

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

AGENDA DECEMBER 7, 2017

Patrizia Bottoni, Chair
Trustee Ward 4

Barbara Poplawski, Vice Chair
Trustee Ward 10

Ann Andrachuk
Trustee Ward 2

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Jo-Ann Davis
Trustee Ward 9

Rhea Carlisle
Student Trustee

Michael Del Grande
Trustee Ward 7

Angela Kennedy
Trustee Ward 11

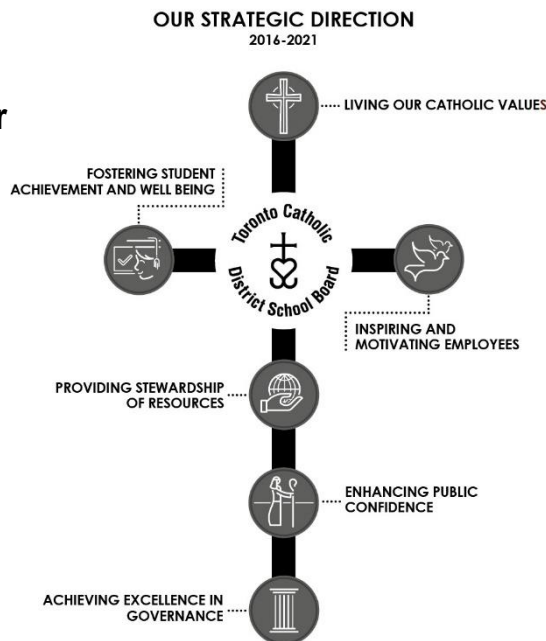
Joseph Martino
Trustee Ward 1

Sal Piccininni
Trustee Ward 3

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

Joel Ndongmi
Student Trustee



MISSION

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

VISION

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

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

Rory McGuckin
Director of Education

Angela Kennedy
Chair of the Board

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

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

Terms of reference:

- (a) The Multi-Year Strategic Plan in relation to Student Achievement and Well-Being, Catholic Education and Human Resources particularly focusing on the goals of the following pillars of the Multi-Year Strategic Plan: Living Our Values, Student Achievement and Well-Being and Inspired and Motivated Employees
- (b) Plans for the improvement of Student Achievement (Board Learning and Improvement Plans, School Learning and Improvement Plans)
- (c) Program alignment with Catholic Graduate Expectations
- (d) Building Catholic School Communities and strong relationships between School, Home and Church
- (e) Building Safe Schools and programs to support positive school climate
- (f) Program alignment with 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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We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

OUR VISION

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through witness, faith, innovation and action.*



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

PUBLIC SESSION

Nancy Crawford, Chair

Angela Kennedy, Vice-Chair

Thursday, December 7, 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 November 2, 2017
for Public Session 1 - 18
9. Delegations
10. Presentations
- 10.a CODE Primary Summer School Program 2017
11. Notices of Motion

12.	Consent and Review	
13.	Unfinished Business	
14.	Matters referred or deferred	
14.a	Professional Development Plan for Student Achievement and Well-Being 2017-2018 (Information)	19 - 99
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15.d	Liquor Waiver Request for Neil McNeil Catholic High School's Event on January 26, 2018 (Recommendation)	160 - 161
16.	Listing of Communications	
16.a	Letter From Robin Pilkey, Chair, Toronto District School Board to Premier Wynne, Minister Hoskins and Minister Hunter regarding Reorganisation of Public Health in the Greater Toronto Area	162 - 163
17.	Inquiries and Miscellaneous	
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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, NOVEMBER 2, 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
M. Rizzo
G. Tanuan

Student Trustee: J. Ndongmi

Staff: R. McGuckin
A. Sangiorgio
D. Koenig
P. Matthews
P. Aguiar
M. Caccamo
S. Campbell
F. Cifelli
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

A. Robertson, Parliamentarian

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

4. Roll Call and Apologies

Apologies were extended on behalf of Trustees Martino and Piccininni, as well as Student Trustee Carlisle.

5. Approval of the Agenda

MOVED by Trustee Andrachuk, seconded by Trustee Tanuan, that the Agenda, as amended to include the Addendum, combine Items 10a) and 15a) Professional Development Plan for Student Achievement and Wellbeing 2017-2018, reorder Item 14b) Status of Waitlist for Elementary and Secondary Schools prior to Item 14a) Status of the Multi-Language School and Ministry of Education Letters and reorder Item 15c) Toronto Catholic District School Board Learning and Improvement Plan Annual Report after Item 14b) as a matter of urgency, be approved.

Results of the Vote taken as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni

Crawford
D'Amico
Davis
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

6. Report from Private Session

MOVED by Trustee Poplawski, seconded by Trustee Crawford, that the item dealt with in PRIVATE Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Davis
Del Grande
Kennedy
Poplawski
Rizzo
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 Crawford, seconded by Trustee Davis, that the Minutes of the Regular Meeting held October 5, 2017 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

**10. Presentations
&
15. Staff Reports**

MOVED by Trustee Del Grande, seconded by Trustee Andrachuk, that Items 10a) and 15a) be adopted as follows:

- 10a. Professional Development Plan for Student Achievement and Wellbeing 2017-2018** received.
- 15a. Professional Development Plan for Student Achievement and Wellbeing 2017-2018** received.

Time for business expired and was extended by 15 minutes, as per Article 12.6, by majority consent as follows:

In Favour

Opposed

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

Del Grande

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Tanuan, that the Toronto Catholic District School Board build a research base of professional development and that staff report on the strategies to be used in the evaluation of measuring the outcome of the professional development.

Time for business expired and was extended by 15 minutes, as per Article 12.6, by majority consent as follows:

In Favour

Opposed

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

The Chair declared a five-minute recess.

The meeting continued with Trustee Bottoni in the Chair.

Trustee Davis left the meeting at 9:01 pm and returned at 9:08 pm.

Trustee Andrachuk left the meeting at 9:07 pm and returned at 9:10 pm.

Trustee D'Amico left the meeting at 9:18 pm.

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that the Question be called.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande

Andrachuk
Bottoni
Davis
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

LOST

It was the will of the meeting that this item be deferred to the December 7, 2017 Student Achievement and Wellbeing, Catholic Education and Human Resources Committee meeting.

The Chair declared that this item will be deferred based on the will of the meeting.

14. Matters Referred or Deferred

MOVED by Trustee Del Grande, seconded by Trustee Andrachuk, that Item 14b) be adopted as follows:

- 14b. Status of Waitlist for Elementary and Secondary Schools - All Wards received.**

Trustee D'Amico returned to the meeting by teleconference at 9:23 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee D'Amico left the meeting at 9:18 pm.

Trustee D'Amico returned to the meeting by teleconference at 9:25 pm.

15. Staff Reports

MOVED by Trustee Davis, seconded by Trustee Del Grande, that Item 15c) be adopted as follows:

- 15c. Toronto Catholic District School Board Learning and Improvement Plan Annual Report** received.

Trustee Rizzo left the meeting at 9:54 pm.

Trustee Rizzo returned to the meeting at 10:11 pm.

Trustee D'Amico left the meeting at 10:15 pm.

Trustee Davis left the meeting at 10:19 pm.

Time for business expired and was extended by 15 minutes, as per Article 12.6, by majority consent as follows:

In Favour

Opposed

Trustees	Bottoni	Andrachuk
	Crawford	Del Grande
	Kennedy	
	Poplawski	
	Rizzo	
	Tanuan	

Trustee Davis returned to the meeting at 10:22 pm.

Trustee D'Amico returned to the meeting by teleconference at 10:25 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees	Andrachuk
	Bottoni
	Crawford

D'Amico
Davis
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

12. CONSENT AND REVIEW

The Chair reviewed the Order Paper.

The following items were questioned:

- 14a) Trustee Andrachuk
- 14b) Trustee Kennedy
- 15b) Trustee Kennedy
- 16b) Trustee Davis
- 16c) Trustee Rizzo

MOVED by Trustee Davis, seconded by Trustee Poplawski, that the Items not questioned be approved.

MATTERS AS CAPTURED IN THE ABOVE MOTION

Item 14c) Communication from Trustee Crawford regarding St. Agatha Catholic School Parent Councils Annual Report 2016-2017 received.

Item 15d) Religious Accommodation Annual Report received.

Item 16a) Communication from the Premier of Ontario, Kathleen Wynne, regarding Toronto Catholic District School Board Student Rendition of O Canada CD received.

14. Matters Referred or Deferred

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

- 14a) Status of the Multi-Language School and Ministry of Education** that staff consult with the Multi-Language school stakeholders to develop alternate options to the Multi-Language school model;

That considering our City of Toronto is very multicultural and multilingual, appeal the Ministry's letter since "*there is authority for the Ministry to make regulations prescribing other languages*"; and

That the Toronto Catholic District School Board request an exception to allow a multi-language model. The multi-language school will accommodate our diverse city and strengthen equity, inclusivity and student achievement that aligns with the government's mandated ***Ontario's Education Equity Action Plan (OEEAP)***.

Results of the Vote taken, as follows:

In Favour

Trustees Bottoni
D'Amico
Davis
Del Grande
Poplawski
Rizzo
Tanuan

Opposed

Andrachuk
Crawford
Kennedy

The Motion was declared

CARRIED

Student Trustee Ndongmi requested to be recorded in favour of the Motion.

MOVED by Trustee Kennedy, seconded by Trustee Poplawski, that Item 14d) be adopted as follows:

14d) Communication from the Ministry of Education regarding Treaties Recognition Week, November 5 – 11, 2017 that the Toronto Catholic District School Board proclaim the first week in November as Treaties Recognition Week and that we work towards enhancing education and awareness about the history of treaties and treaty relationships by developing programs and activities that can help bring this awareness to our students and staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

- 15b) Review of Anaphylaxis Policy, Protocol and Guidelines** received and 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; and
 - 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.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo, that the response to the delegation and a copy of the presentation be included in the report to the Board, at the same time that the policy comes back from the Governance and Policy Committee.

