent engagement; ii. identifying and reducing barriers to parent engagement; creating a welcoming environment for parents iii. strategies for parents to support their child(ren)'s learning at home and at school	N/A
S.10(9)	The election of parent members to CSPC will be held within the first 30 days of each school year. The minimum number of council members is 7 and parents must form the majority. Other members include school personnel, community representatives and the local pastor. That said, parents shall still be the majority member. On behalf of the CSPC, the principal will communicate information about elections to the parent community of the school at least 14 days prior to the election	✓
S.10(10)	There will be no proxy votes at Council meetings.	✓
S.10(11)	Every effort will be made to ensure that CSPC is representative of the diversity within a school community, where possible.	✓
S.10(12)	Composition of the CSPC will be consistent with the Education Act, and will also include the local pastor or designate, parent representative from the Ontario Association of Parents in Catholic Education Toronto (OAPCE Toronto) and, where possible, a person who has a special interest in Special Education	✓
S.10(13)	There must be a minimum of six CSPC meetings, which includes the Annual General Meeting. All CSPC meetings are open to the public in each school year.	✓
S.10(14)	CSPC may solicit and take into consideration the advice of parents of students enrolled in the school with regards to matters under consideration by the Council.	✓
S.10(15)	All communications from CSPC intended for distribution to parents of children in the school will be approved by the Principal prior to the communication being sent to the intended recipients.	✓
S.10(16)	All CSPC shall function and will be governed by Ontario Regulation 612/00	✓
S.10(17)	Each CSPC will develop by-laws governing the conduct of its activities and must include the following by-laws: i. a by-law governing election procedures and the filling of vacancies in the membership of the CSPC ii. a by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest iii. a by-law that establishes a conflict resolution process for internal Council disputes, consistent with TCDSB policy H.M.19 Conflict Resolution. CSPC by-laws must be distributed and verified each year at the AGM iv. A by-law that establishes a process for the governance of Catholic School parent councils and its affairs.	✓
S.10(18)	Per Regulation 17 no member of the school parent council will participate in proceedings if they have a conflict of interest	✓
S.10(19)	All funds collected by CSPCs shall be retained at the school for preparation and deposit to a CSPC account	✓
S.10(20)	CSPC may maintain a bank account, separate from the school account, under the name of the CSPC	✓
S.10(21)	The CSPC may engage in fundraising activities related to charitable, humanitarian, educational or services consistent with the tenets of Catholicism. All fundraising shall be carried out under the jurisdiction and supervision of the principal, and will be governed by TCDSB policies S.M.04 Fund Raising in Schools, and F.P.01 Purchasing. All funds raised will be reported to the parent community.	✓
S.10(22)	Per legislation an annual report will be submitted by June of every year to the principal and local trustee. Trustees will determine if this should be shared with the board. The annual report will be posted to the website	✓
S.10(23)	CSPC shall create minutes of all its meetings and records of all its financial transactions and retain those records for a minimum of four years. The principal will retain these minutes and records and make them available at the school for examination without charge for any member of the Catholic community.	✓



POLICY SECTION: Schools

SUB-SECTION:

POLICY NAME: Catholic School Parent Councils

POLICY NO: S.10

Date Approved: April 22, 2015	Review Cycle: 2019	Dates of Amendment: 14 June 01; 20 June 96; 16 Nov.92;20 Oct 83; 19 Nov 81; Feb 19 th , 2015; Feb 24, 2016
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Cross Reference:

- Reg. 298 – Operation of Schools – General
- Reg. 612 – School Councils
School Councils – a Guide for Members, 2001, Ontario Ministry of Education
- H.M. 14 Harassment and Discrimination Policy and The Respectful Workplace
- H.M. 19 Conflict Resolution Policy

Attachment(s): Catholic School Parent Council Operational Procedures

Purpose:

This Policy provides the regulations by which Catholic School Parent Councils shall operate within the Toronto Catholic District School Board. This is consistent with the Education Act and Ontario Regulation 612/00.

Scope and Responsibility:

The Policy extends to all schools of the Toronto Catholic District School Boards. The Director of Education is responsible for this Policy.

Alignment with MYSP:

Living our Catholic Values
Fostering Student Achievement and Well Being
Strengthening Public Confidence

Policy

The Catholic School Parent Council (CSPC) of each school in the TCDSB will, through the active participation of parents, endeavor to improve student achievement and well-being and to enhance the accountability of the education system to parents. Each CSPC shall function in an



POLICY SECTION: Schools

SUB-SECTION:

POLICY NAME: Catholic School Parent Councils

POLICY NO: S.10

advisory role by making recommendations to the principal of the school and, where necessary, to the Board, on any matter in accordance with the Education Act, TCDSB policies and, guidelines and operating procedures.

Regulations:

1. The school council at every school shall use the name Catholic School Parent Council (hereafter the CSPC), and will be guided by Catholic values and doctrine. The Chair or at least one of the CSPC Co-Chairs must be Roman Catholic. The CSPC shall not be incorporated.
2. A CSPC may make recommendations to the principal of the school on any matter, and the principal shall consider each recommendation and advise the CSPC of the action taken in response to the recommendation.
3. The principal will act as a resource person to the CSPC and shall assist the Council in obtaining information relevant to the duties and functions of the Council.
4. The principal will provide information and solicit the views of CSPC on matters concerning:
 - i. student achievement and the School Learning Improvement Plan;
 - ii. annual funding for parent involvement;
 - iii. the school budget;
 - iv. school policies and procedures including the code of conduct;
 - v. school uniform or dress code.
5. The principal of a school may delegate any of his or her powers or duties as a member of CSPC to a vice-principal of the school.
6. A CSPC may make recommendations to the Board on any matter, and the Board shall consider each recommendation and advise the CSPC of the action taken in response to the recommendation.
7. The Board shall solicit the views of CSPCs with respect to the:
 - i. establishment or amendment of Board policies or guidelines;
 - ii. development of implementation plans for new initiatives that relate to student achievement
or to the accountability of the education system to parents;
 - iii. Board action plans for improvement based on EQAO reports;



POLICY SECTION: Schools

SUB-SECTION:

POLICY NAME: Catholic School Parent Councils

POLICY NO: S.10

- iv. Principal Profile, to assist in the selection and placement of principals and vice-principals.
- 8. A CSPC may make recommendations to the Board's Catholic Parent Involvement Committee (CPIC) on matters relating to:
 - i. strategies for parent engagement;
 - ii. identifying and reducing barriers to parent engagement;
 - iii. creating a welcoming environment for parents;
 - iv. strategies for parents to support their child(ren)'s learning at home and at school.
- 9. The election of parent members to CSPC will be held within the first 30 days of each school year. The minimum number of council members is 7 and parents must form the majority. Other members include school personnel, community representatives and the local pastor. That said, parents shall still be the majority member. On behalf of the CSPC, the principal will communicate information about elections to the parent community of the school at least 14 days prior to the election.
- 10. There will be no proxy votes at Council meetings.
- 11. Every effort will be made to ensure that CSPC is representative of the diversity within a school community, where possible.
- 12. Composition of the CSPC will be consistent with the Education Act, and will also include the local pastor or designate, parent representative from the Ontario Association of Parents in Catholic Education Toronto (OAPCE Toronto) and, where possible, a person who has a special interest in Special Education.
- 13. There must be a minimum of six CSPC meetings, which includes the Annual General Meeting. All CSPC meetings are open to the public in each school year.
- 14. CSPC may solicit and take into consideration the advice of parents of students enrolled in the school with regards to matters under consideration by the Council.
- 15. All communications from CSPC intended for distribution to parents of children in the school will be approved by the Principal prior to the communication being sent to the intended recipients.
- 16. All CSPC shall function and will be governed by Ontario Regulation 612/00 (found in Operational Procedures in Appendix A)



POLICY SECTION: Schools

SUB-SECTION:

POLICY NAME: Catholic School Parent Councils

POLICY NO: S.10

17. Each CSPC will develop by-laws governing the conduct of its activities and must include the following by-laws:
 - i. a by-law governing election procedures and the filling of vacancies in the membership of the CSPC
 - ii. a by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest
 - iii. a by-law that establishes a conflict resolution process for internal Council disputes, consistent with TCDSB policy H.M.19 Conflict Resolution. [hyperlink to policies]. CSPC by-laws must be distributed and verified each year at the Annual General Meeting.
 - iv. A by-law that establishes a process for the governance of Catholic School parent councils and its affairs.
18. Per Regulation 17 ii) no member of the school parent council will participate in proceedings if they have a conflict of interest.
19. All funds collected by CSPCs shall be retained at the school for preparation and deposit to a CSPC account.
20. CSPC may maintain a bank account, separate from the school account, under the name of the CSPC.
21. The CSPC may engage in fundraising activities related to charitable, humanitarian, educational or services consistent with the tenets of Catholicism. All fundraising shall be carried out under the jurisdiction and supervision of the principal, and will be governed by TCDSB policies S.M.04 Fund Raising in Schools, and F.P.01 Purchasing. [hyperlink to policies] All funds raised will be reported to the parent community.
22. Per legislation an annual report will be submitted by May of every year to the principal and local trustee. Trustees will determine if this should be shared with the board. The annual report will be posted to the website.
23. CSPC shall create minutes of all its meetings and records of all its financial transactions and retain those records for a minimum of four years. The principal will retain these minutes and records and make them available at the school for examination without charge for any member of the Catholic community.
24. Operational Procedures and Financial Procedures provided will govern the respective activities of Catholic School Parent Councils of the TCDSB.



POLICY SECTION: Schools

SUB-SECTION:

POLICY NAME: Catholic School Parent Councils

POLICY NO: S.10

Evaluation and Metrics:

1. The annual report of CSPC activities will serve as an assessment of the Council's work to support student achievement and well-being at the school.
2. The utilization of parent involvement funds and Parent Reaching-Out (PRO) grants will be monitored.

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



Ontario

October 19, 2017

Dear Chairs,

In Ontario, we believe all students are enriched by learning about the histories, cultures, contributions and perspectives of First Nation, Métis and Inuit peoples in Canada.

Last year, as part of Ontario's response to the Truth and Reconciliation Commission's Calls to Action, Ontario designated the first week of November (November 5 to 11, 2017) as Treaties Recognition Week. The goal of this week is to promote public education and awareness about the history and importance of treaties and treaty relationships.

The Ministry of Education continues to work closely with the Ministry of Indigenous Relations and Reconciliation (MIRR) to raise awareness about Treaties Recognition Week in schools across Ontario. This week provides a recurring opportunity for teachers to plan curriculum-linked learning activities about treaties during the school year and will help promote awareness of treaties in the broader public.

This year, we are once again asking boards to encourage their schools to support Treaties Recognition Week by developing programs and activities that can help bring awareness to students and teachers about this important aspect of our province's history.

To support educators, a number of curriculum-linked resources have been created to encourage dialogue and discussion in Ontario's classrooms. For example, *The First Nations and Treaties Map of Ontario: Information for Educators* is available on EduGains and Edusourceontario. PDF versions of the map are available at: ontario.ca/treaties. Additional resources are also available on MIRR's website at www.ontario.ca/indigenous.

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Treaties Recognition Week is one of many steps on Ontario's journey of healing and reconciliation with Indigenous peoples. I thank you for your support and continued commitment to working together, especially with Indigenous partners and communities, to create a better future for everyone in our province.

Sincerely,

A handwritten signature in black ink, appearing to be 'MH' with a stylized flourish at the end.

Mitzie Hunter, MBA
Minister

Cc: Trustees organizations, CODE



REPORT TO

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

TCDSB K-12 PROFESSIONAL DEVELOPMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL BEING 2017-2018

*I can do everything through Him who gives me strength.
Philippians 4:13*

Created, Draft	First Tabling	Review
October 23, 2017	November 2, 2017	Click here to enter a date.

L. DiMarco, Superintendent of Curriculum, Leadership and Innovation
G. Iuliano Marrello, Superintendent of Student Success

INFORMATION REPORT

Vision:

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

Mission:

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

The cumulative stafftime dedicated to developing this report was 72 hours.

B. PURPOSE

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

C. BACKGROUND

1. **Spring 2017** – Professional development planning begins for the 2017-2018 school year.
2. **Fall 2017** – Plans are revised as per any new ministry announcements, and then implemented.
3. **Consultation** occurs with federation partners at joint professional development committees.
4. At the Corporate Services, Strategic Planning & Property Committee meeting of the Board on Thursday October 12, 2017 there was a motion by the board:
 - a. That the Professional Development report that is coming back in November include a breakdown of major strands for Grades 3, 6, and 9 mathematics and a plan for how we are seeking to increase the percentage of students that have an understanding of the learning expectations
 - b. That we include a breakdown of students at all levels on a cohort basis from the past 5 years
 - c. That the report include how trustees could assist to improve math scores.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The plan is informed by input from students, parents, teachers, federations, principals, superintendents and trustees.
2. In response to the question of how Trustees can assist to improve math scores:
 - i. In all public meetings and conversations, it is important that we (all adults, not just trustees or staff) have a positive response to mathematics. An example would be rather than saying I was never good at mathematics, make a comment about how math is important and relevant to everyday life.
 - ii. Advocate to the Ministry for continued and additional support (human resources) to facilitate focused intervention at the classroom level.
 - iii. Trustees will receive a toolkit with information that can be used in meetings, conversation and newsletters to emphasize the importance for parents to:
 - a) be positive role models and show that you value Math
 - b) learn along with your child (having your child explain their learning to you helps them to deepen their understanding)
 - c) talk about Math in the world around you (during meals and when shopping read nutrition labels and discuss; when cooking/baking from a recipe measure quantities; when shopping estimate total cost before getting to the cash register, etc.)
 - d) focus on vocabulary words related to math (eg. Greater than, simplify, evaluate, etc.)
 - e) read charts, tables and. schedules with your child
 - f) select reading material that includes math vocabulary
 - g) use Ministry provided online resources (Math Homework Help <https://homeworkhelp.ilc.org/>, Edugains Math Tips for Parents www.edugains.com, *Doing Mathematics with your Child*, <http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideNumEn.pdf> etc.)

- h) use online applications or tablet applications that reinforce math skills (eg. Prodigy, etc.)
- 3. Each year central staff reviews board data with Research staff to determine the progress toward the achievement of the priorities articulated in the MYSP and the goals within the BLIP. In addition, the professional development plan incorporates professional learning support for key Ministry Initiatives. For the 2017-2018 school year, PD plans also reflect professional learning required to support Ontario's Renewed Mathematics Strategy. The data that is being used to inform Professional Learning Plans in the TCDSB can be found in **Appendix M**.
- 4. Based on the patterns, trends and needs identified in the data, professional development and learning sessions are developed to support improved student achievement and well-being.

From **Appendix M, section 1**: the EQAO Item Information Report (IIR) analysis reveals the following with regard to achievement chart categories and the mathematical strands:

Primary – Open response questions continue to be an area of need, as do the categories of Thinking and Application. Strong performance in the category of Knowledge and Understanding.

Junior – Strand of greatest strength is Number Sense and Numeration. The following strands continue to be areas of need: 1. Geometry and Spatial Sense; 2. Patterning and Algebra; and 3. Data Management and Probability. Strong performance in the category of Knowledge and Understanding while Thinking and Application continue to be categories for improvement.

Grade 9 (Academic) – Strands requiring further improvement 1. Measurement and Geometry; and 2. Linear Relations. Thinking presented as the category in which students struggled the most.

Grade 9 (Applied) – Students had difficulty with both multiple choice and open response questions. Better performance in the category of Knowledge and Understanding. Thinking continues to be a category requiring considerable improvement. Application is also a category requiring further improvement to a slightly lesser degree than Thinking.

5. From **Appendix M, section 2**: The breakdown of students in each of the levels of achievement over 5 years shows the following:

Primary Math

- Percentage of students at Level 4 has remained stable
- Percentage of students at Level 3 has decreased
- Percentage of students at Level 2 and Level 1 has increased

Junior Math

- Percentage of student at Level 4 and Level 2 has remained stable
- Percentage of students at Level 3 has decreased
- Percentage of students at Level 1 has increased

Grade 9 Academic

- The percentage distribution across levels has remained consistent for all levels

Grade 9 Applied

- Percentage of students at Level 1 and Level 3 has remained stable
- Percentage of students at Level 2 has decreased
- Percentage of students at Level 4 has increased.

6. Cohort data is a collection of data for a group of students for which you have data for more than one year of assessment for the purpose of comparison (eg. data available for a group of students when they were in Gr 3 and then in Gr 6, etc.) Cohort Data from the last five years can be viewed in **Appendix M, Section 2**.
7. The current delivery model for professional development hinges on the local identification of professional learning needs. This PD model supports the principal as the instructional leader in the school and provides resources for the school improvement team to implement a school improvement plan that establishes ambitious but realistic student performance standards. The principal will include teachers in instructional improvement work and assist them in developing understanding of powerful and precise instruction for students. Central staff support local school professional learning.
8. All schools are required to complete a Professional Learning Form (**Appendix A**) that describes the school's urgent critical student learning need based on school data analysis. The Professional Learning Form includes the school's plan to address this particular

student learning need. A key focus for the 2017-2018 school year will be numeracy across the curriculum.

9. Code days (release days for teacher professional learning by providing an occasional teacher) will be differentiated based on need to support the schools in attaining their student learning goals for the 2017-2018 school year (**Appendix B**). Professional learning related to improving teaching practice to address student learning needs will be conducted at each school under the leadership of the principal. Networks based on similar student needs may be formed to allow for greater collaboration amongst staff. Resource staff will be available as supports to these schools and also to any established learning networks.
10. Schools will be responsible for submitting a reconciliation form to outline the learning goals and the agenda for the usage of these allocated code days (**Appendix C**). Area Superintendents will monitor the achievement of the learning goals and schools will provide evidence of student improvement to the Superintendent during their annual school learning improvement plan visits.
11. Superintendent school visits to monitor progress of School Learning Improvement Plans. Superintendents to report back to Education council, to inform dialogue for next steps for the system in terms of supporting student needs.
12. Numeracy-focused Student Success Learning Networks (SSLN) will promote collaboration between panels and improve teacher efficacy through cross-panel, numeracy-focused professional learning (grade 7-10 teachers).
13. **New this year:** To ensure equity of outcomes, Culturally Responsive Teaching and Learning is a focus of all centrally delivered professional learning. It is important to improve student engagement by ensuring that all resources used in our schools and work reflect the identities of our diverse population of students.
14. **New this year:** Assessment for Learning strategies will be reinforced through all centrally provided professional learning to ensure that all student needs are met. Gathered information from these strategies will be used to inform next steps in instruction.

15. **Renewed Math Strategy-Specific PD Initiatives (Elementary)**

- Schools identified as requiring intensive support (9) receive the support of a Math Facilitator to assist in identifying learning needs and to work with teachers to implement evidence-based strategies
- Schools identified as requiring increased support (31) and intensive support (9) have of a Numeracy and Literacy Coach assigned to work in Grade 6-8 classes to assist with focused intervention strategies in math and literacy
- Each school has identified 1-3 mathematics lead teachers (depending on school size). Each math lead has 5 release days to plan and support the urgent critical learning needs of the school.

New this year:

- Principal Math Instructional Coach to assist Principals in identifying areas of need in mathematics and to plan strategies and professional learning sessions for the staff.
- Fifth Block Primary Literacy Intervention Program (42 schools, increased significantly from last year) was rewritten in the summer to include text and vocabulary to assist with understanding of mathematics and numeracy.
- Small school support (for 33 schools that were too small to receive a Fifth Block Allocation). These schools receive the support of resource teachers to introduce strategies from the Fifth Block program into primary classrooms for students who require literacy and numeracy intervention.
- JUMP math sessions will be planned for Gr 3 and 6 teachers, Principals and Superintendents from the JUMP math pilot schools (14) to unpack EQAO data and identify gaps that need to be addressed in the area of thinking and application mathematics questions.
- Increased and intensive support schools will be receiving Mathology resources to use in Grade 1 and other primary classes

as necessary. Workshops will be offered to support the implementation of this resource.

- Professional learning sessions for Gr 7-8 teachers focusing on refining literacy skills while solving EQAO mathematical questions and
- Professional learning sessions for Gr 7-8 teachers focusing on intervention strategies in mathematics
- Special Services Assessment and Planning Teachers (APTs) will be trained in the use of PRIME. PRIME is a diagnostic tool that helps to identify the phases of development that students go through while learning key math skills, in order to plan next steps. By introducing this to the APTs, they will be able to reinforce the use of this resource with the staff and students with whom they work. This resource was supplied to all schools last year and all math leads were trained in the utilization of this program.

16. **Renewed Math Strategy-Specific PD Initiatives (Secondary)**

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

- Release days for the Implementation of the learning cycle – Achieving Excellence in Applied Classrooms (AEAC)
- Fall Regional Professional Development Sessions: School Improvement Teams (principals, student success teachers, guidance counsellors, special education teachers, numeracy leads, literacy leads, geography teachers, technological education teachers) focus on strategies for promoting numeracy across the curriculum and assessment for learning strategies.
- Professional Learning Sessions for grade 9 and 10 Math teachers: Teachers will work collaboratively, on the effective assessment and

analysis of student work, plan instruction in response to students' strengths and needs, and share evidence of informed instructional strategies.

- Two EQAO sessions in October with focus on organization, planning, teaching and assessment strategies in preparation for grade nine EQAO Assessment of Mathematics.
- In-depth analysis of EQAO School Item Information Report (IIR) results takes place (e.g., EQAO Grade 9 Applied and Academic math results, Open Response and Multiple Choice questions, Tracking a Cohort's Achievement, etc.) Schools will address the overall and specific mathematics curriculum expectations identified as critical learning needs of students.

New this year:

- Redistribution of AEAC release days to give more central support to intensive support schools (4) and increased support schools (21) to focus on intervention strategies
- Technological Education teachers will be offered a workshop on numeracy across their specific curriculum area (construction, automotive, communications technology, hospitality, etc.)
- Introduction of Ontario College Math Test Diagnostic and Remediation Online Tool, as part of an Ontario Centres of Excellence \$250 000 grant in partnership between Humber College, TCDSB and Vretta Inc.
- Expansion of the implementation of Numeracy Across the Curriculum for all disciplines (Guidance and numeracy, Pathways and numeracy, etc.)
- The Annual Department Heads Symposium will focus on Culturally Responsive Pedagogy and Assessment for Learning.
- Expansion of grade 9 Applied Math initiative where students have the option to enrol in MAT1L (Locally Developed Math Course) in

Semester One and then MFM1P (Applied Level Math Course) in Semester Two.

17. The K-12 PD plan for 2017-2018 is multi-faceted and has the following components:
- a) PD for teachers in the Early Years Program (**Appendix D**).
 - b) PD for Teachers K-6 in Literacy (**Appendix E**) and Numeracy (**Appendix F**).
 - c) PD for Teachers 7-12 in Literacy (**Appendix G**) and Numeracy (**Appendix H**).
 - d) PD for cross panel professional learning (Student Success Learning Networks) (**Appendix I**).
 - e) PD for School Administrators – Leading Student Achievement (LSA) K-8, Secondary Schools Principals’ meetings 9-12.
 - f) PD for Secondary Schools’ Department Heads and Principals.
 - g) The former Student Success Initiative (SSI) has been replaced with the Ministry of Education’s initiative, “Achieving Excellence in Applied Courses” (AEAC).
 - h) PD to support faith development, religion curriculum workshops, sacramental preparation and pastoral care.
 - i) PD for Pathways Planning (7-12) (**Appendix J**).
 - j) PD to support student and staff well-being (i.e. Stop the Stigma, Mental Health Strategy) through our Catholicity, Community, Culture and Caring (CCCC) program, (7-12) (**Appendix K**).
 - k) PD for Safe and Caring Schools (**Appendix L**).

18. TCDSB21C will continue to offer professional development through the 21C Innovators program, New Teacher Induction Program, and through the work of various central academic resource departments (such as literacy and numeracy). Regular workshops continue to be offered to support the use of the Growing Success Elementary Report Card and Webmarks for Secondary Teachers. Google Apps for Education will be promoted through departmental and cross departmental Professional Development work. Other areas of focus will include: robotics, coding activities, maker, experiential learning, and Science-Technology-Engineering-Arts-Mathematics (STEAM) related programming.
19. Professional Development will be offered through the Special Education Amount Assistive Technology Team to support staff who work directly with students who receive technology through the SEA grant process.
20. In addition to the above, schools are supported through the School Effectiveness Framework (SEF) - District Review Process.

CONCLUDING STATEMENT

This report is for the consideration of the Board.

TCDSB K to 12 Professional Learning Form 2017-2018 Appendix A

SCHOOL - Prin - Sup	
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Based on analysis of the data, in collaboration with staff identify a critical learning need area or strategy that addresses the learning of your school community (i.e., numeracy, assessment, problem solving, inquiry learning, learning skills, etc.)

BACKGROUND – DATA ANALYSIS

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

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

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	
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If... Then... Statement:	
Learning Goals (related to urgent critical learning need)	
Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	
Actions/Interactions (What will we do to meet our goals?)	

TCDSB K to 12 Professional Learning Form 2017-2018 Appendix A

What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	
Strategies to address the needs of students who have an IEP or are ELL	
PD Required for Staff	
Measures/Evidence of Success to be used	
Resources Required (human, material, #code days)	

Questions to Consider:

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

		<u>RMS - FEW INTENSIVE SUPPORT</u> 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME INCREASED SUPPORT</u> 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS - SUPPORTS FOR ALL</u> 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	by Sch	by Supt
F. Cifelli	All Saints			15	6		21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.00	133,875.00
F. Cifelli	Father Serra			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.00	
F. Cifelli	Holy Child		11		6	12	29	7,395	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,395.00	
F. Cifelli	Msgr J Corrigan			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.00	
F. Cifelli	Msgr P Johnson					12	12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.00	
F. Cifelli	St Andre	41			6		47	11,985	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11,985.00	
F. Cifelli	St Andrew	51			6		57	14,535	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	14,535.00	
F. Cifelli	St Angela	37			6		43	10,965	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,965.00	
F. Cifelli	St Benedict			11	6		17	4,335	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,335.00	
F. Cifelli	St Bernard	48			6		54	13,770	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13,770.00	
F. Cifelli	St Dorothy	25			6		31	7,905	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,905.00	
F. Cifelli	St Eugene		13		6		19	4,845	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,845.00	
F. Cifelli	St John The Evan			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.00	
F. Cifelli	St John Vianney			6	6	12	24	6,120	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,120.00	
F. Cifelli	St Jude			12	6		18	4,590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,590.00	
F. Cifelli	St Maurice		10		6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.00	
F. Cifelli	St Roch		12		6		18	4,590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,590.00	
F. Cifelli	St Simon			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.00	
F. Cifelli	St Stephen		14		6	12	32	8,160	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8,160.00	
F. Cifelli	Transfiguration			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.00	
F. Cifelli	V John Merlini			5	6	12	23	5,865	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,865.00	
TOTAL		202	60	83	120	60	525	133,875	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	133,875.00	133,875.0

		<u>RMS - FEW</u> INTENSIVE SUPPORT 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME</u> INCREASED SUPPORT 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS -</u> SUPPORTS FOR ALL 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT</u> REVIEW SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
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D. Yack	Bishop Allen					12	12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.00	84,660.0
D. Yack	Holy Angels			9	6		15	3,825	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,825.00	
D. Yack	J Card Slipy			10	6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.0	
D. Yack	Mother Cabrini			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
D. Yack	Nativity Of Lord			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
D. Yack	OL Of Peace			11	6		17	4,335	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,335.0	
D. Yack	OL Of Sorrows			12	6	12	30	7,650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,650.0	
D. Yack	OL Of Victory		22		6		28	7,140	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,140.0	
D. Yack	Santa Maria	16			6		22	5,610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,610.0	
D. Yack	St Ambrose			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
D. Yack	St Clement			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
D. Yack	St Demetrius			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
D. Yack	St Elizabeth			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
D. Yack	St Gregory			12	6		18	4,590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,590.0	
D. Yack	St Josaphat			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
D. Yack	St Leo			5	6	12	23	5,865	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,865.0	
D. Yack	St Louis			3	6	12	21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.0	
D. Yack	St Marcellus		14		6		20	5,100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,100.0	
D. Yack	St Mark			3	6	12	21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.0	
D. Yack	the Holy Trinity			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
TOTAL		16	36	106	114	60	332	84,660	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	84,660.0	84,660.0

		<u>RMS - FEW INTENSIVE SUPPORT</u> 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME INCREASED SUPPORT</u> 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS - SUPPORTS FOR ALL</u> 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	by Sch	by Supt
M. Caccamo	Bl C Di Castello			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	130,050.0
M. Caccamo	D'Arcy Mcgee		10		6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.0	
M. Caccamo	Imm Conception		17		6		23	5,865	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,865.0	
M. Caccamo	JC McGuigan					12	12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
M. Caccamo	OL Of Assumption		13		6		19	4,845	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,845.0	
M. Caccamo	Regina Mundi			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
M. Caccamo	St Augustine		17		6	12	35	8,925	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8,925.0	
M. Caccamo	St C Garnier				6	12	18	4,590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,590.0	
M. Caccamo	St Charles	31		5	6		42	10,710	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,710.0	
M. Caccamo	St Conrad			10	6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.0	
M. Caccamo	St F De Sales		15		6		21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.0	
M. Caccamo	St Fidelis			10	6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.0	
M. Caccamo	St Fr Xavier		17		6		23	5,865	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,865.0	
M. Caccamo	St Jane Frances		23		6	12	41	10,455	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,455.0	
M. Caccamo	St Jerome			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
M. Caccamo	St Martha		8		6	12	26	6,630	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,630.0	
M. Caccamo	St Matthew	41			6		47	11,985	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11,985.0	
M. Caccamo	St Norbert			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
M. Caccamo	St Raphael			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
M. Caccamo	St Robert			10	6	12	28	7,140	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,140.0	
M. Caccamo	St Thom Aquinas		18		6		24	6,120	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,120.0	
M. Caccamo	St Wilfrid		22		6		28	7,140	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,140.0	
M. Caccamo	Sts Cosmas And D			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
TOTAL		72	160	74	132	72	510	130,050	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	130,050.0	130,050.0

		<u>RMS - FEW</u> INTENSIVE SUPPORT 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME</u> INCREASED SUPPORT 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS -</u> SUPPORTS FOR ALL 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT</u> REVIEW SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	by Sch	by Supt
P. Aguiar	Bl Sacrament			9	6		15	3,825	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,825.0	76,245.0
P. Aguiar	Blessed Trinity			3	6	12	21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.0	
P. Aguiar	Brebeuf					12	12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
P. Aguiar	Cardinal Carter Jr				6		6	1,530	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,530.0	
P. Aguiar	OL Of Guadalupe			3	6	12	21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.0	
P. Aguiar	OL Of Wisdom			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
P. Aguiar	Precious Blood			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
P. Aguiar	St A Daniel			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
P. Aguiar	St Agnes			5	6	12	23	5,865	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,865.0	
P. Aguiar	St Bonaventure			10	6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.0	
P. Aguiar	St Cyril			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
P. Aguiar	St Edward			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
P. Aguiar	St Gabriel		9		6		15	3,825	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,825.0	
P. Aguiar	St Gerald			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
P. Aguiar	St Kateri Tekakwitha			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
P. Aguiar	St Kevin		7		6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
P. Aguiar	St Margaret			11	6		17	4,335	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,335.0	
P. Aguiar	St Matthias			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
P. Aguiar	St Monica			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
P. Aguiar	St P Baylon			12	6		18	4,590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,590.0	
P. Aguiar	St Timothy			10	6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.0	
TOTAL		0	16	115	120	48	299	76,245	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	76,245.0	76,245.0

		<u>RMS - FEW INTENSIVE SUPPORT</u> 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME INCREASED SUPPORT</u> 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS - SUPPORTS FOR ALL</u> 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	by Sch	by Supt
J. Wujek	Bl Pope Paul		11		6		17	4,335	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,335.0	78,540.0
J. Wujek	Holy Family			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
J. Wujek	James Culnan			9	6		15	3,825	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,825.0	
J. Wujek	Lorretto College					12	12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
J. Wujek	Pope Francis			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
J. Wujek	St Alphonsus			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
J. Wujek	St Anthony			6	6	12	24	6,120	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,120.0	
J. Wujek	St Bruno/St Raymond			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
J. Wujek	St Cecilia			11	6	12	29	7,395	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,395.0	
J. Wujek	St Clare			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
J. Wujek	St Helen			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
J. Wujek	St James	13			6	12	31	7,905	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,905.0	
J. Wujek	St John Bosco			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Wujek	St Luigi		5		6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Wujek	St M Of Angel			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
J. Wujek	St N Of Bari		21		6		27	6,885	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,885.0	
J. Wujek	St Pius X			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
J. Wujek	St Rita		3		6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
J. Wujek	St Sebastian			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
J. Wujek	St V De Paul			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Wujek	Stella Maris			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
TOTAL		13	40	87	120	48	308	78,540	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	78,540.0	78,540.0

		<u>RMS - FEW INTENSIVE SUPPORT</u> 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME INCREASED SUPPORT</u> 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS - SUPPORTS FOR ALL</u> 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	by Sch	by Supt
J. Shanahan	Annunciation			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	73,440.0
J. Shanahan	Canadian Martyrs			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Shanahan	Holy Cross			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
J. Shanahan	Holy Name			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Shanahan	Holy Rosary			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Shanahan	Notre Dame					12	12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
J. Shanahan	OL Of Lourdes			10	6		16	4,080	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,080.0	
J. Shanahan	OL Of P Help			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
J. Shanahan	St Anselm			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
J. Shanahan	St Brigid			10	6	12	28	7,140	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,140.0	
J. Shanahan	St Catherine			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
J. Shanahan	St Denis			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Shanahan	St Fr Of Assisi		5		6	12	23	5,865	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,865.0	
J. Shanahan	St Isaac Jogues			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
J. Shanahan	St John (Tor)			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
J. Shanahan	St John XXIII		14		6	12	32	8,160	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8,160.0	
J. Shanahan	St Joseph		7		6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
J. Shanahan	St Mary			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
J. Shanahan	St Michael			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
J. Shanahan	St Michael C Jr			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
J. Shanahan	St Paul			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
TOTAL		0	26	94	120	48	288	73,440	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	73,440.0	73,440.0

		<u>RMS - FEW INTENSIVE SUPPORT</u> 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME INCREASED SUPPORT</u> 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS - SUPPORTS FOR ALL</u> 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	by Sch	by Supt
K. Malcolm	Bl Pier Giorgio Frassati			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	73,185.0
K. Malcolm	Divine Infant			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	Ep.of OL C.Acad			3	6	12	21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.0	
K. Malcolm	Holy Spirit			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
K. Malcolm	Mary Ward					12	12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
K. Malcolm	Our L Of Grace			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
K. Malcolm	Prince Of Peace			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
K. Malcolm	Sacred Heart			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
K. Malcolm	St Aidan			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
K. Malcolm	St Albert			7	6	12	25	6,375	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,375.0	
K. Malcolm	St Barnabas			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
K. Malcolm	St Bartholomew			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	St Bede			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	St Columba		7		6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
K. Malcolm	St E Seton		5		6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
K. Malcolm	St Florence			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	St G Lalemant			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	St Henry			4	6	12	22	5,610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,610.0	
K. Malcolm	St I Of Loyola			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	St Lawrence			7	6		13	3,315	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,315.0	
K. Malcolm	St M Bourgeoys			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	St Rene Goupil			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
K. Malcolm	St Sylvester			3	6	12	21	5,355	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,355.0	
TOTAL		0	12	83	132	60	287	73,185	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	73,185.0	73,185.0

		<u>RMS - FEW INTENSIVE SUPPORT</u> 614300 fnd rsv #1 \$ 77,300.00 CODE 92	<u>RMS - SOME INCREASED SUPPORT</u> 614300 fnd rsv #2 \$97,000 CODE 92	<u>RMS - SUPPORTS FOR ALL</u> 614300 fnd rsv #3 \$194,000 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 \$113,220 (37 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October	November	December	January	February	March	April	May	June	Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost	by Sch	by Supt
S. Campbell	Cardinal Leger			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	83,895.0
S. Campbell	Im Heart of Mary			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
S. Campbell	OL Of Fatima			12	6		18	4,590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,590.0	
S. Campbell	St Agatha			8	6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
S. Campbell	St Barbara		10		6	12	28	7,140	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,140.0	
S. Campbell	St Boniface			6	6		12	3,060	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,060.0	
S. Campbell	St Brendan			9	6		15	3,825	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,825.0	
S. Campbell	St Dominic Savio			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
S. Campbell	St Dunstan			4	6	12	22	5,610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,610.0	
S. Campbell	St E Campion			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
S. Campbell	St J De Brebeuf			4	6		10	2,550	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,550.0	
S. Campbell	St Joachim			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
S. Campbell	St M De Porres			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
S. Campbell	St Malachy			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
S. Campbell	St Maria Goretti			16	6		22	5,610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,610.0	
S. Campbell	St Nicholas		12		6		18	4,590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,590.0	
S. Campbell	St Richard			7	6	12	25	6,375	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,375.0	
S. Campbell	St Rose Of Lima			8	6	12	26	6,630	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,630.0	
S. Campbell	St Th Shrine			3	6		9	2,295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,295.0	
S. Campbell	St Thomas More			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
S. Campbell	St Ursula		8		6		14	3,570	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,570.0	
S. Campbell	St Victor			5	6		11	2,805	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,805.0	
TOTAL		0	30	119	132	48	329	83,895	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	83,895.0	83,895.0
COMPLETE TOTAL		303	380	761	990	444	2,878	733,890	0	0	0	0	0	0	0	0	0	733,890	733,890

Professional Learning (PL) Reconciliation Form

2017–2018

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

Professional Learning (PL) Session Date:

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

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

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

Please send the completed copy to your Area Superintendent with a copy to G. Iuliano Marrello (Secondary) & L. DiMarco (Elementary)

TCDSB Early Years Professional Learning Plan 2017-2018

BLIP Area of Focus	Initiative/Subject	Details	Grade	# Schools	# Teachers	# Days	Responsibility	Time Lines
Curriculum, Teaching and Learning	Mindsets and Mathematics Across the Grades K-3 Curriculum Leadership and Innovation Funding	In this PLC, educators will develop their understanding of math concepts and explore strategies to support numeracy learning across the grades. Educators will deepen their understanding of play-based pedagogy to support the learning trajectory in mathematics and the developmental continuum of learning across the grades. This year we will expand the group to include new members as we continue to build capacity.	K-3	12	17 Teachers 7 DECES	3	Early Years Lead Teacher/Numeracy and Literacy Resource Teachers	January-May 2018
Curriculum, Teaching and Learning and School and Classroom Leadership	New to SK/1 Early Years as per Ministry Transfer Payment Agreement with Curriculum Leadership and Innovation	In partnership with the French Department, this PLC series will support French Immersion and English SK/1 teachers. Teachers will focus on learning through inquiry in a play-based environment for both grades. We will explore pedagogical approaches that support learning across the developmental continuum.	SK/1	30	30 teachers	3	Early Years Lead Teacher/French/Literacy/Numeracy	Oct 2017-Jan/April 2018

Early Years Professional Plan 2017-2018

Nurturing Our Catholic Community and Student Engagement, Mental Health and Well-Being and Curriculum, Teaching and Learning	EDI - Using Data to Plan Next Steps (Funding already provided by Ministry)	Using a CI approach, 12 EDI focus schools will explore their EDI transition data) as well as the contextual data of their schools. We will consider the question: How are we ready for our students? Schools will consider next steps to support their vulnerable students. Community partner involvement includes Child Care, PFLC, and OEYC.	K,1,2,3	12	Up to 60 Teachers 24 DECEs	3	Early Years Lead Teacher/Literacy	Oct/Nov/Dec 2017
Nurturing Our Catholic Community and Student Engagement, Mental Health and Well-Being and Curriculum, Teaching and Learning	EDI - Collection Cycle Ministry to fund	This professional learning will provide guidance as teachers enter an EDI collection cycle.	K	168	Approx. 400-450 Teachers	1 day or online (TBA)	Early Years Lead Teacher/Literacy	Feb/Mar. 2018
Curriculum, Teaching and Learning	Pedagogical Leadership Series Early Years as per Ministry Transfer Agreement	This Year 1 PLC series will delve deeper into what it means to be a reflective learner/educator. Taking a learning/inquiry stance educators will explore through documentation and research on inquiry and play-based learning, how do we transition this learning to Grade 1 and 2 educators. Using the new Mathology resource, we will engage in a Collaborative Inquiry	1-2	5 schools	6 Teachers	3 days	Early Years Lead Teacher/Literacy / Numeracy	December 2017- May 2018

Early Years Professional Plan 2017-2018

		looking at numeracy through the lens of play. We'll explore how we can engage families and colleagues in understanding that play is developmentally appropriate for K-3 students? And importantly, how might we build capacity for play-based pedagogy across the Early Years?						
Curriculum, Teaching and Learning	New to Kindergarten Curriculum Leadership and Innovation	Teachers new to Kindergarten will explore the four frames of the Kindergarten Program 2016, develop their understanding of play-based pedagogy , the role of pedagogical documentation and the new Communication of Learning reports.	K	Up to 30	30	1 day	Early Years Lead Teacher/Literacy / Numeracy	November 2017

TCDSB K-6 LITERACY PROFESSIONAL LEARNING PLAN 2017-2018									
Initiative Goal BLIP Goal	Initiative/ Goals	Initiative/ Subject	Details	Grades	# Schools	# Teachers	# Days	Responsibility/Cost	Time Lines
Curriculum Teaching and Learning/ School and Classroom Leadership/ Student Engagement/ Assessment for/as/of learning	Support schools in the implementation of literacy strategies and structures to address numeracy goals, as identified by schools	Support for individual schools as requested by principal and SIT teams	<ul style="list-style-type: none"> Meet with local school improvement teams to assess literacy needs to address numeracy goals Work with teams to create and implement a plan for improving numeracy skills through literacy strategies and structures 	1-8	As required	As required	Up to 12 per school	Area Literacy Resource teachers	Ongoing
Curriculum Teaching and Learning/ Student Engagement/ Assessment for/as/of learning	Support teachers in the implementation of literacy strategies & structures to address numeracy goals	Supporting Numeracy through Literacy	<ul style="list-style-type: none"> 2 day workshop for teachers 	K-8	As required/ requested	30 teachers per session x 2 sessions per group- 4 total sessions (1 east location, 1 west location)	120 days	Literacy Resource Team, Math Resource Team	January 2018

Curriculum Teaching & Learning/ School and Classroom Leadership/ Student Engagement/ Assessment for/as/of learning	Self-selected PD opportunities	Reading for the Love of It	<ul style="list-style-type: none"> Provide release day for one teacher from each elementary school 	7-8	All schools	One teacher per school - Funded by Student Success	Voluntary	Funded by Student Success	February 2018
Curriculum Teaching & Learning/ School and Classroom Leadership/ Student Engagement/ Assessment for/as/of learning	Self-Directed PD	Building Professional Learning Communities Educator initiated PD	<ul style="list-style-type: none"> Provide 2 release days per teacher for self-identified professional learning with Resource team teachers apply for codes 	K-12	All schools	As required	As required	Literacy Resource Team	Ongoing
Curriculum Teaching & Learning/ Student Engagement/ Assessment for/as/of learning	Curriculum & assessment support	Supporting identified small schools that did not qualify for 5th Block	<ul style="list-style-type: none"> Supporting interested primary educators in reading workshop and evidence informed strategies, on a voluntary basis 	K-3	33 Identified schools	voluntary participation	8 - 10 sessions per school	Literacy Resource Team, 5th Block Mentors	Oct 2017 - Jan2018 and Feb. 2018 -June 2018
Curriculum Teaching & Learning/ Assessment for/as/of learning	Bi-monthly communication to educators	E-news update on Literacy	<ul style="list-style-type: none"> Supporting TCDSB educators with monthly communications on Twitter and email to share information and news 	K-12	all	all	all	Literacy Resource Team	Beginning January

Curriculum Teaching & Learning/ Staff Engagement & Well-being Student Engagement/ Assessment for/as/of learning	LitCamp: <i>Literacy is more than reading!</i>	Exploring new literacies	Ed camp format <ul style="list-style-type: none"> keynote speaker various breakout rooms - ignite talks to introduce topics - teachers choose based on interest parking lot system will allow for feedback and new topics/interests to be recorded 	K-12	all	all	2 days x 6 teacher presenters= total 12 code days	Literacy Resource Team and Volunteer support from other departments	One Saturday in February
Curriculum Teaching & Learning/ Staff Engagement & Well-being	Literacy Professional Learning Communities	voluntary after school sessions, based on need	<ul style="list-style-type: none"> after school sessions to be offered - topics will be based on need (input from teachers) groupings of Areas 1-4 and Areas 5-8 Possible Topics: assessment, literacy framework, collaborative learning group, small group instruction 	K-8	all	all	N/A	Literacy Resource Team	Ongoing
Curriculum Teaching & Learning/ Staff Engagement & Well-being Student Engagement/ Assessment for/as/of learning	Refocusing Literacy	Provide literacy based professional learning	<ul style="list-style-type: none"> 3 full-day sessions 1 each for Kindergarten, Primary, Junior and Intermediate voluntary consideration given to RMS schools identified by the ministry 	k-8	all	voluntary participation	30 teachers at each session	Literacy Resource Team	November 2017 - February 2018

Curriculum Teaching & Learning/ Staff Engagement & Well-being Assessment for/as/of learning	Building Capacity with Literacy Reps	Provide literacy based professional learning	<ul style="list-style-type: none"> 1 full day PD for literacy reps (4 sessions - area $\frac{1}{2}$, $\frac{3}{4}$, $\frac{5}{6}$, $\frac{7}{8}$ reps) building capacity with elementary Literacy Reps to bring information back to staff and build capacity literacy reps for each school are voluntary 	K-8	all	1 per school	1 - 2 per school 170 elementary schools	Literacy Resource Team	January - March 2018
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TCDSB K - 6 NUMERACY PROFESSIONAL LEARNING PLAN 2017-2018

Goals	Initiative/Subject	Details	Grades	# Schools	#Teachers	# Days	Responsibility	Time Lines
Mathology Implementation Introduction to the Pearson resource – Grade 1 Activity Kit and Grade K-3 mini-books.	Grade1 and other primary teacher(s) (increased and intensive support schools)	2 Sessions – Day 1 in October and Day 2 in November	Primary only	40	120	120x2 = 240	Math Resource	Oct-Nov 2017
JUMP Pilot Follow-up Review and unpack research data collected	Grade 3 and Grade 6 teacher (1 of each from each Pilot school)	One session in November	Grade 3 and 6 Teachers only	14	2	14x2 = 28	Math Resource	Nov 2017
Co-constructing PD opportunities with principals to meet the urgent critical needs cited in the PLP	Schools' PD Plan	TBD	As determined by school	168	N/A	0	Math Resource	Oct 2017

TCDSB K - 6 Mathematics Professional Learning Plan 2017 - 2018

APPENDIX F

Support during implementation of Schools' PD plan	Schools' PD Plan	TBD	As determined by school	168	TBD	0	Math Resource	Nov 2017 – May 2018
Develop math content and pedagogical knowledge	After School Learning Sessions/Online	Learning focus identified by host school	K to 6	As requested by staff	TBD	NA	Math Resource	Dec 2017 to April 2018
Develop math content and pedagogical knowledge within the context of school and regional leadership contexts	Math Leadership for Principals and Vice Principals	Focused learning session on topics addressed in PLP	N/A	K-8 meetings as requested by superintendents	n/a	n/a	Math Resource	Sept 2017 to June 2018
Develop math content and pedagogical knowledge within the context of school and regional leadership contexts	Math PD for Math Leads of the Intensive Support Schools	OAME2018 Annual Conference - Humber College North Campus	K-8	9 schools	25 elementary teachers	25 x 2 = 50 days	Math Resource	May 2018
Develop knowledge of PRIME with APT's	Encourage use of PRIME within schools particularly for Spec Ed students	use of the diagnostics to identify student levels and develop IEP's	APT's			n/a	Math Resource	October/November 2017