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

In Favour

Opposed

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

The Amendment was declared

CARRIED

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

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford

D'Amico
Davis
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

16. Listing of Communications

- 16b. From Ontario Catholic Schools Trustees Association regarding Cannabis Regulation: Ministry of Education Consultations** not discussed.
- 16c. From Trustee Rizzo regarding Ontario's School Repairs and Maintenance Backlog** not discussed.

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
D'Amico
Davis
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Bottoni, seconded by Trustee Poplawski, 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
D'Amico
Davis
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Davis, 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
D'Amico
Davis
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

20. Adjournment

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that the meeting adjourn.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

SECRETARY

CHAIR



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:

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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

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 staff time 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**).
 - l) Special Education Specific PD for staff (**Appendix N**).

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?)	
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

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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	
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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> <ul style="list-style-type: none"> - 4 sessions with 20 to 25 teachers per session, who are currently teaching grade 9 Applied or Academic Math. <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>	<p>9/10 Applied Math</p>	<p>33</p>	<p>33</p>	<p>Days will be taken from other banks (code 94)</p>	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

Learning - Staff Engagement and Well-Being - School and Classroom Leadership		assessment (for/as/of learning) and the role it plays in increasing student learning, engagement and achievement - Develop strategies for using technology, in terms of math content, math communication, and/or monitoring/recording details of student mathematics learning, engagement and achievement - 30 teachers per session x 2 sessions per group x 4 groups = 240 days and 120 teachers	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 (GLC20)	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.

Special Services Professional Learning 2017-18 Summary					
Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Autism	Introduction to Autism and ABA Strategies	This will be a half day session discussing Autism and ABA strategies	Nov., 2017	Elementary EAs/CYWs	Elem
Autism	Communication and Students with Autism	This will be a half day session discussing Autism and communication strategies	Jan. 2017 and Feb., 2018	Elementary EAs/CYWs	Elem on Jan. 20, both elem/sec on Feb. 17
Autism	Behaviour and self-regulation	This will be a half day session discussing self-regulation and behaviour strategies for students with Autism	Jan. 20, 2018 and Feb. 17, 2018	Elementary EAs/CYWs	Elem on Jan. 20, both elem/sec on Feb. 17
Autism	Autism Spectrum Disorder Course for Kindergarten Teachers	3 Day Course focusing on Educational Practices, ABA strategies, Communication, Sensory, Behaviour	Nov. 8, 22, 29	Kindergarten Teacher Lead	Elem
Autism	Autism Spectrum Disorder Course for Kindergarten Teachers	3 Day Course focusing on Educational Practices, ABA strategies, Communication, Sensory, Behaviour	TBD in the Spring	Kindergarten Teacher Lead	Elem
Autism	Autism Spectrum Disorder Course for Special Education Teachers	3 Day Course focusing on Educational Practices, ABA strategies, Communication, Sensory, Behaviour	Dec. 6, 13, 20	Special Education Teacher Lead	Elem
Autism	Autism Spectrum Disorder Course for Special Education Teachers	3 Day Course focusing on Educational Practices, ABA strategies, Communication, Sensory, Behaviour	TBD in the Spring	Special Education Teacher Lead	Elem

Special Services Professional Learning 2017-18 Summary					
Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Autism	Introduction to Autism, PPM 140, ABA Strategies	Each AST will target their assigned schools to deliver a PPT focusing on PPM 140 and ABA Strategies and lead a discussion with staff. The flexibility is how each school would like the PD delivered i.e. lunch and learn, at staff meeting, with a family of schools, during a PA day, etc. What works best at the local level	This is a multi-year plan to support elementary schools. Each AST has approx. 20 schools.	Elementary School Staff	Elem
Autism	Educational Practices – geared to the local needs of the school	Each AST will speak with the department head to determine the focus of the PD and the target group i.e. resource dept., new staff, etc. This could take place during late start days, through a lunch and learn, department meeting, etc.	This is a multi-year strategy to support secondary schools. Each AST has approx. 9 schools.	Secondary Staff	Sec
Autism	Transition to Secondary School Service for Students ME/DD	1 day workshop focusing on elementary and secondary ME/DD ISP teachers working together on the transition plan for students entering into Gr. 9 complying with PPM 140	TBD in the Spring	Elementary/Secondary ME/DD ISP teachers with students in Grade 8	Elem/Sec

Special Services Professional Learning 2017-18 Summary					
Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Autism	Half day in-service for teachers with students attending the PAST program	The purpose is to review the PAST program and the goals with the home school teacher in order to build capacity in supporting students with high functioning Autism.	Sept./Oct. 2017	Elementary teachers	Elem
Autism	Half-day visits with the Connections For Students staff to meet the IBI providers in the IBI settings and to view the transitioning student in this setting.	The purpose is to plan for the students transitioning from the treatment setting into the school setting complying with PPM 140	Throughout the year	Elementary teachers	Elem
Autism	Introduction to Autism and ABA Strategies	Training provided to all new staff hired by HR which is offered on a monthly basis (EAs, CYWs, teachers, custodians, secretaries)	Monthly throughout the year	Teachers, support staff, custodians, secretaries	Elem/Sec
Autism/ME/DD	Supporting students in the ME/DD ISP	2 day course focusing on Educational practices, Communication, Behaviour, Sensory	TBD in the Winter	Teachers	Sec
Speech and Language	Kindergarten Teams - Interactive In-service	Interactive workshop for 12 Kindergarten Teams at 2 locations	October 3rd, 2017	28 Kindergarten Teams (Teachers and EAs)	Elementary
Speech and Language	Conversations in the Classroom	Workshop for 40 EAs and 40 CYWs (No code days required.)	November 2017 and January 2018	EAs and CYWs who work with i	Elementary
Speech and Language	1 day inservice for KLP Teachers	Workshop for KLP teams	March, 2018	8 program teachers	Elementary

Special Services Professional Learning 2017-18 Summary					
Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Speech and Language	ABC and Beyond- 3 day workshop	Enhancing communication skills in the classroom	Nov/Dec/Jan and Feb/March/April 2018	8 Kindergarten teams	Elementary
Speech and Language	Professional Learning Series for LI-	Math and IT Focus for LI ISP Teachers	1/1/2018 and Feb 2018	LI-ISP Teachers	Elementary
Deaf/Hard of Hearing	Two Day Training Workshop	Regular classroom teachers with D/HH students	October 19, 2017 and January 2018	Regular classroom teachers with D/HH students	Elementary
Deaf/Hard of Hearing	D/HH Accountability Meeting	Teacher committee members on D/HH accountability committee	2-Feb-18	D/HH ISP Teachers on Accountability Committee	Elem/Sec
Deaf/Hard of Hearing	In-service for D/HH ISP teachers	1/2 day Workshop for D/HH ISP teachers with Itinerant teachers	27-Mar-18	D/HH ISP Teachers	Elem/Sec
Deaf/Hard of Hearing	D/HH PD for Secondary	Workshop for 20 teachers on hearing loss awareness. (No code days required.)	Feb-18	20 Secondary Teachers	secondary
Mental Health	safeTALK	suicide awarenss training	PA days in October, Novemeber, December 2017, January, February, June 2018	any TCDSB staff (priority for CYWs, Eas, Teachers, Chaplains, HPE teachers 30 Participants NO COST PA day	ele and sec.
Mental Health	ASIST	suicide intervention training	Two days in Oct.. 2017	SW staff	ele and sec.
Mental Health	ASIST	suicide intervention training	Two days in Nov. 2017	SW staff	ele and sec.
Mental Health	ASIST	suicide intervention training	Two days in Nov. 2017	Psych staff	ele and sec.
Mental Health	ASIST	suicide intervention training	Two days in Jan. 2018	SW staff	ele and sec.
Mental Health	ASIST	suicide intervention training	Two Days in Jan. 2018	Guidance (ele, and sec) Administrators, SW , and Psychology	ele and sec.
Mental Health	ASIST	suicide intervention training	Two Days in April 2018	Psych staff	ele and sec.
Mental Health	ASIST	HPE and Mental health	TBD	HPE teachers	ele and sec.

Special Services Professional Learning 2017-18 Summary					
Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Mental Health	ASIST	FDK and Mental health	TBD	FDK staff	elementary
Mental Health	ASIST	Newcomer Mental health	TBD	teachers	ele and sec.
Social Work	SNAP	2 day training	PD Day - October 7th + one additional day TBD	9 Behaviour Teachers, 8 Behaviour CYWs, 1 SSRT Teacher, 2 SSRT CYWs	Elementary
Social Work	Social- Emotional Learning	Discuss and share social emotional strategies and programming including Behaviour Support Plans, Safety Plans and IEPs	TBD	19 Behaviour Program Teachers	Elementary
Social Work	Academic Program	Discuss and share best practices for academic support; specifcally Jump Math and Lexia	TBD	19 Behaviour Program Teachers	Elementary
Social Work	Social- Emotional Learning	Discuss and share social emotional strategies and programming including Behaviour Support Plans, Safety Plans and IEPs	TBD	19 Behaviour Program CYWs	Elementary
Social Work	Nonviolent Physical Crisis Intervention (CPI) Training or BMS Training	To develop skills managing students with challenging behaviours	Ongoing Monthly Sessions	Two-day training for certifications to all employees of TCDSB who deal with students presenting challenging or disruptive behaviours	Elementary and Secondary
Special Services	Individual Education Plans; Special Services Forms; GAFE	Introduction to Special Services Forms and IEPs; Using GAFE with Special Education Students	2017 September 25th, 26th, 27th, 28th, 29th; October 3rd	Elementary Special Education Teachers and Special Education Teachers New to Special Education	Elementary