LITERACY 7-12 2017-2018
TCDSB PROFESSIONAL LEARNING PLAN

Initiative Goal BLIP Goal	Initiative/Subject	Details	Grades	# of Schools	# of Teachers	# of days	Responsibility	Timeline
School and Classroom Leadership/ Assessment for/as/of learning	Support schools develop literacy plan	Data Review for Literacy Teams <ul style="list-style-type: none"> Schools select one of the two days to attend Literacy Leads, Special Education Department Heads, one other staff and an Administrator Schools submit Literacy Plan via e-mail to Literacy Resource Teachers Continue work on goals through Student Success Regional meetings Survey of Literacy needs to determine future PD foci 	9– 12	32	150	150	Secondary Literacy and Research Teams	Sept
School and Classroom Leadership/ Curriculum Teaching and Learning/ Assessment for/as/of learning	Days to help schools implement literacy plan as outlined in PLP	Support for local Literacy Teams <ul style="list-style-type: none"> Meet with local school Literacy Teams to provide support that is targeted to local needs Work with teams to create and implement a plan for literacy 	9-12	32	As required	Up to 12 per school 12x33 =396	Secondary Literacy team	Ongoing
School and Classroom Leadership	Support Administration of OSSLT	Teachers supporting OSSLT administration <ul style="list-style-type: none"> Release days to support local school communities 	9-12	32	As required	Up to 4 per school 4 x 33 = 132	Local School Principal & Secondary Literacy	March
Curriculum Teaching and Learning/ Student Engagement	Provide literacy based professional learning	Literacy Professional Development for Secondary Teachers <ul style="list-style-type: none"> Possible topics: Reading-Writing Workshop, Culturally Responsive Pedagogy, Understanding Implicit information in Multiple Choice Questions 	9-12	32	40 X4 sessions	4 x 40= 160	Secondary Literacy team	Ongoing Throughout the year

Curriculum Teaching and Learning/ School and Classroom Leadership/ Student Engagement/ Assessment for/as/of learning	Develop cross panel learning conversations through educator inquiry	Grade 7 – 9 Literacy Learning Series, focus on Collaborative Inquiry <ul style="list-style-type: none"> Teachers sign up for three part series to engage in job embedded Professional Learning Topics developed based on needs identified by our teachers last year (exit slips, feedback forms) 	7-9	various	150	30 teachers x 3 days = 90 90 X 5 sessions = 450 release days	Secondary and Elementary Literacy	Oct-Dec
Staff Engagement and Well Being/ Student Engagement	Self-Selected PD	Reading for the Love of It <ul style="list-style-type: none"> Provide release day for one teacher from each elementary and two teachers from each secondary school to attend Conference cost also covered (Secondary) 	7-12	All	250	66 secondary + 176 elementary = 242	School Principal	Feb
Curriculum Teaching and Learning/ School and Classroom Leadership/ Student Engagement/ Assessment for/as/of learning	Professional Development for teachers new to Secondary English	Supporting teachers of Secondary English <ul style="list-style-type: none"> Unpacking English curriculum 1 full day session 	9-12	32	40	40	Secondary Literacy	Sept
Curriculum Teaching & Learning/Staff Engagement & Well-being Student Engagement/ Assessment for/as/of learning	LitCamp: <i>Literacy is more than reading!</i>	Ed Camp format <ul style="list-style-type: none"> keynote speaker various breakout rooms - ignite talks to introduce topics - teachers choose based on interest parking lot system will allow for feedback and new topics/interests to be recorded 	K-12	all	all	2 days x 6 teacher presenters - total 12 code days	Literacy Resource Team and Volunteer support from other departments - Teacher Presenters	One Saturday in February

Curriculum Teaching and Learning/ Assessment for/as/of learning	Literacy Leads PLC	<ul style="list-style-type: none"> ● Literacy Leads invited to participate in discussion/PD around targeted feedback from literacy leads and identified areas of need ● Work with literacy leads to create and implement a cross curricular plan for literacy ● 4 meetings per year 2:00- 4:00pm 	9-12	32	64	n/a	Secondary Literacy team	Oct Dec Feb. May
Curriculum Teaching and Learning/ Assessment for/as/of learning	English Department Heads PLC	<ul style="list-style-type: none"> ● English Department Heads invited to collaborate on best practices, curriculum, resources, etc. - topics based on feedback from participating EDHs ● 4 meetings per year 2:00 - 4:00 pm 	9-12	32	32	n/a	Secondary Literacy team	Oct Dec Feb. May
Curriculum Teaching and Learning/ Student Engagement/ Assessment for/as/of learning	Supporting Numeracy Through Literacy	Support for Secondary teachers How does improved literacy in all subject areas improve achievement in Numeracy? Example: If math teachers understand and use literacy strategies in their mathematics classrooms, then mathematics achievement will improve. (2 sessions: one East, one West)	9-12	32	64	128	Literacy & Math Teams	March
Curriculum Teaching and Learning/ Student Engagement/ Assessment for/as/of learning	Supporting Numeracy Through Literacy	Support for Grade 7 - 8 teachers How does improved literacy in all subject areas improve achievement in Numeracy? Teachers will be given strategies to understand and use literacy strategies in their mathematics classrooms, then mathematics achievement will improve.	7-8			Reflected in Numeracy Plan	Literacy & Math teams	November
Staff Engagement and Well Being/ Student Engagement	TinLids Visit English Department Heads and Teacher Librarians	Visit to Tinlids (<i>official vendor of Forest of Reading</i>) with book-talk - 2:00 - 4:00pm <ul style="list-style-type: none"> ● 1 team of EDH & TL from each school may sign-up for one of 2 sessions 	9-12	32	32	n/a	Secondary Literacy Team	October

School and Classroom Leadership	Teacher Librarian Meeting	Teacher Librarians organize meetings, set an agenda, and facilitate discussion	9-12	32	32	n/a	Teacher Librarians	TBD by Teacher Librarians
Staff Engagement and Well Being/ Student Engagement		Literacy Resource Teacher to attend						

NUMERACY 7-12 2017-2018
TCD SB PROFESSIONAL LEARNING PLAN

Initiative Goal BLIP Goal	Initiative/Subject	Details	Grades	# of schools	# of teachers	# of Days	Responsibility	Timeline
<p>Initiative: Renewed Mathematics Strategy: A Targeted Approach to Supporting Mathematics Learning, Teaching and Leading.</p> <p>Goal:</p> <ul style="list-style-type: none"> - Reducing the learning gaps in grade 9/10 Applied Mathematics and creating a culture of high expectations that supports the belief that all students can learn, progress and achieve excellence. - Develop, promote and implement engaging effective professional learning sessions to address needs of students with learning disabilities and students taking compulsory courses in grade 9 and 10 Applied Mathematics - Transforming culture; optimizing conditions for teaching, leading and learning; and investing in and building upon professional capacity <p>BLIP Goals:</p> <ul style="list-style-type: none"> - Curriculum Teaching and Learning - Student Engagement - Mental Health and Well-Being - School and Classroom Leadership - Assessment for, as, and of learning 	<p>Initiative: Renewed Mathematics Strategy</p> <ul style="list-style-type: none"> - Intensive support for FEW Schools (4) - Increased Support for SOME Schools (21) - Support for ALL Schools (32) <p>Through the use of differentiated instruction and collaborative inquiry, the math department will provide meaningful, focused support and professional development for Numeracy Teams to build capacity with school teams by:</p> <ul style="list-style-type: none"> - Diagnostic and formative assessment practices that address the needs of grade 7-10 students - Interventions to support the learning styles of applied level learners - Implementation of precise, timely descriptive feedback that informs the learning goals aligned to curriculum expectations - Varied and frequent opportunities to refine students learning skills while engaged in rich problem solving tasks. 	<ul style="list-style-type: none"> - The focus will be on the strengths and needs of students with learning disabilities and students taking compulsory courses in grade 9 and 10 Applied Mathematics. - Professional learning sessions will be with Numeracy School Teams receiving Intensive and Increased Support from Ministry of Education in 2017/2018 - In these professional learning sessions, working collaboratively, teachers will focus on the effective assessment and analysis of student work, plan instruction in response to students' strengths and needs, and share evidence of informed instructional strategies. Increased and Intensive Support Schools will be invited to participated in two sessions. Intensive Support Schools will be invited to attend an additional session focusing on intervention strategies in response to identified student needs. <p>Intensive Support for FEW Schools (4): $(4 \text{ schools}) \times (4 \text{ teachers}) \times (3 \text{ days}) = 48 \text{ days}$</p> <p>Increased Support for SOME Schools (21): $(21 \text{ schools}) \times (4 \text{ teachers}) \times (2 \text{ days}) = 42 \text{ days}$</p> <p>Ministry RMS Sessions (In person and virtual sessions) for Intensive and Increased Schools.</p>	<p>9/10</p> <p>9/10</p> <p>9/10</p>	<p>4</p> <p>21</p> <p>25</p>	<p>16</p> <p>84</p> <p>100</p>	<p>48</p> <p>168</p> <p>Days will be taken from other allocation (code 94)</p>	<p>Numeracy Team</p>	<p>Sept. 2017 to June 2018</p>

<p>Initiative: EQAO Grade 9 Assessment Analysis and Teaching Strategies</p> <p>Goal: Develop an understanding of the mathematics program, and planning instruction in relation to: Ontario Mathematics Curriculum, EQAO Grade 9 Assessment, practices and board improvement goals (i.e., LG, SC, DF, assessment for, as and of learning)</p> <p>BLIP Goals:</p> <ul style="list-style-type: none"> - Assessment for, as, and of learning - Increasing Student Engagement - Curriculum Teaching and Learning - Staff Engagement and Well-Being 	<p>Initiative: EQAO Grade 9</p> <ul style="list-style-type: none"> - Provide support in collecting and analyzing data to improve student achievement - Identify with precision the learning needs of students. <ul style="list-style-type: none"> - The Numeracy Team will provide a “Grade 9 EQAO Analysis by Strands & Specific Expectations” that is created on the basis that all EQAO questions are written to specific curriculum expectations, and that in any three-consecutive years, 85% of specific expectations are covered - Assist teachers in understanding how gathering student information and analyzing it can be used as part of the school improvement learning plan (SLIP), school's transition planning, and narrowing students' confidence and achievement gaps. - Understanding how the assessment process is integral to gathering information about what students already know and can do, so that the unique learning needs of students at any level and grade can be met. - Ensuring that the teaching and learning environment is inclusive and reflects individual student needs, strengths and learning styles. - Support teachers in using a variety of diagnostic assessment tools to identify students at risk. 	<p>-Two day EQAO sessions focused on organization, planning, teaching and assessment strategies in preparation for grade 9 EQAO Assessment of Mathematics.</p> <p>- 4 sessions with 20 to 25 teachers per session, who are currently teaching grade 9 Applied or Academic Math.</p> <p>(32 schools)x(2 teachers)x(2 days) = 128</p> <p>- An in-depth analysis of EQAO school results (e.g. EQAO Grade 9 Applied and Academic math results, Open Response and Multiple Choice questions, Item Information Reports, Tracking a Cohort's Achievement, etc.)</p> <p>-Using EQAO Data Information Items (DII) and Item Information Reports (IIR), the Numeracy Team identifies the questions with the lowest score, together with the overall expectation, in every strand for all schools. This resource also shows the trend by the average rate of change per year.</p> <p>- The “Grade 9 Applied EQAO Analysis by Strand & Specific Expectations” will assist schools in planning teaching and assessment strategies to help prepare students for grade 9 EQAO Assessment.</p> <p>-Teachers identify the specific expectation of questions and anticipate possible students' solutions and possible errors/misconceptions. Teachers pinpoint what students need to know and do mathematically to achieve that specific expectation.</p> <p>- A critical analysis of incorrect multiple choice answers is facilitated to identify the student strengths and areas for improvement. Teachers use this information to reflect and refine their instructional teaching practices.</p> <p>- Teachers examine how the results inform their instructional strategies and how they</p>	9	32	64	128	Numeracy Team	Oct 2017, Feb 2018
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		link with their School Improvement Learning Plan (SLIP) and share their learning with their school communities.						
<p>Initiative: Collaborative Inquiry in Mathematics</p> <p>Goal: Develop and implement productive classroom discourse using Professional Learning Processes</p> <p>BLIP Goals:</p> <ul style="list-style-type: none"> - Staff Engagement and Well-Being - School and Classroom Leadership - Curriculum Teaching and Learning - Nurturing our Catholic Community - Assessment for, as, and of learning 	<p>Initiative: Collaborative Inquiry in Mathematics</p> <ul style="list-style-type: none"> - Support teachers in designing their own local inquiry based learning with the use of “If and Then” statements - Support teachers in using problem solving as the central approach to teaching/learning mathematics - Support teachers in developing a growth mindset - Encourage teachers to focus on creating a positive classroom environment for discussions that motivate students’ thinking and clarify their reasoning 	<p>- Collaborative inquiry/study sessions involving groups of teachers from grade 7-12</p> <ul style="list-style-type: none"> – Sessions could be local school level (math teachers from the same school), board level (math teachers or groups from different schools), or cross-panel (math teachers from grades 7-10) - Sessions will be facilitated by the Numeracy Team in collaboration with Numeracy Leads and/or Math Department Heads - 3 days per group, 30 teachers x 4 groups = 360 <p>Collaborative Inquires will focus on the following:</p> <ul style="list-style-type: none"> - MAT1L to MFM1P pre-applied pathway (Gr. 9) (5 schools)x(4 teachers)x(3 days) = 60 - Supporting Numeracy in Technology (Gr. 9-12) (32 schools)x(1 teachers)x (3 days) - Providing enrichment opportunities for STEM Schools (Gr. 9-12) (4 schools)x(2 teachers) x (3 days) =12 - Focused interventional strategies in response to schools’ urgent critical needs as identified through classroom achievement and EQAO IIR Data (Gr. 7-8 Intense Schools) (9 schools)x(2 teachers)x(3 days) =54 	<p>9</p> <p>9-12</p> <p>9-12</p> <p>7/8</p>	<p>5</p> <p>32</p> <p>4</p> <p>9</p>	<p>20</p> <p>32</p> <p>8</p> <p>18</p>	<p>60</p> <p>96</p> <p>32</p> <p>54</p>	Numeracy Team	Oct 2017 to May 2018
<p>Initiative: AEAC – Achieving Excellence in Applied Courses</p> <p>Goal: Support development of on-going assessment opportunities that are clearly aligned with curriculum</p>	<p>Initiative: AEAC – Achieving Excellence in Applied Courses</p> <ul style="list-style-type: none"> - Support building a common understanding and implementing balanced mathematics instruction by 	<p>- The professional learning is focused and precise in building capacity as well as being closely aligned with other Student Success and Ministry initiatives (The School Effectiveness Framework, Growing Success, Differentiated Instruction (DI), The Professional Learning Cycle for Collaborative Inquiry, The Leadership</p>	9/10 Applied Math	33	33	Days will be taken from other banks (code 94)	Numeracy Team	Ongoing Sept 2017 to May 2018

<p>expectations, and gap closing strategies that are identified and implemented in Applied courses</p> <p>BLIP Goals:</p> <ul style="list-style-type: none"> - Assessment for, as, and of learning - Increasing Student Engagement - Staff Engagement and Well-Being - Curriculum Teaching and Learning - Nurturing our Catholic Community 	<p>focusing on mathematics concepts to narrow the gap in student achievement</p> <ul style="list-style-type: none"> - Support connecting Big Ideas, Curriculum Expectations, Success Criteria and Descriptive Feedback in mathematics classes - Focus on co-teaching strategies to support school improvement efforts to build capacity and reduce achievement gaps 	<p>Framework – Core Leadership Capacities, LSA, SIM)</p> <ul style="list-style-type: none"> - Ongoing local and schools group sessions to enhance instructional practices in the classroom to raise the level of student achievement - Sessions focus on addressing the needs of students in the applied math program - Teachers will make use of resources (e.g., Ontario Numeracy Assessment Package (ONAP 9), Gap Closing, etc.,) to create pre and post assessments 						
<p>Initiative: Cultivate and Develop Math Leadership (Dept. Heads/Numeracy Leads)</p> <p>Goal: Cultivate and continuously develop strong leadership and a high-quality of teaching professionalism in mathematics</p> <p>BLIP Goals:</p> <ul style="list-style-type: none"> - School and Classroom Leadership - Increasing Student Engagement - Staff Engagement and Well-Being - Curriculum Teaching and Learning 	<p>Initiative: Cultivate and Develop Math Leadership</p> <ul style="list-style-type: none"> - Through differentiated instruction, develop math content and pedagogical knowledge within the context of school and regional leadership. 	<ul style="list-style-type: none"> - Learning session focused on math leadership strategies that include: analyzing data (school achievement and EQAO Data) to identify student needs and to inform school planning, assessment for learning, culturally responsive pedagogy and monitoring student achievement - Support differentiated professional learning with math heads and numeracy leads that includes co-planning, co-learning co-teaching and the collaborative analysis of student work to inform next steps and improve student engagement and achievement <p>33 schools x 2 teachers x 3 days = 198 days</p>	9-12	33	66	198	Numeracy Team	Sept 2017 Feb 2018 May 2018
<p>Initiative: Focused Learning Sessions</p> <p>Goal: Develop math content and pedagogical knowledge in relation to analysis and monitoring of student learning and achievement using focused learning sessions.</p>	<p>Initiative: Focused Learning Sessions</p>	<ul style="list-style-type: none"> - Teachers will sign-up to attend these learning sessions. <p>Sessions will be focused on various topics:</p> <ol style="list-style-type: none"> 1. Supporting Numeracy through Literacy (2 part session, East and West) 25 teachers x 2 sessions x 2 areas =100 2. Supporting Special Education Students 	<p>7/8</p> <p>7-10</p>	<p>N/A</p> <p>N/A</p>	<p>25</p> <p>25</p>	<p>100</p> <p>100</p>	Numeracy Team	Oct 2017 to May 2018

BLIP Goals - Assessment for, as, and of learning. - Staff Engagement and Well-Being - Curriculum Teaching and Learning - Increasing Student Engagement		in Mathematics (2 day session, East and West) 25 x 2 sessions x 2 areas = 100 3. Promoting well-being in mathematics (1 session, East and West) 25 teachers x 1 sessions x 2 areas	7/10	N/A	25	50		
Initiative: SSLN-Student Success Learning Network Goal: Promote cross-panel learning through collaboration between teachers, professional development pertaining to Numeracy and 21 st Century Learning, as well as student engagement and achievement. BLIP Goals - Assessment for, as, and of learning - School and Classroom Leadership - Curriculum Teaching and Learning - Nurturing our Catholic Community	Initiative: SSLN-Student Success Learning Network - Sessions may include the following topics: Developing a growth mindset in mathematics classes, analyzing data (EQAO, CAT4 scores), implementing high quality math instruction, assessment and evaluation, trajectory of math content, cross-panel co-planning of math lessons	- If students, teachers, and principals understand and actively participate in their cross-panel SSLN learning sessions, then improvement in student achievement in mathematics will be ongoing and lasting through elementary, high school, and beyond. 32 SSLN groups x 20 teachers x 3 sessions = 1920	7-10	198	640	1920	Secondary and Elementary School Principals Numeracy Team	Oct 2017- May 2018
Initiative: Math Technology Learning Sessions Goal: Develop strategies to utilize technology to understand, implement, monitor and articulate effective mathematics teaching and learning practices in relation to student learning, engagement and achievement BLIP Goals: - Increasing Student Engagement - Curriculum Teaching and	Initiative: Math Technology Learning Sessions - Integrating technology with pedagogy - Alignment of technology use with school goals - Establishing/sharing promising practices with the use of technology through teacher collaboration	Through a culture of learning, teachers will: - Use different technology to understand, implement, monitor and articulate effective mathematics teaching and learning practices in relation to student learning, engagement and achievement. - Develop precision in using instructional strategies (e.g., three-part lesson, questioning, exit survey, etc) and mathematics resource materials to improve students' conceptual understanding and strategic competence of mathematics. - Develop a better understanding of					Numeracy Team	Oct 2017- May 2018

<p>Learning</p> <ul style="list-style-type: none"> - Staff Engagement and Well-Being - School and Classroom Leadership 		<p>assessment (for/as/of learning) and the role it plays in increasing student learning, engagement and achievement</p> <p>- Develop strategies for using technology, in terms of math content, math communication, and/or monitoring/recording details of student mathematics learning, engagement and achievement</p> <p>- 30 teachers per session x 2 sessions per group x 4 groups = 240 days and 120 teachers</p>	7-10	33	120	240		
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2017-2018 SSLN ALLOCATION - CODE 83

SUPERINTENDENT	SCHOOL	SECONDARY ENROLMENT	ELEMENTARY ENROLMENT	NUMBER OF ELEMENTARY SCHOOLS IN SSLN	SSLN DAYS ALLOCATION	DAYS USED	BALANCE	SUPERINTENDENT ALLOCATION
FLORA CIFELLI	Father Henry Carr	897	2,440	6	68		68	50
	Msgr. P. Johnson	983	3,230	7	70		70	
	St. Basil	1,300	3,222	6	94		94	
DOUG YACK	Bishop Allen Academy	1,622	2,538	6	95		95	55
	Michael Power/St. Jos	1,949	3,052	7	130		130	
	Father John Redmond	1,192	1,315	4	75		75	
	Archbishop Romero	745	1,546	3	50		50	
MICHAEL CACCAMO	Chaminade College	907	2,358	4	65		65	45
	JC McGuigan	813	2,573	5	65		65	
	Dante Alighieri	916	2,805	7	95		95	
	Madonna	727	2,609	6	65		65	
PETER AGUIAR	Brebeuf College	962	684	4	65		65	45
	St. Joseph Morrow Park	473	684	7	40		40	
	Cardinal Carter	661	2,234	7	70		70	
	Loretto Abbey	964	2,442	5	70		70	
	Marshall McLuhan	1,073	1,492	4	75		75	
J. WUJEK	Bishop Marrocco	817	2,432	11	90		90	30
	St. Mary's Secondary	622	1,699	5	50		50	
	Loretto College	465	2,515	6	70		70	
J. SHANAHAN	Notre Dame	663	1,414	5	55		55	40
	St. Joseph College	808	1,737	5	60		60	
	St. Patrick	768	1,532	5	50		50	
	Senator O'Connor	1,415	1,526	5	80		80	
	St. Michael's Choir	90	171	1	15.0		15	
K. MALCOLM	Francis Libermann	917	1,206	6	65		65	40
	Mary Ward	1,065	1,472	7	75		75	
	St. Mother Teresa	446	1,699	8	60		60	

	Jean Vanier	923	2,062	5	75		75	
SHAWNA CAMPBELL	B. Cardinal Newman	1,104	2,601	7	90		90	40
	St. John Paul 11	1,352	1,909	5	95		95	
	Neil McNeil	825	2,052	5	75		75	
V. BURZOTTA	Msgr. Fraser	1,110		-	70		70	10
		29,574.00	61,251.00	174.00	2,267.0		2,267	356

TCDSB PATHWAYS: PROFESSIONAL LEARNING PLAN 2017-2018

Initiative Goal BLIP Goal	Initiative/Subject	Details	Grades	# Schools	# Teachers	# of Days	Responsibility	Timeline
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	Support for potential new SHSM applications	Meet with school teams to increase capacity for preparing a school application for a new SHSM program including local coaching meetings	11, 12	10	3 per school	30	SHSM team	Sept-December
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	1) SHSM planning day for newly approved programs	School teams work through an implementation planning template to ensure that all elements of SHSM deliverables are put in place for following year	11, 12	8	4 per school	32	SHSM team	May

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	2) New lead teachers symposia	Generally ministry-run and supported -	11, 12	10	2 per school	20	SHSM team	May
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	1) SHSM symposium for all existing programs	Full day learning session; sharing of best practices; Capacity building co-learning activities; Team-building opportunities to support cohesion within school teams	11, 12	29	4 per school (multi programs in some schools)	110	SHSM team	September
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	2) SHSM: Ongoing, school based team meetings	School-embedded review and support meetings aimed at building capacity and sustainability	11, 12	12	4	48	SHSM team	Sept-June

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	4) SHSM myBluepri nt planner teacher in- service	SHSM school teams will be supported through professional learning sessions regarding tracking and monitoring of SHSM students through to graduation using myBlueprint as a tool.	11,12	15	15	15	SHSM team	Oct-April
Home, Parish, School and Community Partnerships Ensure that processes are in place to establish community partnerships	4) SHSM: SPCC SHSM New Policy	Program leads working through SPCC new policy with SHSM school Teams YEAR 1 implementation Professional Learning Ministry SHSM - 3 year plan Visioning Leadership Conference	11,12	28	56	112	SHSM team	September – May