Special Services Professional Learning 2017-18 Summary					
Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Special Services	Individual Education Plans; Special Services Forms; GAFE	Introduction to Special Services Forms and IEPs; Using GAFE with Special Education Students	2017 September 18th, 19th, 20th, 21st, and 22nd	Secondary Special Education Teachers	Secondary
Special Services	The Alternative Report Card; Transition Planning	Introduction to the Alternative Report Card	2017 November	Secondary Special Education Teachers New to Special Education	Secondary
Special Services	Individual Education Plans; Special Services Forms; GAFE	Review of Special Services Forms and IEPs	2017 October 2nd	Vice Principals and Principals New to the Role	Elementary and Secondary
Psychology/LD	Empower Decoding/Spelling 2-5	Training for teachers new to Empower	Sept., 2017	LD ISP, Empower Hub and SE Teachers	ES
Psychology/LD	Empower Decoding/Spelling 2-5	Training for teachers new to Empower	Nov., 2017	18 LD ISP, Empower Hub and SE Teachers	ES
Psychology/LD	Empower Decoding/Spelling 6-8	Training for teachers new to Empower D/S 6-8	Sept., 2017	LD ISP Teachers	ES
Psychology/LD	Empower Decoding/Spelling 6-8	Training for teachers new to Empower D/S 6-8	Nov., 2017	6 LD ISP Teachers	ES
Psychology/LD	Empower Vocabulary/Reading Comprehension 2-5	1/2 day Training for teachers new to Empower V/C 2-5	Sept , 2017	LD ISP and Hub Teachers	ES
Psychology/LD	Empower Secondary School	Training for teachers new to Empower Secondary	3 sessions	SS techers	SS
Psychology/LD	Lexia	Training for 70 teachers in using Lexia Reading	Oct. , 2017	LD ISP and SE Teachers	ES

Special Services Professional Learning 2017-18 Summary					
Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Psychology/LD	How to teach/support and monitor students with LD who are struggling in Math and literacy; Lexia follow-up	Teacher (70) administered assessments to monitor and facilitate progress in Math and Literacy; Lexia follow-up	Dec, 2017	LD ISP and SE Teachers	ES
Psychology/LD	Fundamentals for Teaching an LD ISP class	PD for teachers new to LD ISP	October, 2017	LD ISP Teachers	ES
Psychology/LD	Goal setting, intervention and progress monitoring in the LD ISP class (day 1)	The use of GAFE, literacy and math interventions, formal and informal assessment tools, and social-emotion learning in the LD ISP	Two sessions TBD	LD ISP Teachers	ES
Psychology/LD	LD PR Committee meeting	Participation as a member of the committee	Nov. 2017	SLD ISP Teacher, SS SET	ES, SS
Psychology/LD	LD PR Committee meeting	Participation as a member of the committee	Jan, February, April, June	SLD ISP Teacher, SS SET	ES, SS
Psychology/LD	Update on LD to Principals	Assessment, diagnosis, identification and programming for students with LD	Jan, 2018	School administrators	ES, SS
Psychology/LD	Understanding the learning profile of students with LD to increase math achievement	How to teach/support students with LD who are struggling in Math	Feb, 2018	SS teachers	SS
Psychology	Understanding challenging behaviours in children and adolescents and how to help manage them	Strategies for the classroom	PA Day -November	Eas and CYWs	ES, SS

Special Services Professional Learning 2017-18 Summary					
Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Psychology	Supporting our children's emotional health	Psychology Month Symposium for educators and parents (after hours)	PA Day February	Teachers, EAs, CYWs, Parents, other staff	ES, SS
Psychology/Gifted	Supporting the emotional health of students with Giftedness	How to recognize depression/anxiety and how to help. Strategies for the classroom.	PA Day -December	Gifted ISP and Withdrawal teachers	ES
Psychology/Gifted	Gifted PR Committee meeting	1/2 day Participation as a member of the committee	Three sessions	Gifted ISP Teacher, SS teacher	ES, SS



REPORT TO

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

STUDENT VOICE IN HELPING TO CREATE SAFER SCHOOLS

Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.

Timothy 4:12

Created, Draft	First Tabling	Review
November 20, 2017	December 7, 2017	Click here to enter a date.

Vincent Burzotta, Superintendent Safe Schools
Nadia Adragna, Principal Msgr. Fraser St. Martin Campus

INFORMATION REPORT

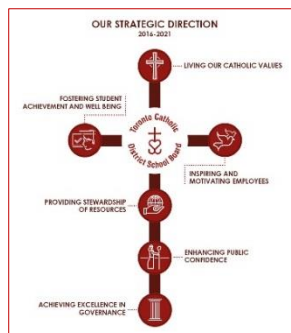
Vision:

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 annual Safe School Report provides behavioural and perceptual data which identifies how school communities are ensuring that they remain, safe, caring and accepting. The data gathered from the Safe School report helps identify trends and yearly action plans to address areas of need. Although students are surveyed on numerous Safe School issues they have never been asked to specifically propose solutions to increase the level of safety in schools.

Beginning in the 2017-2018 academic year, the annual Safe School Surveys administered to both elementary and secondary students will be expanded to allow students to provide input about ideas, practices and strategies that will make their school safer and improve the school climate.

Specific focus group discussions will be held with CSLIT and ECSLIT to receive feedback and suggestions about improving school safety.

A new section titled *Student Voice* will be included in the annual Safe School Report and will summarize student suggestions on how to increase level of safety in schools. A report back on student input will be available in the 2017-2018 Safe School Report and subsequent annual reports.

The cumulative staff time required to prepare this report was 3 hours

B. PURPOSE

At the October 19th Committee of the Board Meeting staff was directed to follow up with a report to provide student input on proposed solutions to increase the level of safety in schools; and that a member of CSLIT in addition to the Student Trustees serve on the Safe Schools Committee.

C. BACKGROUND

Currently, students are surveyed annually on numerous issues that impact safety in schools. Although their perceptions are gathered at the local level and shared system wide in the annual Safe School Report, student input on proposed solutions to increase the level of safety in schools have never been formally reported in this report. New and existing opportunities to gather

student voice will be summarized and included in the annual Safe School Report.

D. EVIDENCE/RESEARCH/ANALYSIS

1. For the purposes of gathering student voice, existing mechanisms and new mechanisms as identified below will be used to inform 2017-18 annual Safe School Report and subsequent reports thereafter.
2. The following existing opportunities to engage student voice include:
 - i. Safe Schools Student ambassador forums;
 - ii. Student participation on each school's Safe and Accepting School team to determine the bullying prevention plan, progressive discipline plan and emergency response plan;
3. The following new opportunities to engage student voice will be implemented:
 - i. Add a member of CSLIT to the composition of the Safe Schools Advisory team, in addition to the Student Trustee;
 - ii. Beginning this school year, the annual Safe School Survey (secondary) and Safe and Caring Catholic school climate Survey (elementary), students will be provided an opportunity to offer feedback about strategies that could make their school safer;
 - iii. Initiate a CSLIT and ECSLIT forum to address issues of school safety and gather feedback on how to address safe school issues.

E. METRICS AND ACCOUNTABILITY

1. A new section titled *Student Voice* will be included in the annual Safe School Report and will summarize student suggestions on how to increase level of safety in schools. A report back on student input will be available in the 2017-2018 Safe School Report and subsequent annual reports.

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

NON-QUALIFYING TRANSPORTATION STUDENTS BY TRUSTEE WARD, 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

Created, Draft	First Tabling	Review
November 27, 2017	December 7, 2017	
J. Volek, Acting Comptroller Planning and Development		
INFORMATION REPORT		

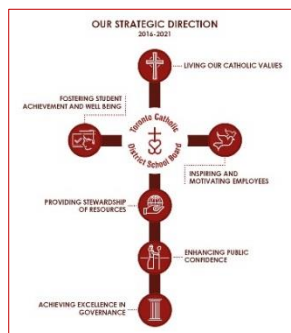
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Director of Education

D. Koenig
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

At the request of the Board, staff have assembled statistics on the number of Extenuating Circumstance and Non-Qualifying transportation students by Trustee ward.

The cumulative staff time dedicated to developing this report was 7 hours.

B. PURPOSE

At the September 7, 2017 Student Achievement and Well Being, Catholic Education and Human Resources Committee, a Trustee motion directed staff to report on the number of Non-Qualifying students by Trustee ward:

“Report regarding the 7,000 non-qualifying students by ward and area (Presentation by Kevin Hodgkinson, GM, TSTG regarding Student Transportation Update)”

This report therefore provides information pertaining to the number of Extenuating Circumstance and Non-Qualifying transportation students by Trustee ward.

C. BACKGROUND

1. There are 7217 Non-Qualifying TCDSB students receiving transportation service and this service generates the largest cost to the Consortium at approximately \$1.1M. If the service were to be discontinued, there is a potential risk of losing approximately 60% of these students—due to student home addresses being in closer geographic proximity to TDSB schools versus TCDSB schools.
2. **September 7, 2017** – At the Student Achievement and Well Being, Catholic Education and Human Resources Committee, a Trustee motion directed staff to report on the number of Non-Qualifying students by Trustee ward:

“Report regarding the 7,000 non-qualifying students by ward and area (Presentation by Kevin Hodgkinson, GM, TSTG regarding Student Transportation Update)”

3. **September 18, 2017** – By way of e-mail, staff provided all Trustees with a simple table that details the number of courtesy and Non-Qualifying students by school, and a definition for each category of student. Please refer to *Appendix 'A'* for details.
4. The following are definitions of various Extenuating Circumstance (EXC) and Non-Qualifying (NQ) students:

Empty Seat (EXC)—students who are not eligible for service, who live less than 1.5 km from the school or outside the Board approved fixed boundary, and are walking to an existing bus stop and utilize unused seats on the bus.