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	5) Dual Credit Sessions for SS Teacher	Meet with Secondary School teachers to increase capacity for identifying potential dual credit and SWAC students in their school communities	11-12	32	65-70	32	SHSM team and Dual Credit Teacher	Sept - May
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	1) Guidance Professional Learning/Trillium Training for teachers new to guidance	Joint efforts with Pathways and Trillium team to help build capacity in teachers new to the guidance role	9-12	Varies	15	30	Guidance Resource Teacher	Sept/Oct
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	2) On-going learning with Guidance Department Heads	Areas of focus; issues of concern; Trillium compliance; co-development of implementation plans for CPS	9-12	32 with Fraser Guidance leads/Sec + International	1 per school	8 meetings	Guidance Resource teacher	October-June

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	3) Perspectives on Pathways 1-day Conference for counselors /co-op teachers/ student success teachers interested in building capacity in the role – Pathways and Student Success Professional Learning	Areas of focus: aspects of the guidance role-transcript review; Credit Counselling Summaries; credit substitutions; SHSM, OYAP, Dual Credits, Co-op coding, scheduling, OnSIS related topics etc...	9-12	32	100	100	Pathways / Trillium Teams	September
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<p>All schools will have a common understanding of assessment for, of, and as learning so that within each classroom learning goals, co-constructing of success criteria and descriptive feedback will be used to support student learning.</p> <p>Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning</p>	1) Pathways - Gr 10	Professional learning and sharing day for teachers of Career Studies (GLC2O)	10	32	60	60	Guidance Resource and Pathways team	Spring
<p>Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning</p>	2a) Pathways- Grades K-6	<p>Half-day sessions for grades K-6 teachers:</p> <p>Continuation of CPS Policy and the Implementation All About Me Portfolio; Using the AAM TCDSB Resource and myBlueprint training</p>	K-6	167	100	50	Guidance Resource and Pathways Team	Oct - Feb

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	3) Elementary Guidance Professional Learning Meetings		K-8	0	12 counsellors	0	Guidance Resource (No Teacher release required)	Sept-June
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	4) My Blueprint learning sessions for new school staff in preparation of on-line course selection for grade 8 to 9	School counselors, administrators, and other staff to build capacity in supporting students with online course selections and educational plans Concentration on myBlueprint counselling tools	7-12	Open to all Elementary and Secondary	75	75	Guidance Resource teacher	Feb – May

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	5) CPS Policy and CCEL Policy - from plan to action	K-12 Implementing new CCEL policy in connection to CPS Policy	K-12	ALL	ALL	100	Pathways Team	Sept-April
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	1) Cooperative Education Sessions – opening year workshops	One-day conference; sessions sharing best practices and ministry and sector updates including OSBIE, Ministry of Labour	11, 12	32	40-60	40	Co-op and OYAP Resource Teachers	September
School & Classroom Leadership All schools will engage in job-embedded inquiry based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms	2) Support for use of Cardinal Management system	Cardinal Management system updates Software used for Personalized Placement Learning Planning	11, 12	32	40-60	20	Co-op resource teacher	November

School & Classroom Leadership All schools will engage in job-embedded inquiry based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms	3) Co-op writer work sessions	Support workshops aimed at increasing teacher capacity and fluency with Co-op Writer	11, 12	32	20 x 2 days	40	Co-op resource teacher	October-March
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Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	4) OYAP Lunch and Learn (professional learning sessions)	Raising awareness about reach-ahead and apprenticeship opportunities within co-op, guidance and technological education teachers	11, 12	32	50	10	OYAP resource teacher	November-May
School & Classroom Leadership All schools will engage in job-embedded inquiry based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms	5) On-going learning with cooperative education teachers	Areas of focus; issues of concern; sharing practices about implementation of 6 necessary elements of cooperative education programs	11, 12	32	50	256	Co-op resource teacher	Sept-May

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	6) On-going learning with elementary teachers and guidance counselors	College Experience days – career and post secondary exploration available for intermediate teachers to assist with implementation of the Creating Pathways to Success policy document/Community Connected Experiential Learning	7 - 8	15 Offered to all schools	30	30	Experiential Learning Resource Teacher	Sept-June
Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	1) Pathways Teachers Forum - Stepping Stones to College	Professional learning about pathways to college	9-12	Offered to all schools	25	5	Pathways Team	October
	Professional learning within provincial conference: OSCA	Conference registration for one teacher/counselor or from each secondary school and all elementary counsellors	7-12	50	1 per school and 12 elementary counsellors	64	Guidance Resource	November

Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning	Professional learning within provincial conference: OCEA	Conference registration for one co-operative education teacher from each secondary school	11-12	32	32	25	Co-op Resource	April
All schools will ensure that there is a robust process for understanding and responding to staff needs as both a profession and a vocation that acts to support staff well-being.	Professional learning within provincial conference: OCTE	Affiliation with OCTE allows for participation of Technological Educators at provincial conference and Leadership Conference	9-12	8	1 per tech area	16	Technological Education Resource Teacher	Fall and Spring
All schools will have a common understanding of assessment for, as and of learning so that within each classroom learning goals, co-constructing of success criteria and descriptive feedback will be used to support student learning.	On-going Professional Learning Sessions for teachers of Technological education.	Areas of focus will be assessment (as, for and of), numeracy, collaborative inquiry and implementation of Tech Safety for Technological Educators. Experiential learning and pathway opportunities will continue to be explored. On-going support and sharing of best practices.	9-12	32	2	75	Technological education resource teacher	October-May (3 days)

**CCCC 2017-2018
TCDSB PROFESSIONAL LEARNING PLAN**

Initiative Goal BLIP Goal	Initiative/Subject	Details	Grades	# Schools	#Teachers	# Days	Responsibility	Timeline
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Stop the Stigma - onboarding training day for new Elementary schools	Mental Health and Wellness initiatives aimed at supporting school communities in developing mental health awareness, promotion and anti-stigma activities (such as Stop the Stigma)	7&8	20	40	40	Mental Health Lead & Student Success Resource Teacher	October 2017
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Stop the Stigma Secondary Symposium	Mental Health and Wellness initiatives aimed at supporting school communities in developing mental health awareness, promotion and anti-stigma activities (such as Stop the Stigma)	9-12	32	64	64	Mental Health Lead & Student Success Resource Teacher	December 2017
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Stop the Stigma Elementary Symposium	Mental Health and Wellness initiatives aimed at supporting school communities in developing mental health awareness, promotion and anti-stigma activities (such as Stop the Stigma)	7&8	40	80	80	Mental Health Lead & Student Success Resource Teacher	January 2018

BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Stop the Stigma Elementary Training Days (two days)	Mental Health and Wellness initiatives aimed at supporting school communities in developing mental health awareness, promotion and anti-stigma activities (such as Stop the Stigma)	7&8	20	40	40	Mental Health Lead & Student Success Resource Teacher	March 2018 (two days)
BLIP Goal: “All schools will nurture Catholic Social Teachings (Human Dignity, Preferential Option for the Poor and Vulnerable, Solidarity) that form the heart and foundation for our students in all classrooms.”	Suicide Risk Awareness	Professional Learning for building mentally healthy and engaging classroom environments through increasing awareness and understanding of suicide risk in students. (SAFEtalk evidence-based program)	7-12	TBD	60	60	P. Marra-Stapleton	Sept. 2017- May 2018
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”; All schools will demonstrate a clear emphasis on high levels of achievement within each classroom”	Building prosocial and self-regulation skills (FRIENDS)	Support for professional learning and student activities aimed at, eg: building prosocial and self-regulation skills (FRIENDS)	7-11	TBD	60	60	I. Kaczmarzyk-Kozlowski	2017-18

BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Mindfulness Ambassador Council (MAC) Initiative A : MAC Facilitator Training	Professional learning, resources and student-teacher partnerships allowing student voice and empowerment to make meaningful contributions (mindfulness ambassadors and initiatives) Initiative A : MAC Facilitator Training	9-12	TBD	45	90	D.Banasco R. Mammone	2017-18
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Mindfulness Ambassador Council (MAC) Initiative B:On Line Access to “ Re-Think” Digital Tool	Professional learning, resources and student-teacher partnerships allowing student voice and empowerment to make meaningful contributions (mindfulness ambassadors and initiatives) Initiative B: On Line Access to “ Re-Think” Digital Tool	9-12	TBD	45	0	D.Banasco R. Mammone	2017-18 School Year
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Mindfulness Ambassador Council (MAC) Initiative C : Facilitator Skill Development	Professional learning, resources and student-teacher partnerships allowing student voice and empowerment to make meaningful contributions (mindfulness ambassadors and initiatives) Initiative C : Facilitator Skill Development	9-12	TBD	30	60	D.Banasco R. Mammone	2017-18 School Year
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Mindfulness Ambassador Council (MAC) Initiative D : MAC Program Fidelity and Facilitator Coaching	Professional learning, resources and student-teacher partnerships allowing student voice and empowerment to make meaningful contributions (mindfulness ambassadors and initiatives) Initiative D	9-12	TBD	45	0	D.Banasco R. Mammone	2017-18 School Year

BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Christian Meditation and Contemplation	Professional learning, resources and student-teacher partnerships allowing student voice and empowerment to make meaningful contributions (Christian Meditation and Contemplation)	7-8	TBD	30	60	S. HooKong-Taylor, , M. Peres (Religion Resource)	2017-18 school year
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Christian Meditation and Contemplation	Professional learning, resources and student-teacher partnerships allowing student voice and empowerment to make meaningful contributions (Christian Meditation and Contemplation)	9-12	TBD	30	30	S. HooKong-Taylor, , M. Peres (Religion Resource)	2017-18 school year
All schools will nurture Catholic Social Teachings (Human Dignity, Preferential Option for the Poor and Vulnerable, Solidarity) that form the heart and foundation for our students in all classrooms.	Nurturing our Catholic Community	Nurturing our Catholic community; supporting chaplains in their role (SAFEtalk with Chaplains)	9-12	32	TBD	40	P. Marra-Stapleton	2017-18

“All schools will demonstrate a clear emphasis on high levels of achievement within each classroom”	Supporting the implementation of the mental health content of the PHE curriculum	Professional Learning for building mentally healthy and engaging classroom environments through supporting the implementation of the mental health content of the PHE curriculum.	7-8	168	168	168	N. Domingues P. Marra-Stapleton	2017-18
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Syrian newcomers support	Professional Learning series for building safe, inclusive and engaging classroom environments, including supporting Syrian newcomer students	7-12	TBD	50	50	P. Marra-Stapleton Catherine Connors	2017-18
BLIP Goal: “All schools will ensure the SLIP reflects student voice regarding the needs, diversity and interests of the student population”	Student Leadership Initiatives	Support for student-led leadership and engagement initiatives aimed at building engaging, inclusive, safe and affirming school environments, and for student-teacher partnerships and activities that allow for student voice to inform school culture and assist students in realizing the Ontario Catholic Graduate expectations.	7-12	764	1,116	650	M. Consul	2017-2018

Safe Schools Department

PROFESSIONAL LEARNING MODULES

2017-2018

APPENDIX L

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

Please note the following conditions:

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

MODULE TOPIC	DATES	TARGET AUDIENCE
Understanding and Responding to Elementary Student Behaviour	September 27, 2017 January 17, 2018	<ul style="list-style-type: none"> ▪ Elementary Teachers ▪ Elementary Admin ▪ Elementary Support Staff
Safe Schools Interventions	September 28, 2017	<ul style="list-style-type: none"> ▪ All Teachers ▪ Administration ▪ Non-Teaching/Support Staff
Bullying Awareness, Prevention, Intervention & Supports	October 4, 2017 January 31, 2018	<ul style="list-style-type: none"> ▪ Elementary & Secondary Administrators, Educators and Support Staff
Domestic Human Trafficking	October 5, 2017 January 30, 2018	<ul style="list-style-type: none"> ▪ All Administrators ▪ All Teachers ▪ Non-Teaching/Support Staff
Effective Classroom Management – Elementary	October 11, 2017 January 24, 2018	<ul style="list-style-type: none"> ▪ All Elementary Teachers and Support Staff ▪ Prerequisite: Understanding and Responding to Elementary Student Behaviour

Safe Schools Department

PROFESSIONAL LEARNING MODULES

2017-2018

APPENDIX L

Strategies to Promote Healthy Relationships and a Positive School Climate	October 16, 2017 April 25, 2018	•Elementary and Secondary Teachers
Mean Girls and Cliques	October 25, 2017 April 11, 2018	•Elementary & Secondary Administrators •All Teachers •Non-Teaching/Support Staff
Stand Up to Social Cruelty, Bullying, and Injustice	November 8, 2017 April 13, 2018	•Intermediate and Secondary Teachers, Support Staff, Administrators
Empathy, The Social Emotion	November 30, 2017 March 7, 2018	•Elementary Administrators •Elementary Teachers •Elementary NonTeaching/Support Staff
Cyber Bullying and Internet Safety	December 6, 2017 April 4, 2018	• Administration • All Teachers • Non-Teaching/Support Staff
Threatening, Worrisome Behaviours and Interventions	December 7, 2017 May 17, 2018	•All Teachers • Administration • Non-Teaching/Support Staff
The Class Meeting: an effective means of scaffolding your positive classroom climate	December 13, 2017 March 1, 2018	• Administration • All Teachers • Non-Teaching/Support Staff
Safe Schools Transition Planning	January 18, 2018	• Administration • All Teachers • Non-Teaching/Support Staff
Gang Awareness and Hate Motivated Behaviour in Schools	February 7, 2018 May 9, 2018	• Administration • All Teachers • Non-Teaching/Support Staff
Addressing Challenging Behaviour in Secondary Schools	February 23, 2018	• Secondary Teachers • Secondary Admin • Secondary Support Staff
Understanding Progressive Discipline & Safe and Accepting Schools Teams	March 2, 2018	• All Teachers • Administration • Support Staff
Trauma: Impact and Interventions	March 27, 2018	• Administration • All Teachers • Non-Teaching/Support Staff
Practical Tools to Enhance Students' Social and Emotional Skills	April 18, 2018	• Administration • All Teachers • Non-Teaching/Support Staff
Understanding and Addressing Aggressive Relationships	May 2, 2018	• Administration • All Teachers • Non-Teaching/Support Staff



Safe Schools Department

PROFESSIONAL LEARNING MODULES

2017-2018

APPENDIX L

Digital Footprint Navigation	May 10, 2018	<ul style="list-style-type: none"> ▪ Administration ▪ All Teachers ▪ Non-Teaching/Support Staff
Mindfulness, Meditation & Contemplation	May 16, 2018	<ul style="list-style-type: none"> ▪ Administrators ▪ All Teachers ▪ Non-Teaching/Support Staff
Self-Regulation	May 24, 2018	<ul style="list-style-type: none"> ▪ Administration ▪ All Teachers ▪ Non-Teaching/Support Staff

OTHER TRAINING 2017-2018

THREAT ASSESSMENT

Threat Assessment Training Part I

November 2, 2017

March 6, 2018

Threat Assessment Practical Application

Part II

November 21, 2017

April 24, 2018

RCMC TRAINING

Facilitator **Part 1** Training

November 9, 2017

February 13, 2018

Coordinator **Part 2** Training

April 10, 2018

Refresher

October 17, 2017

SHADOWBOX

Training & Refresher

October 24, 2017 – OLMC – Room 204

February 20, 2018 – Norfinch – Room 203

Safe Schools Student Ambassador - Secondary

November 23, 2017

Bullying Awareness and Prevention

Launch

February 27, 2018

Symposium

May 8, 2018

Symposium

BOARD NAME AND BSID: Toronto CDSB (B67059)
BOARD LEAD: Vince Burzotta

SCHOOL NAME	MIDENT	CODE	CODE 94 Teacher Release Days
Archbishop Romero Catholic SS	685550	RMS 2	35
Bishop Allen Academy	689360	RMS 2	35
Bishop Marracco/Thomas Merton CSS	691798	RMS 1	35
Blessed Cardinal Newman CS	694193	RMS 2	35
Blessed Mother Teresa CSS	733024	RMS 2	35
Brebeuf College School	690961	RMS 2	35
Cardinal Carter	694550	AEAC	15
Chaminade College	695947	RMS 2	35
Dante Alighieri Academy	702935	RMS 2	35
Father Henry Carr CSS	707589	RMS 1	35
Francis Libermann Catholic HS	707708	RMS 2	35
Frather John Redmond	731951	AEAC	15
James Cardinal McGuigan CHS	723096	RMS 2	35
Jean Vanier Catholic SS	723428	RMS 2	35
Loretto Abbey	728055	RMS 2	35
Loretto College S	728063	RMS 1	35
Madonna CSS	729019	RMS 2	35
Marshall McLuhan Catholic SS	730653	RMS 2	35
Mary Ward Catholic SS	730882	RMS 2	35
Michael Power/St Joseph HS	731820	RMS 2	35
Monsignor Percy Johnson Catholic HS	732443	RMS 2	35
Msgr. Fraser AEAC No Grade 9	680354	AEAC	15
Neil McNeil	734080	AEAC	15
Notre Dame Catholic SS	738115	RMS 2	35
Pope John Paul II CSS	751537	RMS 1	35
Senator O'Connor College School	763772	RMS 2	35
St. Basil The Great College	776360	RMS 2	35
St. Josephs College SS	814954	RMS 2	35
St. Joseph's Morrow Park HS	815160	RMS 2	35
St. Mary's	689831	AEAC	15
St. Patrick College SS	838268	AEAC	15

EQAO Detailed Analysis: A Focus on Mathematics

Item Information Reports and Cohort Reports

1. Mathematics 2016-2017: Item information Report (IIR) Analyses

- Item Information Reports are provided to all schools to analyze school and individual student performance on EQAO assessments. Data include achievement of individual students, students in the school, students in the Board, and all students in the province.
- Questions are broken down by:
 - Mathematics strand (Number Sense & Numeration, Measurement, Geometry & Spatial Sense, Patterning & Algebra, Data Management & Probability)
 - Achievement Chart Categories (Knowledge and Understanding, Thinking, and Application)
 - Question type (Multiple Choice or Open Response)

Grade 3 Mathematics:

- Students performed better on multiple choice items than on open response questions.
- No strand stood out as particularly strong.
- Strong performance in the achievement chart category of Knowledge and Understanding across strands.
- Thinking and Application from the achievement chart categories are both areas in need of further improvement.

Table 1: Grade 3 IIR Mathematics Strand and Skill

Strand	Type of question					
	Multiple choice			Open response		
	Number of questions	Below 70%	Above 70%	Number of questions	Below 70%	Above 70%
Number Sense & Numeration	7	3	4	2	2	0
Measurement	8	5	3	1	1	0
Geometry & Spatial Sense	4	2	2	2	2	0
Patterning & Algebra	6	3	3	1	0	1
Data Management & Probability	3	2	1	2	2	0

Target Skill	Number of questions	Below 70%	Above 70%
Knowledge and Understanding	12	2	10
Thinking	8	8	0
Application	16	12	4

Grade 6 Mathematics:

- Greatest strength was in the strands of Number Sense and Numeration, and Measurement.
- Questions related to Geometry and Spatial Sense, Patterning and Algebra, and Data Management and Probability presented the greatest challenge for students.
- Strong performance in the achievement chart category of Knowledge and Understanding across strands.
- Thinking and Application Skills are categories in need of further improvement.
- Patterns on open response and multiple choice are similar and in need of further improvement.

Table 2: Grade 6 IIR Mathematics Strand and Skill

Strand	Type of question					
	Multiple choice			Open response		
	Number of questions	Below 70%	Above 70%	Number of questions	Below 70%	Above 70%
Number Sense & Numeration	6	3	3	2	1	1
Measurement	7	4	3	1	1	0
Geometry & Spatial Sense	4	3	1	2	1	1
Patterning & Algebra	6	5	1	1	0	1
Data Management & Probability	6	5	1	1	0	1

Target Skill	Number of questions	Below 70%	Above 70%
Knowledge and Understanding	8	2	6
Thinking	12	8	4
Application	16	13	3

Grade 9 Mathematics: Applied

- The performance of Grade 9 students in the applied course in multiple choice and open response questions across all strands was low.
- Performance was somewhat better on Knowledge and Understanding, and on Application
- Students in the applied course struggled in the category of Thinking.

Table 3: Grade 9 Applied IIR Mathematics Strand and Skill

Winter - Strand	Type of question					
	Multiple choice			Open response		
	Number of questions	Below 70%	Above 70%	Number of questions	Below 70%	Above 70%
Number Sense & Algebra	7	5	2	2	0	2
Linear Relations	11	9	2	3	3	0
Measurement & Geometry	7	6	1	2	2	0

Spring - Strand	Type of question					
	Multiple choice			Open response		
	Number of questions	Below 70%	Above 70%	Number of questions	Below 70%	Above 70%
Number Sense & Algebra	7	4	3	2	1	1
Linear Relations	11	9	2	3	2	1
Measurement & Geometry	6	5	1	2	2	0

Winter - Target Skill	Number of questions	Below 70%	Above 70%
Knowledge and Understanding	8	4	4
Thinking	10	9	1
Application	13	11	2

Spring - Target Skill	Number of questions	Below 70%	Above 70%
Knowledge and Understanding	8	5	3
Thinking	10	10	0
Application	13	8	5

Grade 9 Mathematics: Academic

- Measurement and Geometry, and Linear Relations presented the greatest challenge for Grade 9 students in the academic course.
- Students in the academic course struggled in the category of Thinking.

Table 4: Grade 9 Academic IIR Mathematics Strand and Skill

Winter - Strand	Type of question					
	Multiple choice			Open response		
	Number of questions	Below 70%	Above 70%	Number of questions	Below 70%	Above 70%
Number Sense & Algebra	5	2	3	1	1	0
Linear Relations	6	3	3	2	0	2
Analytic Geometry	6	4	2	2	1	1
Measurement & Geometry	6	4	2	2	1	1

Spring - Strand	Type of question					
	Multiple choice			Open response		
	Number of questions	Below 70%	Above 70%	Number of questions	Below 70%	Above 70%
Number Sense & Algebra	5	3	2	1	0	1
Linear Relations	6	3	3	2	1	1
Analytic Geometry	7	3	4	2	1	1
Measurement & Geometry	6	4	2	2	2	0

Winter - Target Skill	Number of questions	Below 70%	Above 70%
Knowledge and Understanding	8	2	6
Thinking	10	8	2
Application	13	4	9

Spring - Target Skill	Number of questions	Below 70%	Above 70%
Knowledge and Understanding	8	3	5
Thinking	10	8	2
Application	13	4	9

2. All Levels of Achievement over Time

Mathematics: Grade 3 and Grade 6

GRADE 3	Mathematics				
	Below Level 1	Level 1	Level 2	Level 3	Level 4
2012 – 2013	<1%	2%	28%	54%	13%
2013 – 2014	<1%	4%	27%	54%	12%
2014 – 2015	1%	4%	30%	51%	13%
2015 – 2016	NP	NP	NP	NP	NP
2016 – 2017	<1%	4%	30%	49%	14%

GRADE 6	Mathematics				
	Below Level 1	Level 1	Level 2	Level 3	Level 4
2012 – 2013	<1%	12%	30%	42%	13%
2013 – 2014	<1%	13%	31%	42%	12%
2014 – 2015	<1%	15%	31%	37%	15%
2015 – 2016	NP	NP	NP	NP	NP
2016 – 2017	<1%	18%	31%	37%	12%

- In Primary Math, the percentage of students at Level 4 has remained relatively stable; the percentage of students at Level 3 decreased; the percentage of students at Level 2 and Level 1 has increased.
- In Junior Math the percentage of students at Level 4 and Level 2 has remained relatively consistent; the percentage of students at Level 3 decreased and the percentage at Level 1 increased.

Mathematics: Grade 9 Academic and Applied

GRADE 9 Academic	Mathematics				
	Below Level 1	Level 1	Level 2	Level 3	Level 4
2012 – 2013	<1%	4%	11%	73%	11%
2013 – 2014	<1%	4%	12%	73%	10%
2014 – 2015	<1%	5%	11%	71%	12%
2015 – 2016	<1%	5%	11%	75%	9%
2016 – 2017	<1%	5%	11%	72%	11%

GRADE 9 Applied	Mathematics				
	Below Level 1	Level 1	Level 2	Level 3	Level 4
2012 – 2013	5%	15%	39%	33%	8%
2013 – 2014	5%	14%	36%	37%	9%
2014 – 2015	4%	14%	36%	34%	10%
2015 – 2016	4%	14%	36%	36%	10%
2016 – 2017	3%	15%	35%	35%	12%

NP = “Non-participating” indicates did not participate.