Empty Seat Priority (EXC)—generally students are siblings of students with special needs, redirected students, or children in the care of Catholic Children's Aid Society (CCAS). Students are provided home stops.

Non Qualifying (NQ)—students who are not eligible for service, who live less than 1.5 km from the school or outside the Board approved fixed boundary, but have been approved by Board for transportation service. Similar to eligible students, local neighbourhood stops are created for these students and students walk to these locations for service.

High School Extenuating Circumstance—since no transportation is provided for high school aged students (other than those with specific special needs) students who are in financial need can apply for transit assistance.

Note: *Appendix 'B'* provides greater detail on how and when these Extenuating Circumstance and Non-Qualifying students are accommodated on buses.

5. The following table provides the number of Extenuating Circumstance (EXC) and Non-Qualifying (NQ) students by Trustee ward:

Trustee Ward	Empty Seat & Priority Empty Seat (EXC)	Non-Qualifying (NQ)	Prorated Cost to Provide Service
1	691	693	\$105,626
2	486	442	\$67,369
3	298	1094	\$166,745
4	430	729	\$111,113

5	412	678	\$103,339
6	124	192	\$29,264
7	534	388	\$59,138
8	135	582	\$88,707
9	283	452	\$68,893
10	129	330	\$50,298
11	612	494	\$75,294
12	415	1143	\$174,214
Total:	4549	7217	\$1,100,000

D. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Definitions

EMP	Empty Seat - students who live less than 1.5km from the school or outside the school catchment area and are walking to an existing bus stop
ESP	Empty Seat Priority - generally students are siblings of students with special needs, redirected students, or children in the care of CCAS. Students are provided home stops.
EXC	Extenuating Circumstance - students who do not fall with the eligible transportation area and are unable to walk to an existing stop. Students are accommodated with home stops on existing vehicles only if there is room and time available on an existing bus and at no additional cost to the Board.
NQ	Non Qualifying - students who reside within designated areas/boundary within the 1.5km area to their local school as approved by the Board of Trustees. Similar to eligible students due to distance, local neighbourhood stops are created for these students and students walk to these locations for service. Common reason behind NQ: 1, collapse a boundary to a major artery when only a few streets are impacted; 2, perceived safety hazards that do not meet our safety criteria; 3, student retention strategy where boundaries are formed near TDSB schools.)
HS EXC	High School Extenuating Circumstances - Since no transportation is provided for high school aged students (other than those with specific special needs) students who are in financial need can apply for transit assistance.

Courtesy and NQ Seats

School	EMP	ESP	EXC	NQ	HS EXC (transit)	Grand Total
ALL SAINTS				92		92
ANNUNCIATION CATHOLIC SCHOOL	6		22			28
BISHOP ALLEN ACADEMY		1			26	27
BISHOP MARROCCO		1			18	19
BLESSED ARCHBISHOP ROMERO		1			14	15
BLESSED CARDINAL NEWMAN		2			14	16
BLESSED MARGHERITA OF CITTA DI CASTELLO		5	1			6
BLESSED PIER GIORGIO FRASSATI	3	3				6
BLESSED POPE PAUL VI	18		5			23
BLESSED SACRAMENT CATHOLIC SCHOOL	38	1	11	105		155
BLESSED TRINITY CATHOLIC SCHOOL	6	5	4	18		33
BREBEUF COLLEGE- 211 STEELES AVE (W-ENT)		1			22	23
CANADIAN MARTYRS	20			47		67
CARDINAL CARTER ACADEMY					12	12
CARDINAL LEGER CATHOLIC SCHOOL		2		12		14
CHAMINADE COLLEGE					14	14
DANTE ALIGHIERI ACADEMY					25	25
D'ARCY MCGEE CATHOLIC SCHOOL		3	14			17
EPIPHANY OF OUR LORD	19			2		21
FATHER HENRY CARR					24	24
FATHER JOHN REDMOND		4			21	25
FATHER SERRA CATHOLIC SCHOOL			3	123		126
FRANCIS LIBERMANN					34	34
HOLY ANGELS CATHOLIC SCHOOL	34	1	2	153		190
HOLY CHILD CATHOLIC SCHOOL	28	5	27			60
HOLY CROSS CATHOLIC SCHOOL	65		3	46		114
HOLY FAMILY CATHOLIC SCHOOL		2	20			22
HOLY NAME CATHOLIC SCHOOL	23	5	2	71		101
HOLY ROSARY CATHOLIC SCHOOL	83	1	1			85
HOLY SPIRIT CATHOLIC SCHOOL	13		13	115		141
IMMACULATE CONCEPTION CATHOLIC SCHOOL	28	5	4	30		67
IMMACULATE HEART OF MARY CATHOLIC SCHOOL	8			34		42
JAMES CARDINAL MCGUIGAN		1			17	18
JAMES CULNAN CATHOLIC SCHOOL	3	1	7	19		30
JEAN VANIER		1			20	21
JOSYF CARDINAL SLIPYJ CATHOLIC SCHOOL			2			2
LORETTO ABBEY					18	18
LORETTO COLLEGE		1			13	14
MADONNA		3			16	19
MARSHALL MCLUHAN					21	21
MARY WARD		1			17	18
MICHAEL POWER/ST. JOSEPH					41	41
MOTHER CABRINI CATHOLIC SCHOOL	46	1	2			49
MSGR PERCY JOHNSON		3			20	23

Courtesy and NQ Seats

School	EMP	ESP	EXC	NQ	HS EXC (transit)	Grand Total
MSGR FRASER COLLEGE ALTERNATIVE					2	2
MSGR FRASER COLLEGE FUNDY LANE					5	5
MSGR FRASER COLLEGE NORTHFINCH					6	6
MSGR FRASER COLLEGE SCARBOROUGH					6	6
MSGR FRASER COLLEGE TORONTO		1			2	3
MSGR JOHN CORRIGAN CATHOLIC SCHOOL	41	6	5	10		62
NATIVITY OF OUR LORD CATHOLIC SCHOOL	111	1				112
NEIL MCNEIL					19	19
NOTRE DAME		1			21	22
OUR LADY OF ASSUMPTION CATHOLIC SCHOOL	6	5	77	24		112
OUR LADY OF FATIMA	34	1	2	169		206
OUR LADY OF GRACE CATHOLIC SCHOOL		2	5	84		91
OUR LADY OF GUADALUPE CATHOLIC SCHOOL		1	4	58		63
OUR LADY OF LOURDES	24	7	4	377		412
OUR LADY OF PEACE CATHOLIC SCHOOL	94	1	2	54		151
OUR LADY OF PERPETUAL HELP CATHOLIC SCHO	1					1
OUR LADY OF SORROWS CATHOLIC SCHOOL	14	9		126		149
OUR LADY OF VICTORY CATHOLIC SCHOOL	6	5	1	18		30
OUR LADY OF WISDOM CATHOLIC SCHOOL			1			1
POPE FRANCIS CATHOLIC SCHOOL		12	16			28
PRECIOUS BLOOD CATHOLIC SCHOOL	18	3	9	49		79
REGINA MUNDI CATHOLIC SCHOOL		2				2
SACRED HEART CATHOLIC SCHOOL		2	9	52		63
SANTA MARIA CATHOLIC SCHOOL		3	3			6
SENATOR O'CONNOR		1			25	26
ST AGATHA CATHOLIC SCHOOL	45		2	76		123
ST AGNES CATHOLIC SCHOOL	32	5	17	53		107
ST AIDAN CATHOLIC SCHOOL	72	2	17	55		146
ST ALBERT CATHOLIC SCHOOL	210	3	19			232
ST ALPHONSUS CATHOLIC SCHOOL	56	5	4			65
ST AMBROSE CATHOLIC SCHOOL	1			52		53
ST ANDRE CATHOLIC SCHOOL	11	1				12
ST ANGELA CATHOLIC SCHOOL	175	17	10			202
ST ANSELM CATHOLIC SCHOOL	6	4				10
ST ANTHONY CATHOLIC SCHOOL	7	2	10	23		42
ST ANTOINE DANIEL CATHOLIC SCHOOL	5		2			7
ST AUGUSTINE CATHOLIC SCHOOL		1	7			8
ST BARBARA CATHOLIC SCHOOL	1	2		109		112
ST BARNABAS CATHOLIC SCHOOL	13	2		104		119
ST BARTHOLOMEW CATHOLIC SCHOOL	1					1
ST BASIL		2			23	25
ST BEDE CATHOLIC SCHOOL			1			1
ST BENEDICT CATHOLIC SCHOOL	159		3	106		268
ST BERNARD CATHOLIC SCHOOL	57	15	10	179		261

Courtesy and NQ Seats

School	EMP	ESP	EXC	NQ	HS EXC (transit)	Grand Total
ST BONAVENTURE CATHOLIC SCHOOL	6	3	2	2		13
ST BONIFACE CATHOLIC SCHOOL	9	2		104		115
ST BRENDAN CATHOLIC SCHOOL	1			121		122
ST BRIGID CATHOLIC SCHOOL	27	5	22			54
ST BRUNO-ST RAYMOND	3	9	3			15
ST CATHERINE CATHOLIC SCHOOL	19	1		8		28
ST CECILIA CATHOLIC SCHOOL	20	5	1	138		164
ST CHARLES CATHOLIC SCHOOL	14	3	4	3		24
ST CHARLES GARNIER		6	4			10
ST CLARE CATHOLIC SCHOOL	19		1	42		62
ST CLEMENT CATHOLIC SCHOOL	1	1	1			3
ST COLUMBA CATHOLIC SCHOOL	12	4	6	41		63
ST CONRAD CATHOLIC SCHOOL	47	8	14	76		145
ST CYRIL CATHOLIC SCHOOL	55					55
ST DEMETRIUS CATHOLIC SCHOOL	14		6			20
ST DENIS CATHOLIC SCHOOL	8			54		62
ST DOMINIC SAVIO CATHOLIC SCHOOL	31	8		53		92
ST DOROTHY CATHOLIC SCHOOL	16	2		106		124
ST DUNSTAN CATHOLIC SCHOOL	3	1		47		51
ST EDMUND CAMPION CATHOLIC SCHOOL	9	1		117		127
ST EDWARD CATHOLIC SCHOOL	39	5	2			46
ST ELIZABETH CATHOLIC SCHOOL	15	7	1	17		40
ST ELIZABETH SETON CATHOLIC SCHOOL		7		14		21
ST EUGENE CATHOLIC SCHOOL	7	3	5	44		59
ST FIDELIS CATHOLIC SCHOOL	15		8	104		127
ST FLORENCE CATHOLIC SCHOOL			2	25		27
ST FRANCIS DE SALES CATHOLIC SCHOOL	6	4	4	119		133
ST FRANCIS OF ASSISI CATHOLIC SCHOOL			12			12
ST FRANCIS XAVIER CATHOLIC SCHOOL	16	7	3	165		191
ST GABRIEL CATHOLIC SCHOOL	5			57		62
ST GERALD CATHOLIC SCHOOL	81	4		6		91
ST GREGORY CATHOLIC SCHOOL	17	1	4	40		62
ST HELEN CATHOLIC SCHOOL		4				4
ST HENRY CATHOLIC SCHOOL	2	1		70		73
ST IGNATIUS OF LOYOLA CATHOLIC SCHOOL	10			73		83
ST ISAAC JOGUES CATHOLIC SCHOOL	32	2	12			46
ST JAMES CATHOLIC SCHOOL	6			30		36
ST JANE FRANCES CATHOLIC SCHOOL	14	17	26	157		214
ST JEAN DE BREBEUF CATHOLIC SCHOOL		2	1			3
ST JEROME CATHOLIC SCHOOL	53			99		152
ST JOACHIM CATHOLIC SCHOOL	8	4	7	50		69
ST JOHN CATHOLIC SCHOOL	19	1		86		106
ST JOHN BOSCO CATHOLIC SCHOOL	5	3		132		140
ST JOHN EVANG @ 20 BEVERLY HILLS DR		4				4

Courtesy and NQ Seats

School	EMP	ESP	EXC	NQ	HS EXC (transit)	Grand Total
ST JOHN VIANNEY CATHOLIC SCHOOL	16	3	8	41		68
ST JOHN PAUL II					29	29
ST JOHN XXIII CATHOLIC SCHOOL	110	1	1			112
ST JOSAPHAT CATHOLIC SCHOOL	1	1	11			13
ST JOSEPH CATHOLIC ELEMENTARY SCHOOL	12	9	15	24		60
ST JOSEPH COLLEGE		2			21	23
ST JOSEPH MORROW PARK		1			18	19
ST JUDE CATHOLIC SCHOOL	4	2		84		90
ST KATERI TEKAKWITHA CATHOLIC SCHOO	1			42		43
ST KEVIN CATHOLIC SCHOOL	4	5	4	15		28
ST LAWRENCE CATHOLIC SCHOOL	2	3	1	11		17
ST LEO CATHOLIC SCHOOL	66	2	3			71
ST LOUIS CATHOLIC SCHOOL			3			3
ST LUIGI CATHOLIC SCHOOL			6			6
ST MALACHY CATHOLIC SCHOOL	5	1		3		9
ST MARCELLUS CATHOLIC SCHOOL	15	1	6	5		27
ST MARGARET CATHOLIC SCHOOL	10	8		175		193
ST MARIA GORETTI CATHOLIC SCHOOL	7	3	3	53		66
ST MARK CATHOLIC SCHOOL	6		14			20
ST MARTHA CATHOLIC SCHOOL			5			5
ST MARTIN DE PORRES CATHOLIC SCHOOL	23			71		94
ST MARY CATHOLIC ELEMENTARY SCH	5	1		1		7
ST MARY OF THE ANGELS CATHOLIC SCHOOL			13			13
ST MARY SECONDARY		2			15	17
ST MATTHEW CATHOLIC SCHOOL	15	9	1	168		193
ST MATTHIAS CATHOLIC SCHOOL	15	5	7	52		79
ST MICHAEL CATHOLIC SCHOOL	4		2			6
ST MONICA CATHOLIC SCHOOL	2	1	6	41		50
ST MOTHER TERESA					10	10
ST NICHOLAS CATHOLIC SCHOOL	16	2		57		75
ST NICHOLAS OF BARI CATHOLIC SCHOOL		2	15			17
ST NORBERT CATHOLIC SCHOOL		1		127		128
ST PASCHAL BAYLON CATHOLIC SCHOOL	2	1		122		125
ST PATRICK					17	17
ST PAUL CATHOLIC SCHOOL	22	4	1	74		101
ST PIUS X CATHOLIC SCHOOL	2	2	3	120		127
ST RAPHAEL CATHOLIC SCHOOL	123	8	3	77		211
ST RICHARD CATHOLIC SCHOOL	115	6	4			125
ST RITA CATHOLIC SCHOOL		2	6			8
ST ROBERT CATHOLIC SCHOOL	34	3	2			39
ST ROCH CATHOLIC SCHOOL	38	6	14	78		136
ST ROSE OF LIMA CATHOLIC SCHOOL	18	2	1	20		41
ST SEBASTIAN CATHOLIC SCHOOL		5	12			17
ST SIMON CATHOLIC SCHOOL	3	3		97		103

Courtesy and NQ Seats

School	EMP	ESP	EXC	NQ	HS EXC (transit)	Grand Total
ST STEPHEN CATHOLIC SCHOOL	65	1	7	166		239
ST SYLVESTER CATHOLIC SCHOOL	16		24			40
ST THERESA SHRINE CATHOLIC SCHOOL	4	4		78		86
ST THOMAS AQUINAS CATHOLIC SCHOOL	69	4		149		222
ST THOMAS MORE CATHOLIC SCHOOL	17	1	2	56		76
ST TIMOTHY CATHOLIC SCHOOL	38	3				41
ST URSULA CATHOLIC SCHOOL	19	3		13		35
ST VICTOR CATHOLIC SCHOOL	18	2	3	89		112
ST VINCENT DE PAUL						0
ST WILFRID CATHOLIC SCHOOL	43	1		193		237
STELLA MARIS CATHOLIC SCHOOL		2	17			19
STS COSMAS AND DAMIAN CATHOLIC SCHOOL		4	3			7
THE DIVINE INFANT CATHOLIC SCHOOL		1	1			2
THE HOLY TRINITY @ CHRIST THE KING	4					4
THE HOLY TRINITY @ ST TERESA	1					1
TRANSFIGURATION CATHOLIC SCHOOL		2	32			34
VENERABLE JOHN MERLINI CATHOLIC SCHOOL	5		2	70		77
Grand Total	3300	454	795	7217	626	12392
NQ & HS EXC data current 2016						
EMP, EXC, ESP data Current September 2017						

	Empty Seat (EMP)	Non-Qualifying (NQ)	Extenuating Circumstances (EXC), Priority Seats (ESP), Temporary Medical (TMD)
What are they?	Students who are not eligible for service but walk to eligible bus stops and utilize unused seats on the bus.	Students who are receiving transportation that do not meet the Board Transportation Requirement but have been approved by the Board/Admin.	Priority seats are for siblings of students in special education programs or for students identified in a 'Fresh Start' program. Temporary Medical are students who have a temporary medical condition and need assistance in their travel (i.e. Broken leg); Extenuating Circumstances (TCDSB only) unused seats for compassionate or supervision related reasons.
How are students accommodated?	Generally on an existing stop on a large capacity bus where space is available.	Neighbourhood stops created and students walk to these locations normally on large bus.	Home stops created for these students and placed generally on Mini Bus Runs where space and time are available.
When are students accommodated?	TCDSB - rolled over year after year; TDSB accommodated in October. Based on applications forms from the school.	Rolled over year after year. TCDSB reduction through attrition; TDSB reduction upon confirmation from TDSB Administration	After route planning but before the start of the school year.
Conditions?	If a seat is required by eligible student the empty seat students are removed	Students maintain a seat through the school year.	Students maintain a seat through the school year.
Where students are placed?	Only on runs going to existing schools. Not shared between Boards.	Stops and runs may be created for these students as needed.	Placed on mini bus runs, generally shared between Boards.
Cost:	At no additional cost to Board	TCDSB = \$1.1M; TDSB = \$287,000	At no additional cost to Board



REPORT TO

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

FRENCH IMMERSION CONSULTATION RESULTS

The plans of the mind belong to mortals, but the answer of the tongue is from the Lord. All one's ways may be pure in one's own eyes, but the Lord weighs the spirit. Commit your work to the Lord, and your plans will be established. Proverbs 16

Created, Draft	First Tabling	Review
November 27, 2017	December 7, 2017	Click here to enter a date.

Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; ICT
Marina Vanayan, Senior Coordinator Educational Research
Adrian Della Mora, Superintendent Human Resources and Employee Relations
John Wujek, Superintendent Area 5 Schools
John Shanahan, Superintendent Area 6 Schools
Doug Yack, Superintendent Area 2 Schools
Michael Caccamo, Superintendent Area 3 Schools

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

On February 2, 2017 at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee of the Board, the report ***Long-Term Program Plan - Results of Stakeholder Consultation for French Immersion sites*** was approved and made recommendations to open French Immersion programs at various schools in 2017 and 2018.

In the spring of 2017, 5 new elementary French Immersion Programs opened at: Cardinal Leger, St Benedict, St Eugene, St Gerald, St Jerome and 1 new secondary program opened at Blessed Cardinal Newman.

This report presents community consultation, student enrolment, retention, recruitment and hiring data that informed further recommendations with regard to the implementation for French Immersion.

In addition, this report presents retention rates for French Immersion and Extended French; and identifies concerns related to recruitment of qualified French teachers.