- In Academic Mathematics, the percentage distribution across levels is consistent across years.
- In Applied Mathematics, there is a decrease in the percentage of students at Level 2 and an increase in the percentage at Level 4.

3. Tracking a cohort in the Board Mathematics

Intersection by Level - Grade 3 (2013-2014) and Grade 6 (2016-2017)

Mathematics			Grade 6 in 2016-2017						
Number of Students in the Cohort = 5578*			Level 4	Level 3	Level 2	Level 1	NE1	No Data	Exempt
Grade 3 in 2013-2014	Level 4	661	49%	45%	5%	1%	0%	<1%	0%
	Level 3	3028	12%	52%	30%	5%	<1%	<1%	<1%
	Level 2	1518	1%	14%	46%	38%	1%	1%	<1%
	Level 1	211	0%	3%	17%	76%	<1%	1%	2%
	NE1	14	0%	0%	7%	64%	7%	0%	21%
	No Data	20	0%	10%	45%	35%	10%	0%	0%
	Exempt	126	1%	3%	13%	36%	2%	3%	42%

Level 4: 45% moved to Level 3; 5% moved to Level 2

Level 3: 30% moved to Level 2; 12% moved to Level 4

Level 2: 38% moved to Level 1; 14% moved to Level 3

Level 1: 17% moved to Level 2; 3% moved to Level 3

Intersection by Level - Grade 6 (2013-2014) and Grade 9 (2016-2017)

Applied Course			Grade 9 in 2016-2017					
Number of Students in the Cohort = 1299*			Level 4	Level 3	Level 2	Level 1	Below Level 1	No Data
Grade 6 in 2013-2014	Level 4	3	67%	33%	0%	0%	0%	0%
	Level 3	164	27%	51%	16%	2%	2%	1%
	Level 2	642	13%	44%	32%	8%	1%	1%
	Level 1	472	4%	22%	43%	22%	7%	1%
	NE1	5	0%	40%	20%	40%	0%	0%
	No Data	6	17%	33%	33%	17%	0%	0%
	Exempt	7	0%	29%	29%	29%	0%	14%

Applied Mathematics

The majority of students taking Applied Mathematics performed at Level 1 or 2 in Grade 6.

Level 3: 27% moved to Level 4; 16% moved to Level 2

Level 2: 44% moved to Level 3; 13% moved to Level 4; 8% moved to Level 1

Level 1: 43% moved to Level 2; 22% moved to Level 3; 4% moved to Level 4; 7% moved Below Level 1

Academic Mathematics

Academic Course			Grade 9 in 2016-2017					
Number of Students in the Cohort = 3979*			Level 4	Level 3	Level 2	Level 1	Below Level 1	No Data
Grade 6 in 2013-2014	Level 4	662	38%	61%	<1%	<1%	0%	<1%
	Level 3	2134	9%	80%	7%	2%	<1%	1%
	Level 2	1035	1%	67%	21%	10%	1%	1%
	Level 1	128	0%	45%	29%	22%	3%	1%
	NE1	1	0%	0%	0%	100%	0%	0%
	No Data	13	15%	62%	23%	0%	0%	0%
	Exempt	6	0%	50%	33%	17%	0%	0%

Academic Mathematics

The majority of students taking Academic Mathematics performed at Level 3 or Level 4 in Grade 6.

Level 4: 61% moved to Level 3

Level 3: 9% moved to Level 4

Level 2: 67% moved to Level 3; 10% moved to Level 1

Level 1: 29% moved to Level 2; 45% moved to Level 3; 3% moved Below Level 1

Note: A review of the Intersection Reports for previous cohorts showed relatively consistent patterns.



REPORT TO

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

REVIEW OF ANAPHYLAXIS POLICY, PROTOCOL AND GUIDELINES

*Cast your cares on the lord and he will sustain you; he will never let the righteous fall.
Psalm 55:22*

Created, Draft	First Tabling	Review
October 23, 2017	November 2, 2017	Click here to enter a date.

C. Fernandes, Superintendent of Education, Special Services

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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



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 report reviews the Anaphylaxis Policy and Protocol and Guidelines, with a focus on secondary schools.

Addressed in this report is information on the possibility of implementing an EpiPen Centre, the possibility of consultation with Catholic Students Leadership Impact Team (CSLIT), and the development of a transition plan for students leaving Grade 8 and entering Grade 9.

The cumulative staff time required to prepare this report was 7 hours

B. PURPOSE

1. This report responds to an approved motion that was made by the Board of Trustees in response to a delegation made at the September 7th Student Achievement Committee meeting. Staff was directed to include in the report the following:
 - a. The possibility of implementing an EpiPen Centre;
 - b. Consultation with CSLIT; and
 - c. Transition plan for students leaving grade 8 and entering grade 9
2. This report outlines recommendations on the three items listed above with respect to the TCDSB's Anaphylaxis Policy and Protocol.
3. The report also reviews the communication plan to be used in schools to inform students on the topic.

C. BACKGROUND

1. On September 7th, 2017, the Board of Trustees received a delegation with respect to developing increased awareness in secondary schools of the Anaphylaxis policy.
2. The Anaphylaxis policy was created February 6, 2006 and the Anaphylaxis protocol was last updated February 24, 2013.

3. In June, 2017 an incident at one secondary school created a need to revisit the policy and the accompanying protocol to ensure it was being followed but also to ensure students awareness and expanded understanding of Anaphylaxis.

D. EVIDENCE/RESEARCH/ANALYSIS

Each of the requests will be answered separately.

1. The possibility of implementing an EpiPen centre.
 - a) While every student with a life-threatening allergy is required to carry an EpiPen on their person at all times, schools, as part of the Anaphylaxis Protocol and Guidelines, require that a second EpiPen be purchased by the family and be stored in a specified location at the school.
 - b) Every school has a designated location in the school to store EpiPens as well as other medications students may need to take. In some cases schools have more than one location.
 - c) In addition, the school also purchases additional EpiPen(s) to store in the school's designated area(s). As per the protocol, the designated area or areas are to be easily accessible by staff and are not to be locked to ensure instant access.
 - d) In some schools the EpiPen is stored in a discrete area in the main office or staffroom. In larger schools, some EpiPen(s) may be kept in more than one designated area in order to ensure easy access.
 - e) Communication of the location of EpiPens to staff is the responsibility of the Principal. Staff refers to permanent staff, staff who may supervise students at meal times, cafeteria staff and occasional staff who may attend the school.
 - f) The Principal also requests updated information annually from the parent/guardian and a medical professional to ensure that all information is current.

2. Consultation with the Catholic Students Leadership Impact Team (CSLIT)

- a) The CSLIT leadership has been contacted with respect to gathering student voice on the topic of Anaphylaxis at an upcoming meeting.
- b) Staff look forward to hearing from students with respect to understanding and developing a sensitivity to students who have life-threatening allergies and how to inform and educate youth.

3. A transition plan for students leaving Grade 8 and entering Grade 9

- a) The Anaphylaxis policy clearly outlines how information is gathered with respect to a student's allergy(ies), both through communication with the parent and annually updating the student's medical record, including consultation with their Physician/Nurse and requests that emergency contacts be kept with respect to the student.
- b) The Protocol and Guidelines (2013) includes the forms that must be completed and stored as well as the individual plan for each student who has an anaphylactic allergy.
- c) Neither the Policy nor the Protocol and Guidelines offer specific information or procedures with respect to a student who is transitioning from one school to another, nor with respect to a student who is transitioning from an elementary school to a secondary school.
- d) Although the Policy and 'Protocol and Guidelines' do not refer to a specific transition plan, there are some existing practices that provide for some continuity.
 - i. The electronic transfer of students within the student information systems does outline that the student has a medical condition that must be followed up by the receiving school. Additionally the transfer of the Ontario Student Record does permit transfer of

information. Staff is responsible for reviewing the OSR of all students entering the school.

- ii. Parents of students with a medical condition are asked to update the information once the student enters the secondary school.
- e) There are some areas that may be updated and improved to make a more seamless transfer between Elementary and Secondary schools.
- i. At the exchange of information meeting that happens for every student entering secondary school, we will include a discussion point related specifically to medical conditions and specifically life threatening allergies.
 - ii. Our student information systems already flag for secondary schools and teachers through their class list, students who have medical conditions. Secondary schools will be required to flag any student with a severe life-threatening allergy separately from those with medical conditions to inform teachers at the start of each term.
 - iii. The policy already identifies a process by which information will be communicated with staff and with supply staff. Ensure this information is readily available at the beginning of every term.
 - iv. The Protocol and Guidelines will be updated to reflect the changes above.
- f) An update to the Anaphylaxis Policy and to the Protocol and Guidelines to inform the transition of a student between elementary and secondary schools would enhance the existing practices.
4. Communication to both staff, parents and students is paramount to establish an understanding of the existing policy/protocol and guidelines. The Protocol and Guidelines outlines some of the ways that students may receive information with respect to Anaphylaxis including the following:
- a) Arranging a presentation of information on allergy and anaphylaxis through the academic program or through a school-wide assembly (p.11)

- b) Discouraging allergic foods in the classroom (p.23)
- c) Send a letter to the entire school community that the allergic food not be sent to the school as a snack or lunch (p.23)
- d) Training the student to self-advocate regarding their allergy (e.g.: how to approach an adult) (p.23)
- e) Be aware that there are cases of anaphylactic students being threatened with the allergen by bullies. School staff shall deal with such a situation as a serious incident. (p.23)
- f) Sample Newsletter insert (p. 25)
- g) Student Poster Template (p.30)
- h) In addition to the communication methods listed above, schools can further share information with students utilizing the following methods:
 - i. School/Grade Assemblies – when speaking with students about safety such as fire drills etc. include reminders about medical safety such as food allergies and respect for those who have these allergies. These can be documented in the Health and Safety binder kept in the office.
 - ii. School Agenda – ensure that a section on food allergies is included. Include description of an anaphylactic reaction, how to help recognize an allergic reaction, and how to recognize potential allergens.
 - iii. Registration Package – include information on allergy awareness as part of the information shared with students and parents at registration.
 - iv. Healthy and Active Living – Allergies can be addressed as part of the HPE and science curriculums.
 - v. Home Room/Period 1 Announcement – Teachers may be asked to read a script on Anaphylaxis.

- vi. Poster Campaign – Put up posters around the school reminding the students of food allergies.
- vii. Toronto Public Health Nurse – schools may invite the TPH nurse to present on Food Allergies
- viii. Newsletter/Emails – Communication about Food Allergies / Keeping Our Students Safe should be sent home as part of a newsletter.
- ix. School Website – allergy awareness links and/or reminders can be posted online
- x. Student focus group – develop opportunities to communicate and share awareness of allergies
- xi. Develop a student video – build awareness amongst peers – this could be incorporated into student work in various subject areas (media literacy)
- xii. Develop Self-Advocacy –Teacher(s) may engage with students in conversations on self-advocacy.

E. METRICS AND ACCOUNTABILITY

1. Through an informal discussion with department heads, all secondary schools were found to have an EpiPen centre where all a medications were kept. Some staff indicated that student information was displayed or stored in a systematic way.
2. Secondary staff were also able to indicate that regular Anaphylaxis training is occurring twice per year.
3. When it came to communication of Anaphylaxis with the general student population, there seemed to be a less prevalent practice. When asked why this may be the case, these staff indicated that it was more difficult to address due to the limitations regarding medical information may be shared about specific students.

4. A more formal survey was sent recently to principals to collect information on the themes below. The data is based on the responses of 28 of 32 schools.

a) Designated EpiPen locations within the school

- 100% of Secondary schools indicated that the school had an EpiPen designated location within the school. 21% of these schools indicated that they had more than one designated location for EpiPens.

b) Communication with staff

- 100% of schools indicated that they communicated with staff biannually with respect to Anaphylaxis. Schools indicate that training was primarily done through a staff meeting, but other methods of communication regarding Anaphylaxis included email, presenters, E-learning module, and, staff bulletins. Several schools indicated they used a number of methods to convey the messages regarding Anaphylaxis.

Schools reported different methods of communicating student specific information to staff as noted below:

- 54% of secondary schools reported that Anaphylaxis is recorded on class attendance forms that are distributed to classes
- 17% indicated that there is a conversation between staff and administration and/or department heads
- 29% indicated other methods used to convey student specific information such as emailing list, pictures displayed in main office; list in schools main drive; speak to individual; noted on class list with student pictures and type of allergy; staff meetings

c) Procedures with respect to transitions.

- 46% of secondary schools indicated that it is customary to discuss student allergies and/or life-threatening medical information at an exchange of information meeting with elementary schools
- 36% of staff indicate that **sometimes** it is customary to discuss student allergies and/or life-threatening medical information at an exchange of information meeting with elementary schools

- 18% indicated that medical information is not typically captured at the exchange of information meeting with elementary schools
- d) Procedures with respect to general communication with the student population.
- 39% of secondary schools indicated that they communicate a general awareness of Anaphylaxis to their student population
 - 36% of secondary schools indicated that they occasionally communicate a general awareness of Anaphylaxis to their student population
 - 25% of schools indicated that they do not communicate a general awareness of Anaphylaxis to their student population
 - Schools indicated that methods used to communicate a general awareness of Anaphylaxis to students included the following:
 - School/Grade Level Assemblies
 - Registration Package
 - As part of the Healthy and Active Living curriculum
 - School newsletter/general email
 - Toronto Public Health
 - School agenda
 - School Public Announcements

5. Considerations arising from the analysis of the survey results:

- a) There is a need to update the Policy to reflect transitions of students between two schools, and specifically, but not limited to elementary and secondary schools.
- b) Initiate communication between elementary and secondary schools regarding anaphylactic needs for students who enrol in the summer secondary transition course.
- c) Include in the Anaphylaxis Protocol and Guidelines, information on the transition process and general communications with students, including recommendations arising out of CSLIT meetings scheduled for later this year.

- d) Include in the Secondary Health and Safety Binder a formalized process with a principal checklist of best practices regarding communication with staff and students about anaphylaxis.

F. STAFF RECOMMENDATION

Staff recommends that the Board of Trustees refer the Anaphylaxis Policy to be updated by the Governance and Policy Committee to reflect part a) below. Additionally, staff recommends an update to the Anaphylaxis Protocol and Guidelines to reflect b), c) and d) as listed below.

- a) There is a need to update Policy to reflect transitions of students between two schools, and specifically, but not limited to elementary and secondary schools.
- b) Initiate communication between elementary and secondary schools regarding anaphylactic needs for students who enrol in the summer secondary transition course.
- c) Include in the Anaphylaxis Protocol and Guidelines, information on the transition process and general communications with students, including recommendations arising out of CSLIT meetings scheduled for later this year.
- d) Include in the Secondary Health and Safety Binder located in schools a page on the communication plan to be used with students and date implemented.

ANAPHYLAXIS

PROTOCOL AND GUIDELINES

2013



ANAPHYLAXIS PROTOCOL AND GUIDELINES 2013



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80 Sheppard Avenue East, Toronto, Ontario M2N 6E9
Telephone: 416-222-8282 Website: www.tcdsb.org



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TRUSTEES 2013-2014**

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TORONTO CATHOLIC DISTRICT SCHOOL BOARD
ANAPHYLAXIS PROTOCOL

Acknowledgements

Judy Collins, Anaphylaxis Consultant

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Revised September 2013

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
ANAPHYLAXIS PROTOCOL

Table of Contents

Appendices	1
School Plan of Action for Anaphylaxis	2
Emergency Procedures for Students	3
Purpose and definition of this document	4
What to Do in An Anaphylactic Shock Emergency using Epi-pen®	5
What to Do in An Anaphylactic Shock Emergency using Allerject®	6
Ways to Reduce Risk, Guidelines & Identification	7
Emergency Medication and Excursions	8
Transportation, Incident Report, Staff In-service, & Checklist	9
Registration, Create an Allergen-free Environment	10
Guidelines for Secondary Students, Procedures When there is an Occasional Teacher	11
References	12

APPENDICES	13
Appendix A: SS12A, SS12B & SS13 Forms	14
Appendix B: Emergency Allergy Alert Form-EpiPen®/Allerject® Only	20
Appendix C: Incident Report Form	21
Appendix D: School Guide Anaphylaxis Protocol	22
Appendix E: Sample September Anaphylaxis Letter	23
Sample School Newsletter Insert & Reminder for Holidays/Special Events	24
Foods that Can Cause an Anaphylactic Reaction	25
Insect Sting Anaphylaxis, Latex Allergies	27
Checklist for Parents of an Anaphylactic Student	28
Appendix F: Student Poster Template	29
Poster-How to Use the EpiPen Auto Injector	30
Poster-How to Use the Allerject Auto Injector	31
Appendix G: School Action Plan Checklist,	32
Checklist Annual Timeline	33
Appendix H: Anaphylaxis Protocol for Transportation	35
Appendix I: Staff In-service of Anaphylaxis Protocol and Guidelines	36
Appendix J: Initial Meeting of Principal and Parent of Student Diagnosed with Anaphylaxis	37
Appendix K: Best Practices on Promoting an Allergen Aware School	38
Appendix L: Resource Page	39

A School Plan of Action for Anaphylaxis

Anaphylaxis: A Life-Threatening Crisis among Our Students

'Anaphylaxis, the medical term for "allergic shock" or "generalized reaction", can be rapid and deadly. It can develop within seconds of exposure, beginning with itching, hives or swelling of the lips, tongue and face. Within minutes, the throat may begin to close, choking off breathing and leading to death.'*

School Board Responsibilities

Anaphylaxis is a growing medical phenomenon within our school community. Students and school staff alike face many challenges everyday in coping with Anaphylaxis. School staff and administration must become aware of school board policies and protocols and the procedures for responding to an anaphylactic emergency. To that end the Toronto Catholic District School Board in conjunction with the Toronto Elementary Catholic Teachers-Ontario English Catholic Teachers Association-Canadian Union of Public Employees, has provided all schools and administrative staff with the Anaphylaxis Protocol and Guidelines - June 2003.

School Responsibilities

An effective plan of action to meet this challenge of protecting students and staff should include the following:

- ♦ Principal to review Toronto Catholic District School Board **Anaphylaxis Protocol/Guidelines** with **all** school staff semiannually.
- ♦ Principal to meet with parents of students diagnosed with Anaphylaxis upon registration at the school and/or upon diagnosis of Anaphylaxis.
- ♦ Principal and parents to exchange consent and information forms included in this protocol that will identify Anaphylaxis through a diagnosis from an attending physician and allow the administration to dispense appropriate medication.
- ♦ School to provide a safe and allergen aware environment.

* From Anaphylaxis: A Handbook for School Boards - Canadian School Boards Association, September 2001.

Parent Responsibilities

Parents of students who have been diagnosed with Anaphylaxis must:

- ♦ Exchange information **yearly** with the principal about the student's medical condition including medical forms found in this protocol. This will enable the principal to communicate and plan effectively with the school staff in providing for the safety and welfare of the student
- ♦ Provide *proprietary medication* as prescribed by a physician. This means that the medication can only be used for the student named in the prescription. **Failure to provide this medication can result in the removal of the student from the school until the medication is available at the school** according to this protocol.
- ♦ Provide back-up medication as outlined in this protocol. See page 3.

EMERGENCY PROCEDURES FOR STUDENTS WITHOUT A MEDICAL DIAGNOSIS OF ANAPHYLAXIS AND PRESCRIBED MEDICATION.

If a person **not** previously diagnosed appears to be developing an anaphylactic reaction staff will inject with the **school's** epinephrine auto-injector (epi-pen®/allerject®).

Call 911 and inform them that you have a person who is experiencing anaphylactic shock and that you have injected epinephrine (epi-pen®/allerject®).

Purpose of this Document

A significant number of students are coming to the school system with anaphylaxis. When exposed to an allergen to which they have sensitivity, these students will have a severe and life threatening allergic reaction. This document provides information to school personnel so that they can develop an action plan to:

- ♦ Lessen the risk of contact with an allergen.
- ♦ Recognize the symptoms of a severe anaphylactic reaction.
- ♦ Know the treatment protocol and be empowered to provide emergency life-saving treatment to the student immediately.

This document will provide school personnel with the necessary information and forms required to create a resource package for each anaphylactic student. This school-produced package will be a useful tool as a school develops an individualized action plan for each anaphylactic student.

DEFINITION: Anaphylaxis is a SEVERE and LIFE-THREATENING allergic reaction caused by exposure to a trigger (allergen).

Common allergen triggers are foods, insect stings, medications, exercise, and latex rubber. An anaphylactic reaction involves symptoms from two or more body systems as noted below.

BODY SYSTEM	SYMPTOMS
SKIN	hives (red itchy welts or swelling on skin)
EYES	swollen, itchy, running, or bloodshot, or with mucous
NOSE	running, itchy, stuffy, sneezing
THROAT	sore, swollen
STOMACH/DIGESTIVE SYSTEM	vomiting, cramps, bloating, nausea, diarrhea
URINARY SYSTEM	Incontinence
RESPIRATORY SYSTEM	difficulty breathing, severe asthmatic reaction
CIRCULATORY SYSTEM	drop in blood pressure, unconsciousness
OTHER	disorientation, sense of foreboding, fear or apprehension, sense of doom

What to Do in an Anaphylactic Shock Emergency

Anaphylactic shock **shall** be considered a medical emergency and must be treated **immediately**. The following are required for emergency treatment:

***Inject Epinephrine using EpiPen®.
Medical aid at a hospital obtained by calling 911.***

Injected medication (epinephrine) will provide a window of time (15 to 20 minutes) to allow for transportation of the student to a hospital where appropriate medical aid can be provided.

Know what to do.

Epinephrine (the active ingredient in the EpiPen® Auto-Injector) is the medication recognized by healthcare professionals as the emergency treatment of choice for severe allergic reactions.

If any of the symptoms listed above are exhibited, administer the EpiPen® Auto-Injector immediately.

1



- Hold firmly with orange tip pointing downward.
- Remove blue safety cap by pulling straight up. Do not bend or twist.

2



- Swing and push orange tip firmly into mid-outer thigh until you hear a 'click'.
- Hold on thigh for several seconds.



Built-in needle protection

- When the EpiPen® Auto-Injector is removed, the orange needle cover automatically extends to cover the injection needle, ensuring the needle is never exposed.



After administration, patients should seek medical attention immediately or go to the emergency room. For the next 48 hours, patients must stay within close proximity to a healthcare facility or where they can call 911.

For more information, or to order more posters, go to EpiPen.ca

EpiPen® and EpiPen® Jr Auto-Injectors are indicated for the emergency treatment of anaphylactic reactions in patients who are determined to be at increased risk for anaphylaxis, including individuals with a history of anaphylactic reactions.

This product may not be kept for use. Always read and follow the product label.

References: 1. Lohman T, Kemp S, Openheimer L, et al. The diagnosis and management of anaphylaxis: an updated practice parameter. J Allergy Clin Immunol 2003;111:540-548.
2. Kemp S, Lohman T, Kemp S, et al. on behalf of the World Allergy Organization. Guidelines on Epinephrine in Anaphylaxis. Allergy 2006;61:1061-1070.



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Trusted for over 25 years.

ANAPHYLAXIS

Symptoms and Treatment

What is Anaphylaxis?

Anaphylaxis is the term for a severe, life-threatening allergic reaction that some people have to foods (like peanuts and shellfish), insect stings, certain medicines, latex, or other allergens.

Symptoms.

Typical symptoms of anaphylaxis include:

- Swelling of the throat, lips, tongue, or the area around the eyes
- Difficulty breathing or swallowing
- Metallic taste or itching in the mouth
- Generalized flushing, itching, or redness of the skin
- Stomach cramps, nausea, vomiting, or diarrhea
- Increased heart rate
- Decreased blood pressure
- Paleness
- Sudden feeling of weakness
- Anxiety or an overwhelming sense of doom
- Collapse
- Loss of consciousness


The most common warning symptoms of anaphylaxis are **hives and swelling**.

Remember! Treatment with an epinephrine auto-injector should be given **immediately** when someone is experiencing a severe allergic reaction.


HOW TO USE ALLERJECT™

Practice With Allerject™ Trainer First

Allerject™ voice assisted auto injectors are indicated for the emergency treatment of anaphylactic reactions in patients who are determined to be at increased risk for anaphylaxis.




1 Pull Allerject™ from the outer case.
Do not go to step 2 until you are ready to use Allerject™. If you are not ready to use, put it back in the outer case.

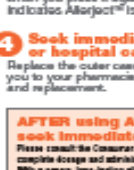


3 Place BLACK end AGAINST the MIDDLE of the OUTER thigh (through clothing, if necessary), then press firmly and hold in place for five seconds.

Only inject into the middle of the outer thigh (upper leg). Do not inject into any other location.
NOTE: Allerject™ makes a distinct sound (click and hiss) when you press it against your leg. This is normal and indicates Allerject™ is working correctly.



2 Pull off RED safety guard.
To reduce the chance of an accidental injection, do not touch the black base of the auto-injector, which is where the needle comes out. If an accidental injection happens, get medical help immediately.
NOTE: The safety guard is meant to be tight. *Push firmly to remove.*




4 Seek immediate medical or hospital care.
Replace the outer case and take your used Allerject™ with you to your pharmacist or physician for proper disposal and replacement.

AFTER using Allerject™ seek immediate medical attention

Please consult the Consumer Information leaflet in your product package for complete dosage and administration instructions.


With a severe, long-lasting allergic reaction, you may need to administer an additional dose of epinephrine. More than two sequential doses of epinephrine should only be administered under direct medical supervision.

It is important that you seek immediate medical assistance or go to the emergency room immediately after using Allerject™. Following treatment, the patient must stay within close proximity to a hospital or where they can call 911 for the next 48 hours. To ensure Allerject™ is right for you, always read and follow the label.



For more information go to:

www.allerject.ca



Manufactured for Sanofi Canada Inc., Laval, Quebec, Canada H7V 1A5

What to Do in an Anaphylactic Shock Emergency

Anaphylactic shock **shall** be considered a medical emergency and must be treated **immediately**. The following are required for emergency treatment:

Inject Epinephrine using EpiPen®.
Medical aid at a hospital obtained by calling 911.

Injected medication (epinephrine) will provide a window of time (15 to 20 minutes) to allow for transportation of the student to a hospital where appropriate medical aid can be provided.

Ways to Reduce Risk

Anaphylactic shock reactions can be **prevented** by reducing exposure to those substances that trigger a severe allergic reaction. This has implications for the entire school community:

- ◆ principals and vice-principals
- ◆ secretaries
- ◆ school staff
- ◆ lunchroom supervisors and volunteers
- ◆ supply staff
- ◆ the student with a severe allergy
- ◆ bus driver(s)
- ◆ the student's parents/guardians
- ◆ the student's physician
- ◆ education and awareness (including classmates)

Guidelines for Students Who May Experience Anaphylactic Shock

For prevention and immediate emergency treatment, *all staff* shall be:

- ◆ aware of the identity of the student
- ◆ aware of the allergens that trigger an anaphylactic reaction
- ◆ aware of the possibility and mechanism of cross contamination
- ◆ aware of the necessary treatment protocol
- ◆ aware of **location of medications**
- ◆ trained to recognize symptoms
- ◆ trained and empowered to administer medication (epinephrine), by injection in an emergency
- ◆ trained and empowered to call 911 and arrange emergency transport to medical aid at hospital

Identification of Students at Risk

Students who may require an epinephrine injection (Epi-pen®/Allerject®) shall be clearly identified to all staff. An ***Emergency Allergy Alert Form*** (See Appendix B) similar to the sample attached shall be posted in a prominent place in the staff room, school office and in other suitable locations. In addition, an updated picture in elementary classrooms and the occasional teacher's folder shall be readily available to **all** staff.

Background Information on Emergency Medication

Each administration of epinephrine from an EpiPen®/Allerject® is intended to provide relief of symptoms for 15 to 20 minutes. EpiPens®/Allerjects® come in two doses: junior and adult. Each EpiPen®/Allerject® contains medication for only one administration. **If symptoms persist or worsen and help has not arrived after 15-20 minutes repeated applications from an additional Epi-Pen®/Allerject® should be given, not exceeding three applications.**

Parents Provide Emergency Medication

Parents/guardians shall provide a minimum of two (2) EpiPens®/Allerject®. EpiPens®/Allerject® have a shelf life and shall be replaced when stale-dated. An appropriate number of EpiPens®/Allerject® shall be available during excursions.

Emergency Medication

EpiPens®/Allerjects will be carried by the student at all times and have an extra available in an accessible, **unlocked** location. The medication shall always be kept in the same location. The student's name and directions for administering the EpiPen®/Allerject® shall be with the medication.

Excursions

Please refer to the **Board's Excursion Handbook** for specific recommendations regarding students with anaphylaxis while on excursions (**pages 50-52 Section 7.11 and 7.12 “Anaphylaxis-The Life-Threatening Allergic Reaction**). It is advisable to have a parent or other adult relative of an anaphylactic student accompany all class trips where possible. Parents shall be informed of excursions as early as possible in order to research excursion sights for allergic risks.

A minimum of two (2) EpiPens®/Allerjects® must accompany the student on all excursions.

Transportation of Student with Anaphylaxis To Hospital

A student experiencing anaphylactic symptoms should be transported immediately by ambulance to a hospital even if symptoms decrease with the administration of medication. The call to the ambulance shall be made by **dialing 911**. It should be clearly indicated that the student is having an anaphylactic reaction. If using a cell phone, identify your location.

Incident Report

Incidents of anaphylactic reaction should be documented and reported on the Ontario School Boards Insurance Exchange (OSBIE) Incident Report Form available on the OSBIE website (Appendix C).

<http://osbie.on.ca/english/index.cfm>.

Staff In-Service

All staff in each school shall be in-serviced on allergic reactions and the use of the EpiPen®/Allerject®.

Such in-services shall occur semi annually and include information provided by the following:

- ♦ student/parent
- ♦ physician
- ♦ Anaphylaxis Canada (416-785-5666)
- ♦ TCDSB Special Services Department (416-222-8282 ext 2486)
- ♦ Judy Collins; email collins.judy@rogers.com

Checklists

Checklists are provided for use of school staffs on admission of an anaphylactic student, for annual update of information and procedures and for use when there is an occasional teacher (see Appendix G).

GETTING STARTED

Registration

Principals/designates shall provide parents with **Forms SS12A and SS12B**, "Administration of Oral Medication and Administration of Medication by Injection in an Emergency" (see Appendix A) and request that these forms be completed by a physician. Principals shall also request additional pertinent information from the parents. Principals/designates should also request that the parent provide the student with a MedicAlert® bracelet. A checklist to be completed when an anaphylactic student registers is provided (see Appendix G).

Can Schools Create An Allergen-Free Environment?

School Staffs should discuss and decide on any appropriate and reasonable food restrictions for school- related activities, lunch at school, field trips, parties and fund-raisers. While many parents ask the principal and staff to "ban" certain foods and food products from the school, such a request cannot be reliably implemented. No matter how committed the staff and how cooperative the parent community, foods containing the allergen would eventually enter the school. The student would have a false sense of security, and would be placed at increased risk. A better approach is to regularly educate the parent community and solicit the cooperation of families, and set in place procedures that are designed to safeguard the anaphylactic student to an allergen-aware school. However, an **allergen-aware environment is always the best practice**.

- ♦ Promoting the avoidance of the allergen as much as possible.
- ♦ Have an emergency plan in place to deal with anaphylactic reactions.
- ♦ School staff should discuss procedures at semi annual meetings.

Guidelines for Secondary School Students

Secondary school students may possess the necessary level of maturity and responsibility to monitor their environment for allergens and to administer their own prescribed medications both on a regular basis and in the event of an anaphylactic reaction. However, increased rather than decreased vigilance is needed in secondary school settings and for secondary school age students as they travel further from home, as they are extremely vulnerable to peer influences and as they may, at this stage of development, deny their vulnerability.

Secondary schools should follow the guidelines below:

- ♦ As with elementary students, the proper prescribed amount of medication will be carried in the school by the student.
- ♦ Secondary school staffs should consider arranging presentation of information on allergy and anaphylaxis, through the academic program or through a school-wide assembly.
- ♦ Secondary school students who are subject to anaphylactic reaction should be aware that foods with allergens may be served in the school cafeteria. Cafeteria staff should also be aware of anaphylactic students and educated about anaphylaxis.

Procedure When There is an Occasional Teacher

Whenever possible, a teacher calling SEMS leaves a detailed message for the occasional teacher regarding an anaphylactic student indicating information is to be sought on arrival to the school from the administration.

The regular teacher, who has a student with anaphylaxis, will leave a back-up copy of the Emergency Anaphylactic Plan on his/her desk at all times.

A folder with the emergency plan (Emergency Allergy Alert form – see Appendix A) and child's photo is to be kept with the teacher's day plan inside where the occasional teacher signs in.

The principal shall brief the occasional teacher about any anaphylactic students in the class.

The regular teacher will leave a back-up copy of the Emergency Anaphylactic Plan on his/her desk at all times.

References

Anaphylaxis Canada

2005 Sheppard Ave. East Suite 800, Toronto, Ontario M2J 5B4
Telephone: 416-785-5666
www.anaphylaxis.ca

Canadian School Boards Association

1410 rue Stanley, bureau 515
Montreal, Quebec H3A 1P8
Telephone: 514-289-2988
Fax: 514-849-9228
E-mail: info@cdnsba.org
www.cdnsab

Allergy Asthma Information Association (National Office)

295 The West Mall, Suite 118, Etobicoke, Ontario M9C 4Z4
Telephone: 416-621-4571 Fax: 416-621-5034
Toll free: 1-800-611-7011
E-mail: admin@aaia.ca
www.aaia.ca

Canadian Society of Allergy & Clinical Immunology

774, promenade Echo Dr., Ottawa, Ontario K1S 5N8
Telephone: 613-730-6272
www.csaci.ca
E-mail: csaci@rcpsc.edu

The Hospital for Sick Children

555 University Ave., Toronto, Ontario
Telephone: 416-813-5300
: www.sickkids.on.ca

Collins Consulting

E-mail: collins.judy@rogers.com

Toronto Catholic District School Board (TCDSB)

Superintendent of Special Services

Telephone: 416-222-8282 Ext.2486

Appendices

- A Forms SS12A SS12B and SS13**, Administration of Oral Medication, Administration of Medication by Injection in an Emergency, and School Record of Medical Services.
- B Emergency Allergy Alert Form-EpiPen®/Allerject®**, adapted from the Allergy/Asthma Information Association's information.
- C OSBIE Incident Report Form**
- D School Guide – Anaphylaxis Protocol**
- E Sample Communication to Parents**
 - September Letter
 - Sample School Newsletter Inserts
 - List of Foods
 - Insect Sting
 - Latex
 - Checklist for Parents of an Anaphylactic Student
 - Principal's Checklist
- F Posters**
 - Student Poster Template
 - How to use EpiPen® Poster
 - How to use Allerject®
- G Principal's Checklist**
 - School Action Plan Checklist
 - Checklist Annual Timeline for Schools with Anaphylactic Students
- H Transportation**
- I Sign-Off Forms Staff In-Service**
- J Sign-Off Forms Initial Meeting Sign off Sheet**
- K Best Practices**
- L Resource Page**

APPENDIX A: FORM SS12A – Page 1**Toronto Catholic District School Board**
**REQUEST AND CONSENT FOR THE
ADMINISTRATION OF ORAL MEDICATION**

STUDENT NAME _____ STUDENT NO. _____
SURNAME FIRST NAME
 BIRTHDATE _____ GRADE/PLACEMENT _____ SCHOOL _____
Y - M - D
 SCHOOL ADDRESS _____

I/WE, THE PARENT(S)/GUARDIAN REQUEST AND CONSENT FOR THE ADMINISTRATION OF ORAL MEDICATION.

I/We _____ Home Tel. _____ Home Tel. _____
 _____ Bus. Tel. _____ Bus. Tel. _____

request that the MSSB provide for the administration of medication for my/our son/daughter.

I/We understand that:

- a) a medical doctor must consent to this request in accordance with Section 2 of this form;
- b) only a limited supply of the medication may be kept at the school as prescribed by the doctor;
- c) the medication must be brought to the school in a closed container and the label must detail the name of the student, the type/name of the medication, and the size of the dosage;
- d) if the medication is not provided to the school, contact will be made with the parent(s)/guardian or doctor, and will also be made with parent(s)/guardian or doctor under any other exceptional circumstances, e.g. pupil refuses medication;
- e) it is the responsibility of the school to establish fall back positions for the administration of oral medication.

I/We consent to:

- a) the establishment of a service at the school to administer prescribed medication to my/our son/daughter named above;
- b) school personnel responsible for the administration of medication discussing any aspect of the service with a public health nurse where the need arises.

Date: Y - M - D _____ Signature of Parent/Guardian _____ Signature of Parent/Guardian _____
 Please have the family doctor complete Part 2 on reverse side of this form.
 Distribution: Original: OSR Copy: Parent(s)/Guardian, Special Program File(s) Page 1 **SS12A** R09/98

APPENDIX A: FORM SS12A – Page 2**Toronto Catholic District School Board****REQUEST AND CONSENT FOR THE
ADMINISTRATION OF ORAL MEDICATION**

STUDENT NAME _____ STUDENT NO. _____
SURNAME FIRST NAME

II. DOCTOR'S APPROVAL FOR THE ADMINISTRATION OF ORAL MEDICATION IN THE SCHOOL

1. Diagnosis: _____

2.

Medication Prescribed	Dosage	Time of Administration			Amount to be Maintained at School
		Mid-AM	Noon	Mid-PM	
a)					
b)					

3. The parent(s)/guardian of the above named pupil have requested the Toronto Catholic District School Board to offer a service for the administration of medication to their child in the school. The Board requires a doctor's approval before implementing such a program. Your signature below will provide the required approval with the following specific directions (if any, e.g. refrigeration, reactions):

I approve of the administration of oral medication as described above for:

 Student's Name

 Doctor's Signature

Date: Y - M - D _____

PLEASE USE DOCTOR'S STAMP

III. MSSB STAFF APPROVAL FOR IMPLEMENTATION

The administration of oral medication service will be implemented as of:

Date: Y - M - D _____ Principal's Signature _____

Personal information contained on this form is collected under the authority of Sections 8 & 11 of the Education Act, and will be used as an authorization for prescribed medication. Questions about this collection should be directed to the above doctor through the parent(s)/guardian.

APPENDIX A: FORM SS12B – Page 1

Toronto Catholic District School Board

**REQUEST AND CONSENT FOR THE ADMINISTRATION
OF INJECTION OF MEDICATION IN AN EMERGENCY**

STUDENT NAME _____ STUDENT NO. _____
 SURNAME FIRST NAME
 BIRTHDATE _____ GRADE/PLACEMENT _____ SCHOOL _____
 Y - M - D

I. THE PARENT(S)/GUARDIAN REQUEST AND CONSENT FOR THE ADMINISTRATION OF AN INJECTION OF MEDICATION IN AN EMERGENCY IN THE SCHOOL.

Home Tel. _____ Home Tel. _____
Bus. Tel. _____ Bus. Tel. _____

I/We request that the TCDSB provide for the administration of an emergency injection of medication for my/our son/daughter in the event that the following should happen:

I/We understand that:

- a) a medical doctor must consent to this request in accordance with Section 2 of this form;
- b) only a limited supply of the medication may be kept at the school as prescribed by the doctor;
- c) the medication must be brought to the school in a closed container and the label must detail the name of the student, the type/name of the medication, and the size of the dosage;
- d) if the medication is not provided to the school, contact will be made with the parent(s)/guardian or doctor, and will also be made with parent(s)/guardian or doctor under any other exceptional circumstances, e.g. pupil refuses medication;
- e) it is the responsibility of the school to establish fall back positions for the administration of emergency medication.

I/We consent to:

- a) the establishment of a service at the school to administer an emergency injection of medication to my/our son/daughter named above in the event of an emergency situation as outlined above;
- b) school personnel responsible for the administration of medication in an emergency situation discussing any aspect of the service with a public health nurse where the need arises.

Date: Y - M - D

Signature of Parent/Guardian

Signature of Parent/Guardian

Personal information contained on this form is collected under the authority of Sections 8 & 11 of the Education Act, and will be used as an authorization for prescribed medication. Questions about this collection should be directed to the parent(s)/guardian.

Please have family doctor complete Part 2 on reverse side of this form.

Distribution: Original: OSR Copy: Parent/Guardian; Special Program File(s) (if applicable)

Page 1

SS12B

R09/98

APPENDIX A: FORM SS12B – Page 2

Toronto Catholic District School Board

REQUEST AND CONSENT FOR THE ADMINISTRATION OF INJECTION OF MEDICATION IN AN EMERGENCY

STUDENT NAME _____ STUDENT NO. _____

SURNAME FIRST NAME

II. DOCTOR'S APPROVAL FOR THE ADMINISTRATION OF ORAL MEDICATION IN THE SCHOOL

1. Diagnosis: _____
2. Reason for injection: _____
3. When should the injection of medication be administered? _____
4. Where should the injection be administered? _____
5. Additional directions: _____

Medication Prescribed	Dosage	Amount to be Maintained at School
a)		
b)		

6. The parent(s)/guardian of the above named pupil have requested the Toronto Catholic District School Board to offer a service for the administration of an injection of medication in an emergency to their child in the school. The Board requires a doctor's approval before implementing such a program. Your signature below will provide the required approval with the following specific directions (if any, e.g. refrigeration, reactions):

I approve of the administration of an injection of medication in an emergency as described above for:

Student's Name

Doctor's Signature

Date: Y - M - D _____

PLEASE USE DOCTOR'S STAMP

III. TCDSB STAFF APPROVAL FOR IMPLEMENTATION

The administration of an injection of medication in an emergency will be implemented as described above. At the same time, school personnel will contact emergency ambulance services.

Date: Y - M - D _____ Principal's Signature _____

Personal information contained on this form is collected under the authority of Sections 8 & 11 of the Education Act, and will be used as an authorization for prescribed medication in an emergency. Questions about this collection should be directed to the family doctor through the parent(s)/guardian.

Distribution: Original: OSR Copy: Parent(s)/Guardian; Special Program File(s) (if applicable)

Page 2

SS12B

R09/98



STUDENT NAME _____ STUDENT NO. _____
 SURNAME FIRST NAME
 BIRTHDATE _____ GRADE/PLACEMENT _____ SCHOOL _____
 Y - M - D

[illegible]

APPENDIX A: FORM SS13 – Page 2

SCHOOL RECORD OF MEDICAL SERVICES

Personal information contained on this form is collected under the authority of Sections 8 & 11 of the Education Act, and will be used to identify students who require medication and/or medical services within the school. Questions about this collection should be directed to the school principal.

INTENT OF FORM

The School Record of Medical Services form is intended for use by personnel who provide medical services to TCDSB pupils in the school. These medical services may include the administration of oral medication and/or the intermittent catheterization program or any other appropriate medical service.

INSTRUCTIONS

- 1) Where oral medication or an injection of medication is to be administered, the person administering the medication shall:
 - * check the student's name with the name of the individual on the medication container.
 - * administer to the student only the prescribed dosage outlined on the container label and only at the prescribed times or in an emergency.
 - * replace the medication container in the secured location.
- 2) Where any medical service is provided to a student in the school, a record of the service provided, should include:
 - * the date
 - * the time of administration
 - * the initials of the person providing the service must be noted on this form

APPENDIX B

EMERGENCY ALLERGY ALERT FORM
EPI-PEN®/ALLERJECT® ONLY

NAME _____

ADDRESS _____

HOME TELEPHONE _____

EMERGENCY PHONE _____

PARENT/GUARDIAN WORK PHONE _____

PARENT/GUARDIAN WORK PHONE _____

TEACHER _____

CLASS _____ ROOM # _____

HEALTH CARD # _____

PHYSICIAN _____

PHYSICIAN'S TELEPHONE _____

PICTURE
OF
STUDENT

ALLERGY-DESCRIPTION: This child has a **DANGEROUS**, life threatening allergy to the following items and to all foods containing them in any form in any amount;

AVOIDANCE: The key to preventing an emergency is **ABSOLUTE AVOIDANCE** of these foods at all times. **WITHOUT AN EPI-PEN®/ALLERJECT® THIS CHILD MUST NOT BE ALLOWED TO EAT ANYTHING.**

EATING RULES: *(List eating rules for child, if any, in this space)*

POSSIBLE SYMPTOMS:

- | | |
|--|--|
| <input type="checkbox"/> Flushed face, hives, swelling or itchy lips, tongue, eyes | <input type="checkbox"/> Tightness in throat, mouth, and chest |
| <input type="checkbox"/> Difficulty breathing or swallowing, wheezing, coughing, choking | <input type="checkbox"/> Vomiting, nausea, diarrhea, stomach pains |
| <input type="checkbox"/> Dizziness, unsteadiness, sudden fatigue, rapid heartbeat | <input type="checkbox"/> Loss of consciousness |

ACTION - EMERGENCY PLAN: At any sign of difficulty (e.g. hives, swelling, difficulty breathing):

- ☐ Use **EPI-PEN®/ALLERJECT®** immediately
- ☐ **HAVE SOMEONE CALL AN AMBULANCE** to advise the dispatcher that the child is having an anaphylactic reaction.
- ☐ If ambulance has not arrived in 15-20 minutes and symptoms reappear or become worse, give a second **EPI-PEN®/ALLERJECT®**
- ☐ Even if symptoms subside entirely, this child **must** be taken to a hospital immediately.

EPI-PENS®/ALLERJECTS® are kept in _____ Classroom/ lunchroom /staff room/ office/with student

APPENDIX C



**ONTARIO SCHOOL BOARDS' INSURANCE EXCHANGE
FONDS D'ÉCHANGE D'ASSURANCE DES CONSEILS SCOLAIRES DE L'ONTARIO
INCIDENT REPORT FORM/RAPPORT D'INCIDENT**

I - INJURED PERSON(S)/PERSONNE(S) BLESSÉE(S)					
IF PERSON HAS BEEN ADMITTED TO HOSPITAL, OR IF FATALLY INJURED, IMMEDIATELY TELEPHONE OSBIE CLAIMS DEPARTMENT SI LA PERSONNE EST HOSPITALISÉE OU EST DÉCÉDÉE, TÉLÉPHONER IMMÉDIATEMENT AU LE SERVICE DES SINISTRES DE L'OSBIE					
1-800-668-6724 (519) 767-2182 FAX (519) 767-0281					
Name/Nom					
Address/Adresse					
Sex(e) [M/F]	Age/Âge	Grade Level/Année de classe	Student/Élève	Other/Autre (Specify/Spécifier)	
Name of Parent or Guardian/Parent ou Tuteur					
Description of Bodily Injury or Property Damage Description de la blessure corporelle ou Dommages aux biens					

II - DETAILS OF INCIDENT/DÉTAILS DE L'INCIDENT					
Date					
Day/Jour	Month/Mois	Year/Année	Time/Heure	A.M.	P.M.
			1 <input type="checkbox"/> Bodily injury/Blessure corporelle 2 <input type="checkbox"/> Property damage/Dommages aux biens		

III - NATURE OF INCIDENT/NATURE DE L'INCIDENT					
1 <input type="checkbox"/> Sports injury/Blessure sportive Name of Sport/Nom du sport	2 <input type="checkbox"/> Assault/Agression	4 <input type="checkbox"/> Other/Autre Description			
	3 <input type="checkbox"/> Slip or fall/Glissade ou chute				
1 <input type="checkbox"/> Classroom/Classe	6 <input type="checkbox"/> Gymnasium/Gymnase	11 <input type="checkbox"/> Field trip/Excursion			
2 <input type="checkbox"/> Portable/Classe mobile	7 <input type="checkbox"/> School yard/Terrain de jeux	12 <input type="checkbox"/> Washroom/Toilette			
3 <input type="checkbox"/> Cafeteria/Cafétéria	8 <input type="checkbox"/> Slide/Glissoire	13 <input type="checkbox"/> Shop/Atelier			
4 <input type="checkbox"/> Hallway/Corridor	9 <input type="checkbox"/> Swings/Balanoire	14 <input type="checkbox"/> Swimming pool/Piscine			
5 <input type="checkbox"/> Stairs/Escalier	10 <input type="checkbox"/> Climber/Grimpeur	15 <input type="checkbox"/> Other/Autre			

DID INCIDENT OCCUR ON SCHOOL BOARD PREMISES? ☐ YES ☐ NO
IF "NO", GIVE FULL ADDRESS OF INCIDENT SITE:

EST-CE QUE L'INCIDENT S'EST PRODUIT DANS LES LOCAUX DU CONSEIL SCOLAIRE? ☐ OUI ☐ NON

SI "NON", VEUILLER DONNER L'ADRESSE COMPLÈTE DU LIEU DE L'INCIDENT:

HOW/WHERE INCIDENT OCCURRED/OU ET COMMENT L'INCIDENT EST SURVENU:

	NAME/NOM	AGE/ÂGE*	ADDRESS/ADRESSE	TELEPHONE
1				
2				
3				
4				

V - SCHOOL DETAILS/DÉTAILS DE L'ÉCOLE	
School Board/Conseil scolaire	
School/École	
Address of School/Adresse de l'école	
Teacher in Charge/Enseignant responsable	
Principal/Directeur	
DATE:	SIGNATURE: TELEPHONE:()

CLAIMS ADMINISTRATOR/GESTIONNAIRE DES SINISTRES

APPENDIX D

School Guide

Anaphylaxis Protocol

Anaphylaxis is life threatening and can appear suddenly without warning. Working as a team of parents and school staff, anaphylaxis can be a manageable condition. The anaphylactic student needs the support of the entire school community to stay safe and to prevent an anaphylactic reaction.