This report recommends implementing French Immersion at St Alphonsus, St Brigid, St Louis and St Mary.

A subsequent report is being written about the consultation for French Immersion at St Rita, as the information was not available at the time of the submission of this report.

The cumulative staff time required to prepare this report was 110 hours

B. PURPOSE

1. This report presents the results of community consultations related to the implementation of French Immersion in the following communities:

Elementary: St Vincent de Paul, St Alphonsus, St Louis, St Mary, St Brigid, St Jane Frances;

Secondary: Bishop Marrocco/Thomas Merton and St Patrick.

C. BACKGROUND

1. The Long Term Program Plan consultation process was approved in principle by the Board on October 20, 2016.
2. A further report (**Long-Term Program Plan - Results of Stakeholder Consultation for French Immersion sites**) was approved at the February 2, 2017 Student Achievement and Well-Being, Catholic Education and Human Resources Committee of the Board. In this report there were recommendations about sites at which French Immersion programs would be opened for September 2017 and September 2018.
3. Consultations were held in each of the communities proposed to have French Immersion.
4. The elementary school consultation process entailed the following:
 - a. Members of the school community, and members of neighbouring TCDSB schools that do not have French Immersion, were invited to a consultation evening.
 - b. Information about the consultation evening was sent to all nearby childcare facilities.
 - c. Information about the consultation evening was sent to local parishes, to be included in parish bulletins.
 - d. A survey was given to each family in attendance at the consultation evening. Survey results were tracked based on whether the family had students currently enrolled at the school, or whether they were from the greater community. These surveys were administered to see if there was adequate interest in French Immersion from potential new students.
 - e. After the consultation evening, the same survey (one per family) was given to all members of the school community.
 - f. Collected data from each consultation was compiled by the research department staff and reviewed by senior staff in order to make recommendations.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Detailed results for the surveys from the consultation at each school are shown in Appendices A-G. To the left of each school name in Table 1, you will see the respective appendix (eg. St Jane Frances detailed results are in Appendix C).

2. Only the data from the local school surveys is shown in Table 1. The majority of the attendees at consultation evenings were parents of students attending the school. There were very few surveys completed by members of the greater community. Community data is shown in the individual school results in the appendices.
3. Table 1 below presents a summary of the results of the French Immersion consultation surveys collected from families in elementary schools:

TABLE 1: French Immersion Consultation Results					
School	# Families (1 survey per family)	Surveys Returned	Summary of Survey Results from School Community		
			In Favour	Against	No Response
A. St Alphonsus	190	93 (49%)	76 (82%)	13 (14%)	4 (4%)
B. St Brigid	481	141 (29%)	99 (70%)	42(30%)	0
C. St Jane Frances	558	342 (61%)	68 (20%)	272 (80%)	2 (0.6%)
D. St Louis	170	77 (45%)	68 (88%)	8 (10%)	1 (2%)
E. St Mary	310	126 (41%)	112 (89%)	12 (10%)	2 (2%)
F. St Vincent de Paul	310	136 (44%)	48 (35%)	83 (61%)	5 (4%)

4. The Bishop Marrocco / Thomas Merton community (parents from the school and parents from neighbouring elementary schools) were invited to attend a consultation on October 10, 2017.

Comments at the meeting were constructive regarding future programming possibilities for the school. Surveys were collected at the consultation evening: 15 surveys were submitted; parents from three elementary schools were present however all returned surveys were from parents at one elementary school.

In response to the question if in favour of French Immersion at Bishop Marrocco / Thomas Merton, of the 15 surveys returned: 8 were not in favour 3 were in favour and 4 did not respond.

Follow-up meetings were held at the school with key staff, the school Superintendent and the Associate Director. With regard to offering French Immersion as a specialty program for admission to Bishop Marrocco / Thomas Merton the recommendation is that it should be delayed until the registration process for 2019-2020. This would allow for the staff of Bishop Marrocco / Thomas Merton to promote and prepare for the French Immersion program and target specific elementary feeder schools. There were discussions with the local Trustee in regards to this recommendation.

5. St Patrick Catholic School Parent Council (CSPC) was consulted in the spring of 2017. The parent council and staff from the school indicated that they are already working on implementing a number of programs. A concern was raised regarding the impact on the implementation of French Immersion on existing programs. The views of the St Patrick CSPC were discussed with the local Trustee and no further consultation was sought.

RETENTION RATES

6. Table 2 shows enrolment data for the group of students who began Senior Kindergarten in 2005-2006. It shows the enrolment in each of the highlighted grades, tracked over time, including those students who were either demitted from the board, or were admitted to join this group as they went through the grades. The chart focuses on specific years for these reasons:
 - a. Senior Kindergarten: 2005-2006 – French Immersion began (prior to 2014-2015)
 - b. Grade 1: 2006-2007 –Core French begins
 - c. Grade 5: 2010-2011 –Extended French begins
 - d. Grade 8: 2013-2014 –Last year for students in elementary prior to attending secondary school
 - e. Grade 9: 2014-2015 –First year of high school, which allows us to track how many students remained in the TCDSB for secondary
 - f. Grade 12: 2017-2018 –Final year of secondary school, which allow us to track how many students remain in French in the TCDSB.

TABLE 2: ENROLMENT DATA OVER TIME - LISTED BY GRADE

All records in this chart relate to students who began SK in 2005-2006 and moved through the grades – including admissions and demissions throughout the years

	2005-2006 SK	2006-2007 Gr 1	2010-2011 Gr 5	2013-2014 Gr 8	2014-2015 Gr 9	2017-2018 Gr 12
# Students	5439	5757	6146	6437	7030	8909*
Core French		5518	5379	5773	5058	613
French Immersion	196	214	164	145	77	88
Extended French			541	474	306	211

*Some Gr 12 students remain for a fifth year

7. Tables 3 shows cohort data for the students that were in Senior Kindergarten French Immersion in 2005-2006. This table only tracks students that were in the program in year 1 and follows these students through to Grade 12 in the TCDSB. Students who were admitted from other schools or boards are not tracked in this table, only the original cohort is tracked.

In Table 3 you will note the following for this cohort of students:

- 52% of the original cohort of FI students was still in FI by the end of Gr 8 (102 of 196)
- 92% of Gr 8 French Immersion students chose TCDSB secondary schools (94 of 102, split as follows for Gr 9– 58 FI, 17 EF, 19 Core)
- 86% of Gr 9 FI students are still in FI by Gr 12 (50 of 58)
- 33% of the original cohort of FI students is still taking French this year in Gr 12 (64 of 196, split as follows for Gr 12 – 50 FI, 5 EF, 9 Core)

TABLE 3: COHORT DATA FOR 2005-2006 SK CLASS In FI

2005-2006 SK Cohort of French Immersion through to Gr 12 TCDSB French

Cohort data	2005-2006 SK	2010-2011 Gr 5	2013-2014 Gr 8	2014-2015 Gr 9	2017-2018 Gr 12
French Immersion (5 schools)	196	125	102	Immersion – 58 Extended- 17 Core – 19	Immersion- 50 Extended – 5 Core – 9
				Total still in French - 94	Total still in French - 64

8. Tables 4 shows cohort data for the students that were in Senior Kindergarten in 2005-2006 and entered the Extended French Program in Gr 5 in 2010-2011. This table only tracks students that were in the program in year 1 and follows these students through to Grade 12 in the TCDSB. Students who were admitted from other schools or boards are not tracked in this table, only the original cohort is tracked.

In Table 4 you will note the following for this cohort of students:

- 77% of the original cohort of EF students was still in FI by the end of Gr 8 (418 of 541)
- 82% of Gr 8 EF students chose TCDSB secondary schools (345 of 419, split as follows for Gr 9– 1 FI, 181 EF, 163 Core)
- 70% of Gr 9 EF students are still in EF by Gr 12 (126 of 181)
- 34% of the original cohort of EF students is still taking French this year in Gr 12 (183 of 345, split as follows for Gr 12 – 1 FI, 126 EF, 56 Core)

TABLE 4: COHORT DATA FOR 2005-2006 SK CLASS In EF in Gr 5					
2010-2011 Gr 5 Cohort of Extended French through to Gr 12 TCDSB French					
Cohort data	2005-2006 SK	2010-2011 Gr 5	2013-2014 Gr 8	2014-2015 Gr 9	2017-2018 Gr 12
Extended French (19 schools)	NA	541	419	Immersion – 1 Extended – 181 Core – 163	Immersion – 1 Extended – 126 Core – 56
				Total still in French - 345	Total still in French - 183

9. The following is true for the 2005-2006 cohort of SK students who chose French specialty programs, based on Table 2: Enrolment Data, Table 3: French Immersion and Table 4: Extended French:

- While the retention rate for French Immersion is low from SK to Gr 5 (52%), the retention rates of students in French specialty programs is high from Gr 5 to Gr 8. Evidence:
 - 77% of the original cohort of EF students in Gr 5 was still in the program in Gr 8 (102 of 105 students)
 - 82% of the students still in FI by Gr 5 wer still in FI by the end of Gr 8 (102 of 125 students)
- The retention rates of students in Gr 8 French specialty programs is high. Evidence:

- 92% of the Gr 8 FI students and 82% of the Gr 8 EF students chose TCDSB secondary schools (94 of 102, 345 of 419 students respectively)
- The retention rates of students in secondary school French courses by Gr 12 is higher for French specialty programs than for Core French.
Evidence:
 - 86% of FI students in Gr 9 are still in FI by Gr 12
 - 70% of EF students in Gr 9 are still in EF by Gr 12
 - Approximately 12% of Gr 9 Core French students are still taking French course by Gr 12. Although we do not have specific cohort data for the 613 students in Gr 12 Core French this year, we know that there were 5058 students in Core French for Gr 9.