Here are some suggestions to make the school safer for students with anaphylaxis:

- ***No EpiPen®/Allerject No Food***
- Semi-annual in-service about anaphylaxis and practice with an EpiPen® trainer
- Establish classroom rules: ***No Sharing Food.***
- Discourage allergic foods in the classroom.
- Send a letter to the entire school community that the allergic food not be sent to the school as a snack or lunch.
- Inform the student's parents well in advance of special events involving food.
- Establish a procedure for informing substitute teachers and support staff.
- ***Listen to and believe the student. He or she may be having a reaction before you see it.***
- Reassure the student that you are aware of his/her needs and that you know how to keep him/her safe.
- Train the student to self advocate regarding their allergy. e.g., how to approach an adult
- Ensure that EpiPen®/Allerject is kept with the student at all times.
- Be aware that there are cases of anaphylactic students being threatened with the allergen by bullies. School staff shall deal with such a situation as a serious incident.
- Do not hesitate to contact the student's parents, or other sources for further help and information. (See Appendix K).

APPENDIX E**September Anaphylaxis Letter**

As we begin a new school year we would like to inform you that _____ Elementary School is an **allergen aware** school. There are children in attendance who suffer from **severe and life threatening** allergies to certain foods, such as peanut and nut products. Exposure to the smallest quantities can cause severe life threatening reactions. Anaphylaxis is a severe and life threatening allergic reaction. The most common allergen triggers are food, insect stings, medications, exercise and latex. An anaphylactic reaction involves symptoms from two or more body systems.

We at _____ would appreciate the co-operation of the entire school community in **NOT** sending any lunches or snacks that contain peanuts or nuts, which could potentially harm a child. Please make sure that all of your children's caregivers are aware of the food restrictions. Please avoid sending food for birthdays or special occasions. There are many alternatives such as stickers and pencils.

If you have any questions please talk to your child's teacher or the school staff.

We look forward to your co-operation in making this a safe year for all our students.

APPENDIX E**Sample School Newsletter Insert**

We would like to inform you that there are children in our school, with severe life threatening food allergies to peanut/nut. This is a medical condition (anaphylaxis) that causes a ***severe reaction*** to specific foods and can result in death within minutes. As this affects the entire school community, we are requesting that you ***not*** send foods with your child to school that contain the allergen. E.g. peanuts/nuts milk and egg.

If you have any questions, please contact your child's teacher or the school staff.

Thank you for your understanding and cooperation.

Reminder Insert for Holidays/Special Events

As (Christmas, Halloween, Easter, bake sale) approaches we would like to remind you that there are allergic children in the school. Please do not send in any food, snacks, etc. that could potentially harm one of our children.

Please check with your child's teacher, or the office for some alternatives to peanut/nut products. Choose non-food items such as pencils, stickers or inexpensive toys.

The extra vigilance needed at (Christmas, Halloween, Easter, bake sale) will be greatly appreciated by the allergic children, their families and school staff.

We thank you for your continued vigilance and cooperation.

APPENDIX E**Foods That Can Cause an Anaphylactic Reaction**

Any food can cause a reaction in someone. Anyone can be or become anaphylactic to **ANY** food at anytime throughout their lifetime.

The ten most common food allergens are; peanut, tree nut, milk, eggs, wheat, seeds, fish, shellfish, soybean, and sulphite. The following lists are some alternative names that may be found on labels.

PEANUT

Nutmeats
Mandelonas
Arachis oil
Goober nuts/peas
Nu-nuts™
Arachide
Beer nuts
Cacahouete/cachuete
Kernals
Valencias

EGG

Ovalbumin
Ovoglobulin
Albumin
Conalbumin
Lysozyme
Ovomucin
Vitellin/ovovitelin
Livetin
Egg substitutes
Eggnog
Meringue
Ovolactohydrolyze protein

TREENUT

walnut
almonds
brazil nuts
cashews
chestnuts
pecans
hazelnuts
pinenuts
shea nuts
macadamia nuts
Pistachio
hickory nuts
pinion/pignolias

MILK

whey/whey protein
curds
caseinates/casein/sodium caceinate
milk derivatives/fat/protein
modified milk ingredients
lactalbumin/lacto globulin
lactate/lactose
ammonium/calcium/magnesium

WHEAT

couscous
gluten
farina
duram wheat
wheat bran/wheat germ
graham flour
bulgar
semolina
spelt
kamut
atta

SOY

soya/soja/soybeans
hydrolyzed soy protein
soy protein/isolate
beancurd/dofu/kori dofu
soybean curds/tofu
edaname
kinako
miso
kouri dofu
tempeh
yuba

NOTE: *These lists may change and are in no way complete.*

SHELLFISH	FISH	SESAME SEED
Crab	tuna	tahini/tachini
Crayfish	bass	benne/benne seed
Shrimps	bluefish	gingelly seeds
Prawns	carp	sesamol/sesamolina
Lobster	anchovy	sesamum indicum
Snails	catfish	sim sim
Oysters	cod	til
Octopus	eel	vegetable oil
Scallops	flounder	
Squid	haddock	
Abalone cockle	halibut	
Conch/mussels	herring	
Clams	mackerel	
	marlin	
	perch/pickrel	
	salmon	
	sardine	
	Sole	
	snapper	
	smelt	
	swordfish	
	trout	
	whitefish	
	bream	
	Pollack	
	Porgy	
	tilapia	
		SULPHITE
		(is a preservative added to many foods which causes a chemical reaction.)
		sodium dithionite
		sodium metabisulphite
		sodium sulphite
		potassium bisulphite
		potassium metabisulphate
		sodium bisulphite
		sulphur dioxide
		sulphurous acid
MUSTARD		
Mustard seeds		
-white		
-yellow		
-brown		
Mustard powder		
Prepared mustard		

NOTE: These lists may change and are in no way complete.

APPENDIX E**Insect Sting Anaphylaxis**

The stinging insects that most often cause reactions/anaphylaxis are bees, wasps, yellow jackets and hornets.

The following are some coping suggestions for peak season (summer, early fall).

- Avoid where insects nest, such as bushes and trees.
- Do not walk barefoot, or with open toed shoes.
- Avoid garbage cans.
- Make sure you are covered up when going outside.
- Do not wear bright colours, or flowery patterns.
- Do not wear any kind of fragrance.
- Stay away from open or uncovered food and drinks.

If one lands on you do not swat it, brush it away or wait until it goes away on its own.

Latex Allergy

Latex is a hard substance to avoid, because you cannot tell by looking at something whether it is latex rubber or a manufactured rubber.

The following is a list of some products that may contain latex.

- Erasers, tape/adhesives, craft supplies, seasonal crafts (Halloween).
- Diapers, underwear.
- Balloons, soccer balls, volleyballs, basketballs, rubber toys.
- Band-aids, first aid tape, medical gloves.
- Carpet backing, mats (rubber), foam rubber.
- Rubber gloves for cleaning.

Children with certain medical conditions and people working in the medical/dental profession may become allergic.

APPENDIX E

Checklist for Parents of an Anaphylactic Student

- ☐ arrange meeting with principal to exchange information
- ☐ notify school personnel of your child's allergens in order of severities
- ☐ provide the school with a recent photograph of your child
- ☐ complete *The Request and Consent Form for the Administration of Injection of Medication in an Emergency* Form (see Appendix A)
- ☐ Provide the school with **required** number of EpiPens®/Allerjects® and make sure they are **not** expired. One the child **carries on their person** and one extra to be kept in the office.
- ☐ consider a Medic Alert® bracelet for your child
- ☐ educate yourself about foods that can cause anaphylactic reactions
- ☐ **stress with your child** and the school staff that only foods from home are to be eaten
- ☐ keep up-to-date about education and new information in this field
- ☐ research field trip sites for allergen risks
- ☐ accompany your child on field trip if possible
- ☐ inform school bus driver about your child's medical needs
- ☐ verify all posted information about your child
- ☐ inform school staff of any allergic reactions that occur outside of school hours

APPENDIX F

Student Poster Template

Attention

Students with Allergies

**If you have any food allergies such as;
Peanut, tree nut, eggs, milk, wheat, fish, shellfish,
soybean, seeds or sulphites**

Remember

**If you are not sure or have no Epi-pen® or
Allerject®**

DON'T EAT IT.

APPENDIX F

Anaphylaxis:

Any delay in treatment could be fatal.^{1,2}

Know what it is.

Anaphylaxis is a severe, life-threatening allergic reaction. It can be triggered by certain types of food (like peanuts and shellfish), insect stings, medicine, latex, exercise and unknown causes.

The following symptoms of anaphylaxis can occur within minutes or several hours after exposure to an allergy trigger:

MOUTH: itching, swelling of the lips and/or tongue	THROAT: itching, tightness, closure, hoarseness
SKIN: itching, hives, redness, swelling	GUT: vomiting, diarrhea, cramps
LUNG: shortness of breath, cough, wheeze	HEART: weak pulse, dizziness, fainting

Only a few of these symptoms may be present.

^{1,2}Some symptoms can be life-threatening. ACT FAST!

Know what to do.

Epinephrine (the active ingredient in the EpiPen® Auto-Injector) is the medication recognized by healthcare professionals as the emergency treatment of choice for severe allergic reactions.

If any of the symptoms listed above are exhibited, administer the EpiPen® Auto-Injector immediately.

1



- Hold firmly with orange tip pointing downward.
- Remove blue safety cap by pulling straight up. Do not bend or twist.

2



- Swing and push orange tip firmly into mid-outer thigh until you hear a 'click'.
- Hold on thigh for several seconds.



Built-in needle protection

- When the EpiPen® Auto-Injector is removed, the orange needle cover automatically extends to cover the injection needle, ensuring the needle is never exposed.



After administration, patients should seek medical attention immediately or go to the emergency room. For the next 48 hours, patients must stay within close proximity to a healthcare facility or where they can call 911.

For more information, or to order more posters, go to EpiPen.ca

EpiPen® and EpiPen® Jr Auto-Injectors are indicated for the emergency treatment of anaphylactic reactions in patients who are determined to be at increased risk for anaphylaxis, including individuals with a history of anaphylactic reactions.

This product may not be kept for use. Always read and follow the product label.

¹Reference: 1. Lohman, J. K. (2008). *Epinephrine: A Review of the Diagnosis and Management of Anaphylaxis*. An updated practice parameter of Allergy (in press). 2. Kemp, S. (2008). *Epinephrine: A Review of the Diagnosis and Management of Anaphylaxis*. Allergy (in press).



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Trusted for over 25 years.

APPENDIX F

How to Use an Allerject Auto-Injector

ANAPHYLAXIS

Symptoms and Treatment

What is Anaphylaxis?

Anaphylaxis is the term for a severe, life-threatening allergic reaction that some people have to foods (like peanuts and shellfish), insect stings, certain medicines, latex, or other allergens.

Symptoms.

Typical symptoms of anaphylaxis include

- Swelling of the throat, lips, tongue, or the area around the eyes
- Difficulty breathing or swallowing
- Metallic taste or itching in the mouth
- Generalized flushing, itching, or redness of the skin
- Stomach cramps, nausea, vomiting, or diarrhea
- Increased heart rate
- Decreased blood pressure
- Paleness
- Sudden feeling of weakness
- Anxiety or an overwhelming sense of doom
- Collapse
- Loss of consciousness

The most common warning symptoms of anaphylaxis are itchiness and swelling.

Remember! Treatment with a naphthyrine auto-injector should be given immediately when someone is experiencing a severe allergic reaction.

HOW TO USE ALLERJECT™

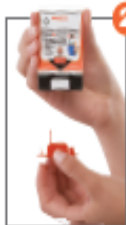
Practice With Allerject™ Trainer First

Allerject[®] voice assisted auto injectors are indicated for the emergency treatment of anaphylactic reactions in patients who are determined to be at increased risk for anaphylaxis.



Pull Allerject™ from the outer case.

Do not go to step 2 until you are ready to use Allergent[®]. If you are not ready to use, put it back in the outer case.



Pull off RED safety guard.

To reduce the chance of an accidental injection, do not touch the black base of the auto-injector, which is where the needle comes out. If an accidental injection happens, get medical help immediately.

NOTE: The safety guard is meant to be tight.

Pull firmly to remove.



Place **BLACK** end **AGAINST** the **MIDDLE** of the **OUTER** thigh (through clothing, if necessary), then press firmly and hold in place for five seconds.

Only inject into the middle of the outer thigh (upper leg).
Do not inject into any other location.

NOTE: Allerject® makes a distinct sound (click and hiss) when you press it against your leg. This is normal and indicates Allerject® is working correctly.

4 Seek immediate medical or hospital care.

Replace the outer case and take your used Allject[®] with you to your pharmacist or physician for proper disposal and replacement.

AFTER using Allerject™
seek immediate medical attention

Please consult the Consumer Information leaflet in your product package for complete dosage and administration instructions.

With a severe, long-lasting allergic reaction, you may need to administer an additional dose of epinephrine. More than two sequential doses of epinephrine should only be administered under direct medical supervision.

It is important that you seek immediate medical assistance or go to the emergency room immediately after using Nifedipine. Following treatment, the patient must stay within close proximity to a hospital or where they can call 911 for the next 48 hours. To ensure Nifedipine is right for you, always read and follow the label.

How to store Allerject[®]

[illegible]

Manufactured for small events: Canada Inc.
Laval, Quebec, Canada H7V 1G6

For more information go to:
www.allerject.ca

SANOFI

APPENDIX G**School Action Plan Checklist**

- ☐ description from parent outlining allergens - preferably in rank order of severity
- ☐ statement - medical history, related/unrelated medical conditions e.g. asthma
- ☐ degree of awareness of child, maturity
- ☐ Medication required - can child self administer?
- ☐ ask parent for history of previous reactions action taken
- ☐ complete SS12A, SS12B, SS13 and EpiPen®/Allerject® Form (see Appendix A)
- ☐ complete Emergency Allergy Alert form
- ☐ parent verifies emergency allergy alert form
- ☐ student data card - information is entered in Notes section and in Medic Alert section
- ☐ enter information into OSR regarding allergy
- ☐ prepare substitute teacher folder
- ☐ determine location for primary and for backup medication
 - Child will carry EpiPen® /Allerject®
 - time being of the essence when determining location for back-up EpiPen®/Allerject®
- ☐ parent supplies photo(s) of child
- ☐ arrange for meetings with staff and parents
- ☐ place on agenda of staff meeting or call special staff meeting (semi-annually)
- ☐ review Article 28 of Collective Agreement with staff
- ☐ office staff responds immediately to public address call
- ☐ prepare letter to school community (see Appendix D)
- ☐ determine lunchroom practices with parent : first preference - child eats lunch at home
e.g., hand washing, desk cleaning, ventilation, floor, garbage disposal and cleaning
- ☐ schedule a school assembly and/or classroom information session
- ☐ determine procedures for the arrival of unexpected food (discourage outside food where possible)
- ☐ newsletter reminders – Halloween/Christmas/Easter (see Appendix D)
- ☐ parent and/or principal informs school bus driver (see Appendix G)

APPENDIX G

Checklist Annual Time Line For Schools with Anaphylactic Students

SEPTEMBER*Principal to:*

- ☐ distribute all class materials, folders, files to receiving teachers
- ☐ meet with and brief receiving staff
- ☐ check with parent regarding changes over the summer
- ☐ check EpiPens®/Allerjects® and other medications re: expiry dates and location
- ☐ post emergency allergy alert form (see Appendix D)
- ☐ identify all students at initial staff meeting of *all staff* or hold special meeting re: all anaphylactic students
- ☐ review administration of EpiPen®/Allerject® including training
- ☐ review emergency procedures for each staff member
- ☐ review 911 procedure and locations of all medications
- ☐ review and up-date literature/emergency folders, student photos
- ☐ teacher ensures presence of emergency file for anaphylactic student

Teachers of Anaphylactic students:

- ☐ review emergency plan
- ☐ review key components of student file
- ☐ review occasional teacher folder
- ☐ review location of all medications
- ☐ establish class cleanup routines
- ☐ distribute information letter to school community
- ☐ provide parent with communication package (Appendix D)

OCTOBER / NOVEMBER

- ☐ staff meeting and newsletter reminder

DECEMBER

- ☐ at parent teacher interview request updated medical information

JANUARY / FEBRUARY

- ☐ staff meeting and newsletter reminder before all holidays/special events
- ☐ Kindergarten registration-see *School Action Plan Checklist*

MARCH

- ☐ at parent teacher interview request updated medical information
- ☐ bring pertinent health information to the Secondary School exchange of information meetings

APRIL/ MAY

- ☐ staff meeting and newsletter reminder

JUNE

- ☐ update OSR
- ☐ update student data card
- ☐ update student photo
- ☐ collect all class materials/folders and submit to office
- ☐ brief receiving teacher
- ☐ transfer information from elementary to secondary through exchange of information meeting

APPENDIX H

ANAPHYLAXIS PROTOCOL for Transportation

Request for Proposal Reference

Appendix F of the RFP Student Transportation document Sections 1.0 – 16.0 outlines the requirements that transportation providers must provide to be considered to service provision.

This documentation outlines what is requested:

- 1.0 The Supplier must provide safety orientation and evacuation drills for all drivers, permanent or temporary, a minimum of once annually. The Supplier must provide the Board with the date(s) and agenda for any such orientation or drills and the Board shall have the option to attend such orientation or drills. All such orientation or drills shall include a reference to the evacuation signs posted in the vehicle. The Respondent is required to keep accurate records of all employees training and make them available to the Board when requested.

The program should consist of the following:

6 hours of first aid and EpiPen®/Allerject® training and annual refreshers. Both the Principal and the parent should identify the child to the school bus company.

Excursion Handbook

Further reference is made to Anaphylaxis in the School Excursion Handbook. The handbook can be found in your school office and/or library. Anaphylaxis protocol is located in **Section 7.11 and 7.12** (pages 50-52) on line.

This document is available electronically at [http://tcdsb.org/physical education](http://tcdsb.org/physical%20education).

APPENDIX I**Staff In-service of Anaphylaxis
Protocol and Guidelines**

As stated in the document **A School Plan of Action for Anaphylaxis – Protocol and Guidelines** is recommended that the school principal review the document with all school staff at a staff meeting early in the school year – September/October. It is also recommended that the principal meet with the parents of students diagnosed with Anaphylaxis upon registration at the school and/or upon diagnosis of Anaphylaxis as outlined in **A School Plan of Action for Anaphylaxis-Protocol and Guidelines**. Principals are asked to complete this form and retain for future reference.

Name of School: _____

Date of in-service to staff: _____

In-service suggestions to staff include **a general review of the document** and:

- Specific roles of administration in providing plan of administering medication to anaphylactic students.
- Choices that staff members have in providing the safest environment to themselves and to students.
- A review of procedures that staff is to follow when a student is experiencing Anaphylactic shock.

Staff In service:

Signature of Principal

Date

Please photocopy and fill out. Please keep with staff attendance sheet.

APPENDIX J**Initial Meeting of Principal and Parent(s)
of Student(s) Diagnosed with Anaphylaxis**

As outlined in the *School Plan of Action for Anaphylaxis-Protocol and Guidelines-May2003* in the preface of this document, it is required that the principal will meet with parents of students diagnosed with Anaphylaxis upon registration at the school and/or upon diagnosis of Anaphylaxis to exchange consent and information forms included in this protocol. This will allow the administration to inform the parents of the plan of action that will be followed should their child experience anaphylactic shock...

Record of Parent Meeting to Discuss Plan of Action for Student with Anaphylaxis:

Name of School: _____

Name of Student: _____

Date of Meeting: _____

Signature of Parent_____
Signature of Principal_____
Date

APPENDIX K**Best Practices**

A best practice is the “utopia” of an idea. When setting up a school to be **allergen aware**, these are some “best practices”:

- Identify students with anaphylaxis, upon registration/new diagnoses.
- Send home appropriate forms.
- Create a questionnaire asking pertinent questions regarding allergy.
- Have meeting with all parents of anaphylactic children.
- In-service **all staff** about protocol, use of EpiPen®/Allerject® and your school emergency procedures.
- Exchange information about school procedures, and what parental expectations are.
- Put up **allergy alert** signs at all entrances as well as doors of classrooms of the anaphylactic children.
- Send home letters to the whole school population, notifying parents that specific allergens are discouraged from entering the school.
- Follow up with a letter or a telephone call to the parents of a child that has brought an allergen into the school. (This should be performed by teacher or principal.)
- If a child brings an allergen in their lunch or snack, you will have that child eat in an area that is not normally used by the general student population. (An office or a conference room has been the general practice for most schools.) Then have child wash up before returning to class.
- Medication will be stored in a location that is easily accessible and **NEVER LOCKED**.

APPENDIX L**Resource Page**

There are a number of Anaphylaxis resources available centrally for your use. Books are available through the CEC Professional Library and videos are available at the warehouse, Media/A.V. Department. The following are the books and videos in stock:

Books

Everyday Cool with Food Allergies
Alexander's Special Holiday Treat
Alexander and His Pals visit the Main Street School.
Always be Prepared "Alexander goes Trick or Treating"
No Biggie Bunch, Trade or Treat Halloween
No Biggie Bunch, Sports-Tastic Birthday Party
Living Confidently with Food Allergy
Allergy Girl

Videos

"Food Allergies Rock" by Kyle Dines
"You must be Nuts" by Kyle Dines

DVD

"Sabrina's Law"

The listed books and videos as well as additional references are available for purchase at the Anaphylaxis Canada website www.anaphlaxis.ca or by calling (416) 785-5666.



REPORT TO

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

TCDSB BOARD LEARNING AND IMPROVEMENT PLAN-ANNUAL REPORT

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

Created, Draft	First Tabling	Review
October 23, 2017	November 2, 2017	Click here to enter a date.

Gina Iuliano Marrello, Superintendent of Student Success
Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; ICT
Nick D'Avella, Superintendent of Equity, Diversity and Indigenous Education
Marina Vanayan, Senior Coordinator, Educational Research

INFORMATION REPORT

Vision:

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

Mission:

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

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



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

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

The cumulative staff time required to prepare this report was 18 hours.

B. PURPOSE

This is an annual report on the Board Learning and Improvement Plan 2017-2018 to support student achievement and well-being.

C. BACKGROUND

1. The Toronto Catholic District School Board's Mission is to *educate students to grow in grace and knowledge and to lead lives of faith, hope and charity*. Our mission is grounded in Catholic Social teaching and works in partnership with the Provincial goals:
 - Achieving Excellence
 - Ensuring Equity
 - Promoting Well-Being
 - Enhancing Public Confidence
2. The Toronto Catholic District School Board Learning and Improvement Plan K-12 spans 4 years: 2014-2018. It is a commitment to improve the success of each student entrusted to our care. The plan has 8 areas of focus, two of which are foundational to our Catholic school communities (i, ii), and the remaining six are derived from the Ministry of Education's School Effectiveness Framework:
 - i. *Nurturing Our Catholic Community*
 - ii. *Staff Engagement and Well-Being*
 - iii. *Assessment for, as and of Learning*
 - iv. *School and classroom Leadership*
 - v. *Student Engagement*
 - vi. *Curriculum, Teaching and Learning*
 - vii. *Pathways, Planning and Programming*
 - viii. *Home, Parish, School, and Community Partnerships*

3. When effective strategies are implemented in these 8 areas, optimal learning conditions for all our students are created.
4. In 2017-2018, items were added to student surveys in the area of Student Engagement that address student mental health and well-being. This information will be incorporated in the annual report of 2018.
5. At the Toronto Catholic District School Board, ***fostering student achievement and well-being*** is one of six strategic directions in the Multi-Year Strategic Plan. As stated in the MYSP, the priority is to *support our students in achieving academic excellence and meeting the Ontario Catholic school graduate expectations, to support our students' ability to apply critical and innovative thinking in all subjects, to create welcoming, healthy and equitable learning environments* and to achieve the following specific goals:
 - Students will meet or exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments.
 - Students will exceed the provincial average in credit accumulation and graduation rate.
6. There are several foundational documents that have informed the Board Learning Improvement Plan K-12:
 - Catholic Social Teaching
 - Ontario Catholic School Graduate Expectations
 - TCDSB
 - Multi-Year Strategic Plan
 - Annual Report of the Director of Education
 - Three Year Pastoral Plan
 - Ontario Catholic Leadership Framework
 - Ontario Ministry of Education
 - School Effectiveness Framework
 - Achieving Excellence: A Renewed Vision for Education in Ontario
 - Growing Success: Assessment, Evaluation and Reporting in Ontario Schools
 - Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12
 - Open Minds, Healthy Minds

- Ontario's Renewed Mathematics Strategy and Achieving Excellence in Applied Courses

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

Secondary Schools Initiatives

- a. Implementation of the Achieving Excellence in Applied Classrooms (AEAC) learning cycle initiative for secondary schools;
- b. Fall and Spring Regional Professional Development Sessions with a focus on Numeracy across the curriculum in secondary schools;
- c. Professional Learning Sessions for grade 9 and 10 mathematics teachers;
- d. Two EQAO sessions in preparation for grade 9 EQAO Assessment of Mathematics including unpacking Item Information Reports;
- e. Additional staffing to support mathematics;
- f. Grade 9 mathematics iPad initiative;

Cross Panel Initiatives

- g. Numeracy-focused Student Success Learning Networks (SSLN) for teachers in Grades 7 to 9;
- h. Professional development to refine Assessment FOR/AS/OF learning practices based on the Ontario Ministry of Education's document *Growing Success*;
- i. Numeracy across the curriculum and aligning literacy and numeracy strategies;

Elementary Schools

- j. Mathematics Teacher Facilitators supporting elementary schools in the Intensive Support category;
 - k. Implementation of the PRIME Mathematics program;
 - l. Identification of Lead mathematics teachers in each school to further facilitate professional learning in mathematics;
 - m. Grade 6 Mathematics iPad initiative;
 - n. Numeracy across the curriculum and aligning of literacy and numeracy initiatives.
8. The Board Learning Improvement Plan K-12 details targeted evidence-based strategies, professional learning opportunities and resources, indicators of success (measures), aligned to inform the goals and the achievement of excellence. The complete Board Learning Improvement Plan may be accessed on the TCDSB website. (<https://www.tcdsb.org/Board/BoardLearningImprovementPlan/Pages/default.aspx>)

D. EVIDENCE/RESEARCH/ANALYSIS

- 1. Throughout the year using a variety of survey tools and quantifiable data sources, the board continues to monitor progress against BLIP goals.
- 2. In this report, components were evaluated using a method outlined in the Ontario Ministry of Education Multi-Year Strategic Planning Guide of 2017. Specifically, for each area the status was determined as being ‘on target’, ‘slightly below target’ or ‘below target’.
- 3. The following data sources are quantifiable achievement indicators by which progress is monitored: Graduation rate, credit accumulation and literacy scores indicate much growth and success; mathematics scores remain an area of need, particularly in Grade 6 and Grade 9 Applied.

QUANTIFIABLE ACHIEVEMENT INDICATORS

a. Graduation Rate

The Province published graduation rates for each Board for the first time in the Spring of 2015.

In the Spring of 2017, the 5-year graduation rate for TCDSB was 90% for the 2010-2011 Grade 9 cohort. In Ontario, 5-year graduation rate for the 2010-2011 Grade 9 cohort was 87%.

Status: On Target

b. Credit Accumulation

The TCDSB focus on improving student achievement is evident in the growth from 2011-2012 to 2015-2016 in both Grade 9 and Grade 10 Credit Accumulation.

- Grade 9 (8 or more credits) – in TCDSB, the percentage of students completing 8 or more credits by the end of Grade 9 increased from 83% to 86% over five years. In Ontario, there was an increase of 1% (from 85% to 86%).

Status: On Target

- Grade 10 (16 or more credits) – in TCDSB, the percentage of students completing 16 or more credits by the end of Grade 10 increased from 72% to 79% over five years. In Ontario, there was an increase of 3% (from 76% to 79%).

Status: Slightly below target

c. EQAO Grade 3 and Grade 6

In 2016-2017, all reading and writing scores exceeded the provincial goal of 75% at the Provincial standard (Level 3 / 4).

Status: On Target

In 2016-2017, mathematics scores remained low at 63% for Grade 3 and 48% for Grade 6.

Status: Below Target

d. OSSLT and Grade 9 Mathematics

Scores in literacy and Grade 9 Academic mathematics remain consistently high (80% and 83% respectively).

Status: On Target

Scores in Grade 9 Applied mathematics remain low at 46%.

Status: Below Target

SURVEY SOURCE DATA

1. The metrics in the chart below are derived from a variety of annual Student Surveys and the annual Teacher Survey.
2. Student Surveys include:
Student Transition Survey (secondary) (End of October)
Safe Schools Survey (secondary) (November)
Safe and Caring Catholic School Climate Survey (elementary) (February)
My School My Voice Survey (secondary) (April)
3. Teacher Survey: (May-June)
Historically, perceptual data were collected from teachers through two system-wide surveys: *The Student Success Year-End Survey* (since 2008) and the *BLIP/SEF School Staff Survey* (since 2015). In 2016-2017 key items from these two surveys were amalgamated to form the *Student Success BLIP/SEF Teacher Survey*. Teachers in all elementary and secondary schools were invited to complete this annual survey. The survey is based on the School Effectiveness Framework Indicators and additional areas of focus in the BLIP.
4. Evidence is based on metrics from the Student Surveys and Teacher Survey expressed in two dimensions (trend and criterion), where appropriate.
5. Two-year trend analysis using the following descriptors:

- a. Stable
 - b. Improving
 - c. Declining
6. Criterion based analysis: the criterion is met when 80% of respondents express a positive response to survey questions relative to BLIP/SEF components. The following assessment descriptors are used:
- a. Meeting criterion – 80% or above
 - b. Approaching criterion – 70% to 79%
 - c. Not yet meeting criterion – below 70%
7. The following chart summarizes the goals, evidence of progress and next steps for each BLIP area of focus:

BLIP Area of Focus	Goal	Evidence	Action required
Nurturing our Catholic Community	All schools will nurture Catholic Social Teaching (human dignity, preferential option for the poor and vulnerable, solidarity) that form the heart and foundation for our students in all classrooms.	<p>Student surveys indicate the board is <i>improving and meeting the criterion</i> at the elementary level. The board is <i>stable and meeting the criterion</i> at the secondary level.</p> <p>Teacher surveys indicate that the board is <i>approaching the criterion</i> at both the elementary level and the secondary level.</p>	<p>The board will continue the implementation of the 3-year Pastoral Plan.</p> <p>The board through the Catholic Social Justice Committee will continue its efforts to mitigate the effects of poverty. Schools will continue to incorporate Catholic Social Teachings, Ontario Catholic Schools Graduate Expectations and virtues of the month into the religious education</p> <p>Additional support:</p> <ul style="list-style-type: none"> • IGNITE – Gr 6 students are invited to a day of pastoral leadership • Indigenous Education Week suggested by CSLIT

BLIP Area of Focus	Goal	Evidence	Action required
Staff Engagement and Well-being	All Schools will ensure that there is a robust process for understanding and responding to staff needs as both a profession and a vocation that acts to support well-being.	In both elementary and secondary panels the Teacher surveys indicates the board is <i>not yet meeting the criterion.</i>	<p>The board will continue support for local school days of reflection and PD focused on Health and Safety.</p> <p>Additional support:</p> <ul style="list-style-type: none"> • Staff Wellness Advisory Committee is in the process of being established. • Board Equity Action Plan is in the process of being established. • Focus groups: Principals and Teachers

BLIP Area of Focus	Goal	Evidence	Action required
Assessment for, as, and of Learning	All schools will have a common understanding of Assessment for, as, and of Learning so that within each classroom Learning Goals, Co-constructing of Success Criteria, and Descriptive Feedback will be used to support student learning.	<p>Student surveys indicate that the board is <i>improving and meeting the criterion</i> at elementary level. The board <i>is stable and not yet meeting the criterion</i> at secondary level.</p> <p>Teacher surveys indicate that the board is <i>meeting the criterion</i> at the elementary level and <i>approaching the criterion</i> at the secondary level.</p>	<p>The board will continue to provide Assessment-specific professional learning opportunities through its K-12 PD Plan with a specific focus on <u>assessment for learning</u>.</p> <p>There will be a focus on adherence to the principles of assessment articulated in <i>Growing Success</i> in order to ensure equity and fairness in assessment practices.</p> <p>Additional Support:</p> <ul style="list-style-type: none"> • The Board Equity Action Plan is being established and will address the wider adoption of Culturally Responsive assessment. • Greater focus on assessment for learning in order to plan math intervention strategies

<p>School and Classroom Leadership</p>	<p>All schools will engage in job-embedded, inquiry-based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms.</p>	<p>Teacher surveys indicate the board is <i>approaching the criterion</i> at both the elementary and secondary levels.</p>	<p>The board will continue to support principals as instructional leaders with professional learning as they respond to their school's locally determined professional learning needs.</p> <p>Additional support:</p> <ul style="list-style-type: none"> • Expand our focus on Numeracy Across the Curriculum and Assessment for Learning. We will increase monitoring of School Learning Improvement Plans by including more checkpoints for schools and dialogue among staff and superintendents to plan next steps for the system. • Greater alignment among Student Success Learning Networks (SSLN), with Elementary and Secondary educators focusing on student transition to high school. • Consultation with Catholic Student Leadership Impact Team (CSLIT) to include student voice.
---	--	--	--

BLIP Area of Focus	Goal	Evidence	Action required
Student Engagement	All schools will ensure the school learning improvement plan reflects student voice regarding, the needs, diversity and interests of the student population and informs all classroom planning.	<p>Student surveys indicate the board is <i>stable and approaching the criterion</i> at the elementary level and is <i>stable but not yet meeting the criterion</i> at the secondary level.</p> <p>Teacher surveys indicate the board is <i>approaching the criterion</i> at both the elementary and secondary levels.</p>	<p>Through analysis of data from student surveys the board will monitor and apply strategies to ensure student voice informs curriculum and School Learning Improvement planning.</p> <p>Staff will continue to implement board approved Catholic School Leadership Impact Team (Secondary Student Ambassadors), recommendations as presented in the annual CSLIT Report.</p> <p>Staff will continue to work with CSLIT to deliver leadership opportunities to elementary students through ECSLIT.</p> <p>Additional support: Student focus group discussions will deal with meeting the diverse needs of our student population to ensure equity.</p>

BLIP Area of Focus	Goal	Evidence	Action required
Curriculum, Teaching and Learning	All schools will demonstrate a clear emphasis on high levels of achievement within each classroom, particularly in the areas of literacy and numeracy.	<p>Student surveys indicate the board is <i>improving and meeting the criterion</i> at elementary level. The Board is <i>stable and meeting the criterion</i> at secondary level.</p> <p>Teacher surveys indicate that the Board is <i>approaching the criterion</i> at the elementary and secondary level.</p>	<p>The board will continue to provide professional learning opportunities to meet students' urgent critical learning needs, specifically promoting Numeracy across the curriculum.</p> <p>Staff will continue to implement the Renewed Mathematics Strategy in order to improve student achievement in Mathematics.</p> <p>The Ministry's <i>Achieving Excellence in Applied Courses</i> Initiative continues to be implemented.</p> <p>Additional support: Greater focus on Assessment for Learning and working across curriculum areas to promote Numeracy. Consultation with CSLIT to reflect student voice.</p>

BLIP Area of Focus	Goal	Evidence	Action required
Pathways Planning and Programming	All schools will ensure that students have equity of opportunity for authentic and experiential learning in all classrooms and programs.	<p>Student surveys indicate the board is <i>stable and approaching the criterion</i> at the elementary and secondary level.</p> <p>Teacher surveys indicate the board is <i>approaching the criterion</i> in both panels.</p>	<p>The Board will continue to embed student voice into Regional PD sessions and promote experiential learning programs (Co-op, SHSM, and OYAP).</p> <p>The board will continue to promote 21C competencies and the use of education and career planning tools <i>All About Me</i> (Elementary) and <i>myBluePrint</i> (Secondary) <i>Transition Guide for Parents</i></p> <p>Additional Support:</p> <ul style="list-style-type: none"> • Additional funds to support SHSM programs in schools across the board. • Guidance teachers to work with Math Resource Teachers to develop PD for grade 7 & 8 teachers to support transition to secondary school. • Parent information meetings for grade 8 transition to high school.

BLIP Area of Focus	Goal	Evidence	Action required
Home, Parish, School and Community	All schools will ensure that parents and community partners have the opportunity to share and enhance their learning and skills to support student learning and well-being at home and in all classrooms.	Teacher surveys indicate that the board is <i>approaching</i> the criterion in the elementary panel and <i>not yet meeting the criterion</i> in the secondary panel.	<p>The board will continue to foster home, school and parish engagement opportunities through the implementation of the 3-year Pastoral Plan, (Year of the School).</p> <p>Additional support:</p> <ul style="list-style-type: none"> • This year being The Year of the School, there will be a focus on supporting schools in strengthening and nurturing home/school /parish relationships. Schools will highlight partnerships between students, teachers, administrators, trustees, parents, and parishes. • Parent survey on Home, Parish, School and Community initiative to support student learning and well-being.

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

E. METRICS AND ACCOUNTABILITY

1. The TCDSB has a solid foundation from which to reflect on the past year and upon which to build for the next cycle of the Board Learning Improvement Plan and refine it on an annual basis.
2. For the 2017-2018 school year, the board will continue to monitor its progress against the goals of the Board Learning Improvement Plan.
 - a) At this time, *The TCDSB K-12 Professional Development Plan* is being presented to the Board. The Board Learning Improvement Plan will be updated to reflect the actions and strategies included in this report.
 - b) Feedback from the Ministry informs revisions to the Board Learning Improvement Plan which is also reviewed and vetted by Resource Teachers. For example, further refinement was needed in addressing requirements that flow from *Ontario's Well-being Strategy for Education* and this is reflected in the current student surveys and will be reported in the Fall of 2018.
 - c) Ministry priorities are incorporated in our practice and these are reflected the current Board Learning and Improvement Plan and in revisions. Specifically, the priorities are the Ministry of Education's direction to review and modernize Ontario's curriculum, the promotion of well-being in Ontario's education system, ensuring equity, and enhancing public confidence.
 - d) Refinements to the Board Learning Improvement Plan in the areas of targeted evidence-based strategies, professional learning opportunities, resources and indicators of success (measures) are communicated by Superintendents through the School Learning Improvement Plan process and inform school visits which take place twice per year. There is now a commitment to engage Student Success Learning Networks twice per year.
 - e) The School Learning Improvement Plan is reflected in the annual Professional Learning Form. In 2017-2018, the Professional Learning Form was revised and updated to reflect the priorities above and to support greater precision in addressing student learning needs.

- f) There has been intentional realignment of the Ministry of Education's Student Achievement Officers with Mathematics and Literacy Coaches and Resource Teachers to create greater focus. Student Achievement Officers are liaising with Superintendents, Principals and Teachers to discuss strategies and plan next steps based on analysis of the data to increase precision and effectiveness.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

REQUEST FOR RELIGIOUS ACCOMMODATIONS 2017

Finally, all of you, have unity of mind, sympathy, brotherly love, a tender heart, and a humble mind.

1 Peter 3:8

Created, Draft

October 20, 2017

First Tabling

November 2, 2017

Review

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

Nick D'Avella, Superintendent of Equity, Diversity, and Indigenous Education

Marina Vanayan, Senior Coordinator, Educational Research

John Morgan, Research Associate

INFORMATION REPORT

Vision:

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Associate Director
of Planning and Facilities

T.B.D.

Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

Through the use of a survey and follow-up interviews with school principals, this report outlines the number and type of requests for Religious Accommodation within *Toronto Catholic District School Board* schools for a one-year period (October 2016 to October 2017). Since 2012 there have been relatively few requests for religious accommodation, including exemptions, and this pattern continues this school year.

The cumulative staff time required to prepare this report was 21 hours

B. PURPOSE

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

C. BACKGROUND

1. **September 2017** – All principals were sent a survey on requests for religious accommodation.
2. Recently, arising out of an Ontario Human Rights Tribunal case, the Simcoe Muskoka Catholic District School Board has published its ***Practice and Procedure around Religious Education Exemptions***. The TCDSB received this document on October 16 and is currently reviewing it to ensure that its own policies and procedures meet all legislative requirements.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Despite its population of approximately 90,000 students, the board has consistently had very few requests for religious accommodations. In total, only 7 schools received requests for religious accommodations.
2. A summary of all requests is provided in **Appendix B**. Accommodations have been made in accordance with the *TCDSB Religious Accommodation Policy*

S. 22 and within the provisions of the Education Act, Section 42 (11) and 42 (13). (**Appendix C**).

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

E. METRICS AND ACCOUNTABILITY

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

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



Religious Accommodation S.22

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

Purpose:

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

Scope and Responsibility:

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

Alignment with MYSP:

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

Financial Impact:

Generally, there is no significant financial impact.

Legal Impact:

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

Policy:

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

Regulations:

- 1 The TCDSB supports freedom of religion and an individual's right to manifest his or her religious beliefs and observances. The right to freedom is not absolute, and religious accommodation in TCDSB is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.
- 2 The TCDSB will, at all times, seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs, but the principles of the Catholic Church.
- 3 It is understood that all students registered in TCDSB schools acknowledge that the school community proclaims, celebrates and cherishes its Catholic

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

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

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

Definitions:

Constitution Act, 1867, Section 93

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

Ontario Human Rights Code, Section 19

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

Evaluation and Metrics:

1. Implementation of the religious accommodation policy is the responsibility of the school principal in consultation with the Area Superintendent.
2. The consistent application of religious accommodation requests will be monitored and reported in an annual report to the Board of Trustees.
3. TCDSB staff will consult with other Catholic school boards in Ontario with respect to their implementation of religious accommodation policies.

Appendix B

Religious Accommodations Survey 2017

Total Responses: 131

Elementary: 107 Secondary: 24

Schools with requests: 7

Total requests: 14

Seven schools reported having received requests for religious accommodations. There were requests for accommodations at 5 secondary schools and 2 elementary schools. Where necessary, schools were contacted by phone to clarify and expand upon information from the survey. In total 14 requests were made. In all cases, staff dialogued with students and parents.

Areas of Accommodation	Total	Accommodated	Not Accommodated
a) School opening and closing exercises - How many students made requests?	2	1	1
b) Leave of absence for Religious Holy Days - How many students made requests?	0	0	0
c) Prayer - How many students made requests?	3	3	0
d) Dietary requirements - How many students made requests?	0	0	0
e) Fasting - How many students made requests?	0	0	0
f) Religious dress - How many students made requests?	2	2	0
g) Modesty requirements in physical education - How	0	0	0

many students made requests?			
h) Participation in daily activities and curriculum - How many students made requests?	7	3	4
i) Other - How many students made requests?	0	0	0

Education Act, Section 42

Exemption from religious studies

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

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

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

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

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

The Premier of Ontario

Legislative Building, Queen's Park
Toronto, Ontario M7A 1A1



La première ministre de l'Ontario

Édifice de l'Assemblée législative, Queen's Park
Toronto (Ontario) M7A 1A1

October 16, 2017



Mr. Rory McGuckin
Director of Education
Toronto Catholic District School Board
80 Sheppard Avenue West
Toronto, Ontario
M2N 6E8

Dear Mr. McGuckin:

Thank you for your letter and for the enclosed CD of the students of the Toronto Catholic District School Board performing O Canada.

I enjoyed all of the renditions of our national anthem by the various school groups featured on the CD. What a truly diverse reflection of the students attending the TCDSB. The unique versions of O Canada were a wonderful way to celebrate the 150th Anniversary of the founding of Canada and the province of Ontario. I appreciate your sharing this with me.

Thank you again for writing to me. Please accept my best wishes.

Sincerely,

A handwritten signature in black ink that reads "Kathleen Wynne".

Kathleen Wynne
Premier



Ontario Catholic School
Trustees' Association

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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

October 10, 2017

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: Cannabis Regulation: Ministry of Education Consultations

Further to my memorandum of September 8, 2017, OCSTA representatives met with senior officials in the Ministry of Education to discuss their work in respect of recreational cannabis use and the impacts on Catholic school boards. This memorandum provides highlights of the meeting.

Youth Possession

The federal government also proposed possession limits for adults and youth. Under the federal proposal, adults would be allowed to have up to 30 grams of dried legal cannabis, while people under 18 years old could have up to five grams, depending on provincial rules.

The Ministry informed us that the Ontario government will reduce possession and sharing limits of cannabis to zero from the original 5 grams amount. This means that youth under 18 years in possession of or sharing any amount of cannabis will be subject to Youth Penalties under the Youth Criminal Justice Act.

Ministry of Education Goal

- To prevent and/or delay cannabis use among youth and promote healthy decision-making and student safety.

Key Priorities of the Ministry of Education

- Provide new, targeted resources to specific groups including:
 - Reliable information to students to make informed decisions on the impacts of cannabis use (cognitive impairments, relationship issues, benefits of abstinence)
 - Support for parents - information on prevention, healthy decision-making

- Supports for education sector to assist students and their families on the impacts of cannabis use.
- Use the best available research and evidence to inform decision making and engage in ongoing data monitoring.

Ministry of Education Consultation/Engagement Plans

The Ministry plans to launch in the later fall a targeted set of meetings with key education and public health stakeholders. These groups will include: trustee associations, parent groups, Indigenous stakeholders, local mental health agencies and various advisory bodies to the Ministry. This part of the process will continue throughout the winter of 2018.

In addition, the Ministry will expand the mandates of the Healthy Schools Working Table and potentially host a parent involvement committee conference on the cannabis issue to gain feedback and insight into the issues impacting school boards.

Possible Areas of Discussion

- Impact of legislation on the school community including roles and responsibilities
- Reliable information for students and families
- Supports needed for school board staff to assist students and families related to cannabis use
- Parental awareness in supporting children to make healthy choices
- Supports for vulnerable youth—Indigenous, racialized, low economic status that may be at higher risk to develop cannabis dependency.

Next Steps

The Ministry will continue to work the Attorney General's Cannabis Secretariat to finalize the proposed regulatory and legislative framework governing recreational cannabis use. It is also finalizing some aspects of its consultation plan with education stakeholders and reviewing part of the Education Act that will require minor amendments to reflect the necessary changes implied by overall cannabis legalization framework.

The Ministry is now in the process of developing and updating resources and materials to the education sector in anticipation of the implementation of the cannabis legalization framework in July 2018.

OCSTA will continue to liaison with the Ministry of Education and update Directors and Chairs as required. OCSTA will continue to draft a submission on the issues and concerns of boards.

If you have any questions, please contact me at sandrews@ocsta.on.ca.

STUDENT ACHIEVEMENT AND WELL BEING PENDING LIST TO NOVEMBER 2, 2017

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Feb-17 Regular Board	May-17 Nov-17	Regular Board	Report regarding a plan to engage staff and parents in investigating a pilot project for elementary and secondary year-long learning (Long-Term Program Plan – Results of Stakeholder Consultation)	Associate Director Academic Affairs
2	Sep-17 Student Achievement	Oct-17	Student Achievement	Report regarding the 7,000 non-qualifying students by ward and area (Presentation by Kevin Hodgkinson, GM, TSTG regarding Student Transportation Update)	Associate Director Planning and Facilities