RECRUITMENT AND HIRING OF FRENCH QUALIFIED TEACHERS

1. The TCDSB will continue to experience recruitment demand pressures over the next several years for the following reasons:
 - In Ontario (and Canada) the demand for qualified French teachers continues to increase;
 - Since 2012 TCDSB has introduced ten new French Immersion programs at the following schools:

2012 James Culnan
2013 Blessed Pier Giorgio Frassati
2015 Holy Rosary, St Leo
2017 Cardinal Leger, St Benedict, St Eugene, St Gerald, St Jerome
Blessed Cardinal Newman
 - In order to meet implementation needs within these ten existing programs and proposed new French programs, the TCDSB will need to hire 25 new French teachers in the 2018-2019 and 24 new French teachers in the 2019-2020 academic year.
 - This report recommends the implementation of French Immersion at 4 additional sites: St Alphonsus, St Brigid, St Mary and St Louis. (Pending results from the St Rita community consultation). This will place additional pressure on recruitment efforts.

- In light of retirements, leaves and attrition, it is anticipated that Core French and Extended French programs may also require additional French teachers to be hired in the coming years.

2. Data related to recruitment of applicants for French positions in the TCDSB:

	Applicants	Interviews	Successful
2016-2017	137	112	68
2017-2018*	40	24**	17**

*This data only represents hiring from August until November

**8 candidates are still in the process of being interviewed so these numbers could change.

It is important to note that the TCDSB loses, on average, 20 of their yearly successful candidates to other school boards in light of less restrictive permanent hiring practices (impact of Regulation 274).

3. Data related to hiring teachers into permanent French open positions and long-term occasional (LTO) positions.

French Positions	Elementary		Secondary		Combined
	Open	LTO	Open	LTO	Total
2016-2017	20	18	11	11	60
2017-2018	30.7	30	3	11	74.7

Concern: There is a genuine concern related to our ability to staff all of our French Immersion programs as a result of the above-noted demand pressures for French Immersion programs and the challenge of attracting and retaining qualified French teachers. There is no requirement for French qualified teachers to remain in French positions. Additional risk exposure is present in light of a trend involving French teachers with one year teaching experience seeking a transfer into an English stream position.

4. The Recruitment plan for French teachers involves:

- an invitation in February to all candidates within provincial French Teacher Certification programs (Faculties of Education) to attend a recruitment information session at the Board Office;

- TCDSB recruitment staff attending local and out of province job fairs (if funding available);
- continuing strategic partnerships with local universities (including Glendon) to reach out to their teacher candidates before official job fairs;
- ongoing personal conversations between TCDSB recruitment staff and successful interview candidates in order to outline imminent job prospects in order to enhance retention rates;
- encouraging existing core French teachers to pursue FSL qualifications which would allow them to teach French Immersion.

E. STAFF RECOMMENDATIONS

Based on the data presented in this report from community consultations, student enrolment retention, recruitment and hiring staff recommend:

1. French Immersion programs be included in the registration process for 2018-2019 at St Alphonsus, St Brigid, St Louis, St Mary
2. French Immersion programs not be offered at St Jane Frances, St Vincent de Paul and St Patrick
3. French Immersion be included in the registration process for 2019-2020 at Bishop Marrocco / Thomas Merton
4. TCDSB not implement any additional French Immersion programs for elementary schools in the next five years.

Appendix A – 1

French Immersion Community Consultation

School: St Alphonsus

Date of Community Consultation: 18 October, 2017

Community Survey

(Completed at the school community meeting)

Total number of surveys completed: 7.

1a. Do you currently have children attending the school?

Response:	Count	Percent
Yes	6	86%
No	1	14%
No Response	0	0%
Total	7	100%

1b. Connections to the school reported: None

2. Please indicate the age/grade of your children (select all):

	Count
Not yet in K	5
JK	3
SK	1
Gr. 1	0
Gr. 2	1
Gr. 3	1
Gr. 4-6	1
Gr. 7-8	0
No longer in	0

3. Please select one of the following options:

I support the inclusion of a French Immersion program at the school:	Count	Percent
Yes	6	86%
No	0	0%
No Response	1	14%
Total	7	100%

4. Additional comments provided by respondents:

Comment:	Total (n=7)	
	#	%
Support FI	3	43%
Wants Extended French program for other child	1	14%
Concerned about students learning a third language	1	14%

Number of respondents who provided an additional comment: 4

Cross tabulation: Additional Comments compared with responses to question 3.

Comment:	Q#3 I support the inclusion of a French Immersion program at St. Alphonsus.					
	Yes (n=6)		No (n=0)		No Response (n=1)	
	#	%	#	%	#	%
Support FI	3	50%	0	0%	0	0%
Wants Extended French program for other child	1	17%	0	0%	0	0%
Concerned about students learning a third language	0	0%	0	0%	1	100%

* Note: some surveys had no additional comments, other surveys had several additional comments

* All comments have been recorded above

Appendix A – 2

School Parent Community Survey

School: St Alphonsus

Surveys were distributed to all families in the school, with one survey provided per family.

190 surveys were printed and distributed to the school. 93 Surveys were returned.

1. Do your children currently attend St. Alphonsus?

	Count	Percent
Yes	89	96%
No	0	0%
No Response	4	4%
Total	93	100%

2. Please indicate the age/grade of your children (select all):

	Count
Not yet in K	8
JK	14
SK	7
Gr. 1	13
Gr. 2	10
Gr. 3	16
Gr. 4-6	44
Gr. 7-8	23
No longer in	4

3. Please select one of the following options:

I support the inclusion of a French Immersion program at the school:	Count	Percent
Yes	76	82%
No	13	14%
No Response	4	4%
Total	93	100%

4. Additional comments provided by respondents:

Comment:	Total (n=93)	
	#	%
Prefer existing Extended French program	1	1%
Support FI in the school	45	48%
Not enough qualified French teachers to support this initiative	1	1%
My child needs to concentrate on English	2	2%
Support it because want school enrolment to grow	9	10%
Our great English teachers would leave the school	2	2%
Should learn other languages	3	3%
Remove Italian	1	1%
Concerned about the lack of transportation	2	2%
Can't speak French at home, family can't help student	2	2%
Concerned about budget challenges	1	1%
Don't want FI	1	1%

Number of parents who provided an additional comment: 67

Cross tabulation: Additional Comments compared with responses to question 3.

Comment:	Q#3 I support the inclusion of a French Immersion program at St. Alphonsus.					
	Yes (n=76)		No (n=13)		No Response (n=4)	
	#	%	#	%	#	%
Prefer existing Extended French program	1	1%	0	0%	0	0%
Support FI in the school	45	59%	0	0%	0	0%
Not enough qualified French teachers to support this initiative	1	1%	0	0%	0	0%
My child needs to concentrate on English	0	0%	2	15%	0	0%
Support it because want school enrolment to grow	8	11%	0	0%	1	25%
Our great English teachers would leave the school	0	0%	2	15%	0	0%
Should learn other languages	0	0%	3	23%	0	0%
Remove Italian	0	0%	1	8%	0	0%
Concerned about the lack of transportation	1	1%	1	8%	0	0%
Can't speak French at home, family can't help student	0	0%	2	15%	0	0%
Concerned about budget challenges	0	0%	1	8%	0	0%
Don't want FI	0	0%	1	8%	0	0%

* Note: some surveys had no additional comments, other surveys had several additional comments

* All comments have been recorded above

Appendix B – 1

French Immersion Community Consultation

School: St. Brigid

Date of Community Consultation: 6 November, 2017

Community Survey

(Completed at the school community meeting)

Total number of surveys completed: 1

1a. Do you currently have children attending the school?

Response:	Count	Percent
Yes	1	100%
No	0	0%
No Response	0	0%
Total	1	100%

1b. Connections to the school reported: None

2. Please indicate the age/grade of your children (select all):

	Count
Not yet in K	1
JK	1
SK	0
Gr. 1	0
Gr. 2	0
Gr. 3	0
Gr. 4-6	0
Gr. 7-8	0
No longer in	0

3. Please select one of the following options:

I support the inclusion of a French Immersion program at the school:	Count	Percent
Yes	1	100%
No	0	0%
No Response	0	0%
Total	1	100%

4. Additional comments provided by respondents:

Comment:	Total (n=1)	
	#	%
Support FI	1	100%

Cross tabulation: Additional Comments compared with responses to question 3.

Comment:	Q#3 I support the inclusion of a French Immersion program at St. Brigid.					
	Yes (n=1)		No (n=0)		No Response (n=0)	
	#	%	#	%	#	%
Support FI	1	100%	0	0%	0	0%

* Note: some surveys had no additional comments, other surveys had several additional comments

* All comments have been recorded above

Appendix B – 2

School Parent Community Survey

School: St. Brigid

Surveys were distributed to all families in the school, with one survey provided per family.

481 surveys were printed and distributed to the school. 141 Surveys were returned.

1. Do your children currently attend St. Brigid?

	Count	Percent
Yes	128	91%
No	1	1%
No Response	12	9%
Total	141	100%

2. Please indicate the age/grade of your children (select all):

	Count
Not yet in K	14
JK	30
SK	23
Gr. 1	26
Gr. 2	30
Gr. 3	19
Gr. 4-6	46
Gr. 7-8	14
No longer in	0

3. Please select one of the following options:

I support the inclusion of a French Immersion program at the school:	Count	Percent
Yes	99	70%
No	42	30%
No Response	0	0%
Total	141	100%

4. Additional comments provided by respondents:

Comment:	Total (n=141)	
	#	%
Support FI in the school	61	43%
Takes away resources from other areas of need	15	11%
Worried about over-crowding at the school	10	7%
French language helps with employment	8	6%
Want extended French program	5	4%
Enrolled at this school because of lack of FI	5	4%
Concerns about parents inability to help student with their homework	4	3%
Would like them to learn a different language or for the school to continue to offer existing language program.	3	2%
Will create a divide in the school population	2	1%
Half a day is too long	2	1%
Need more qualified French teachers	2	1%
Not concerned with over-crowding	1	1%
More choices is a good thing	1	1%
Too long a school day	1	1%
It would change the community culture	1	1%

Good teachers could end up leaving	1	1%
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Number of parents who provided an additional comment: 107

Cross tabulation: Additional Comments compared with responses to question 3.

Comment:	Q#3 I support the inclusion of a French Immersion program at St. Brigid.					
	Yes (n=99)		No (n=42)		No Response (n=0)	
	#	%	#	%	#	%
Support FI in the school	61	62%	0	0%	0	0%
Takes away resources from other areas of need	2	2%	13	31%	0	0%
Worried about over-crowding at the school	0	0%	10	24%	0	0%
French language helps with employment	8	8%	0	0%	0	0%
Want extended French program	2	2%	3	7%	0	0%
Enrolled at this school because of lack of FI	0	0%	5	12%	0	0%
Concerns about parents inability to help student with their homework	0	0%	4	10%	0	0%
Would like them to learn a different language or for the school to continue to offer existing language program.	0	0%	3	7%	0	0%
Will create a divide in the school population	0	0%	2	5%	0	0%
Half a day is too long	0	0%	2	5%	0	0%
Need more qualified French teachers	0	0%	2	5%	0	0%
Not concerned with over-crowding	1	1%	0	0%	0	0%

More choices is a good thing	1	1%	0	0%	0	0%
Too long a school day	0	0%	1	2%	0	0%
It would change the community culture	0	0%	1	2%	0	0%
Good teachers could end up leaving	0	0%	1	2%	0	0%

* Note: some surveys had no additional comments, other surveys had several additional comments

* All comments have been recorded above

Appendix C – 1

French Immersion Community Consultation

School: St Jane Frances

Date of Community Consultation: 13 November, 2017

Community Survey

(Completed at the school community meeting)

Total number of surveys completed: 9

1a. Do you currently have children attending the school?

Response:	Count	Percent
Yes	8	89%
No	0	0%
No Response	1	11%
Total	9	100%

1b. Connections to the school reported: None

2. Please indicate the age/grade of your children (select all):

	Count
Not yet in K	1
JK	1
SK	2
Gr. 1	1
Gr. 2	0
Gr. 3	1
Gr. 4-6	6
Gr. 7-8	3
No longer in	0

3. Please select one of the following options:

I support the inclusion of a French Immersion program at the school:	Count	Percent
Yes	1	11%
No	8	89%
No Response	0	0%
Total	9	100%

4. Additional comments provided by respondents:

Comment:	Total (n=9)	
	#	%
I don't believe FI would benefit our school	2	22%
School needs additional supports in other areas	2	22%
Children are already bilingual (English and mother tongue)	1	11%
We are already at capacity	1	11%
I think it would be beneficial to my child's future	1	11%

Cross tabulation: Additional Comments compared with responses to question 3.

Comment:	Q#3 I support the inclusion of a French Immersion program at St. Jane Frances.					
	Yes (n=1)		No (n=8)		No Response (n=0)	
	#	%	#	%	#	%
I don't believe FI would benefit our school	0	0%	2	25%	0	0%
School needs additional supports in other areas	0	0%	2	25%	0	0%

Children are already bilingual (English and mother tongue)	0	0%	1	13%	0	0%
We are already at capacity	0	0%	1	13%	0	0%
I think it would be beneficial to my child's future	1	100%	?	%	0	0%

* Note: some surveys had no additional comments, other surveys had several additional comments

* All comments have been recorded above

Appendix C – 2

School Parent Community Survey

School: St. Jane Frances

Surveys were distributed to all families in the school, with one survey provided per family.

558 surveys were printed and distributed to the school. 342 Surveys were returned.

1. Do your children currently attend St. Brigid?

	Count	Percent
Yes	340	99%
No	0	0%
No Response	2	1%
Total	342	100%

2. Please indicate the age/grade of your children (select all):

	Count
Not yet in K	24
JK	54
SK	48
Gr. 1	58
Gr. 2	44
Gr. 3	49
Gr. 4-6	109
Gr. 7-8	59
No longer in	0

3. Please select one of the following options:

I support the inclusion of a French Immersion program at the school:	Count	Percent
Yes	68	20%
No	272	80%
No Response	2	1%
Total	342	100%

4. Additional comments provided by respondents:

Comment:	Total (n=342)	
	#	%
Not interested, not benefit to children, not a good fit, English first	32	9%
FI will be useful in the future – travel, jobs, school – official language	23	7%
Parents have limited French/English – not able to assist children	21	6%
FI is a waste of money – use resources elsewhere	8	2%
Current English and Core French program is good	7	2%
Concern with loss of teachers	6	2%
Concerns with FI programming – lack of supports, drop-out rate	4	1%
FI may slow progress in English development	4	1%
Focus on other languages – Italian, Spanish	4	1%
Early French Fluency is beneficial	2	1%
Concern with social dynamic	2	1%
Don't need French – won't take it in High School	1	<1%
New program may increase crowding	1	<1%

Number of parents who provided an additional comment: 98

Cross tabulation: Additional Comments compared with responses to question 3.

Comment:	Q#3 I support the inclusion of a French Immersion program at St. Jane Frances.					
	Yes (n=68)		No (n=272)		No Response (n=2)	
	#	%	#	%	#	%
Not interested, not benefit to children, not a good fit, English first	0	0%	32	12%	0	0%
FI will be useful in the future – travel, jobs, school – official language	23	34%	1	<1%	0	0%
Parents have limited French/English – not able to assist children	0	0%	21	8%	0	0%
FI is a waste of money – use resources elsewhere	0	0%	8	3%	0	0%
Current English and Core French program is good	0	0%	7	3%	0	0%
Concern with loss of teachers	0	0%	6	2%	0	0%
Concerns with FI programming – lack of supports, drop-out rate	0	0%	4	1%	0	0%
FI may slow progress in English development	0	0%	4	1%	0	0%
Focus on other languages – Italian, Spanish	0	0%	4	1%	0	0%
Early French Fluency is beneficial	2	3%	0	0%	0	0%
Concern with social dynamic	0	0%	2	1%	0	0%
Don't need French – won't take it in High School	0	0%	1	<1%	0	0%
New program may increase crowding	0	0%	1	<1%	0	0%

* Note: some surveys had no additional comments, other surveys had several additional comments

* All comments have been recorded above

Appendix D – 1

French Immersion Community Consultation

School: St. Louis

Date of Community Consultation: 30 October, 2017

Community Survey

(Completed at the school community meeting)

Total number of surveys completed: 24

1a. Do you currently have children attending the school?

Response:	Count	Percent
Yes	11	46%
No	13	54%
No Response	0	0%
Total	24	100%

1b. Connections to the school reported:

Connection:	Count	Percent
Children at St. Ambrose	4	17%
Live in neighbourhood	3	13%
Children at Holy Trinity	2	8%
Pre-school aged child	1	4%

2. Please indicate the age/grade of your children (select all):

	Count
Not yet in K	5
JK	7
SK	4
Gr. 1	7
Gr. 2	4
Gr. 3	3
Gr. 4-6	8
Gr. 7-8	1
No longer in	1

3. Please select one of the following options:

I support the inclusion of a French Immersion program at the school:	Count	Percent
Yes	20	83%
No	2	8%
No Response	2	8%
Total	24	100%

4. Additional comments provided by respondents:

Comment:	Total (n=24)	
	#	%
It would help with enrolment	7	29%
Do not want FI at St. Ambrose	5	21%
Support FI	4	17%
Career opportunities	2	8%
Need one closer to my area	1	4%
Core French is adequate	1	4%

Number of respondents who provided an additional comment: 19

Cross tabulation: Additional Comments compared with responses to question 3.

Comment:	Q#3 I support the inclusion of a French Immersion program at St. Louis.					
	Yes (n=20)		No (n=2)		No Response (n=2)	
	#	%	#	%	#	%
It would help with enrolment	7	35%	0	0%	0	0%
Do not want FI at St. Ambrose	3	15%	0	0%	2	100%
Support FI	4	20%	0	0%	0	0%
Career opportunities	2	10%	0	0%	0	0%
Need one closer to my area	0	0%	1	50%	0	0%
Core French is adequate	0	0%	1	50%	0	0%

* Note: some surveys had no additional comments, other surveys had several additional comments

* All comments have been recorded above

Appendix D – 2

School Parent Community Survey

School: St. Louis

Surveys were distributed to all families in the school, with one survey provided per family.

170 surveys were printed and distributed to the school. 77 Surveys were returned.

1. Do your children currently attend St. Louis?

	Count	Percent
Yes	71	92%
No	0	0%
No Response	6	8%
Total	77	100%

2. Please indicate the age/grade of your children (select all):

	Count
Not yet in K	2
JK	10
SK	12
Gr. 1	10
Gr. 2	6
Gr. 3	8
Gr. 4-6	30
Gr. 7-8	22
No longer in	2

3. Please select one of the following options:

I support the inclusion of a French Immersion program at the school:	Count	Percent
Yes	68	88%
No	8	10%
No Response	1	1%
Total	77	100%

4. Additional comments provided by respondents:

Comment:	Total (n=77)	
	#	%
Support FI in the school	32	42%
Great for enrolment	11	14%
Helps for future employment	4	5%
Students have other subjects that are more important	3	4%
Don't speak it at home	1	1%
Children already know two languages do not need a third language	1	1%
Outdated concept	1	1%

Number of parents who provided an additional comment: 47

Cross tabulation: Additional Comments compared with responses to question 3.

Comment:	Q#3 I support the inclusion of a French Immersion program at St. Louis.					
	Yes (n=68)		No (n=8)		No Response (n=1)	
	#	%	#	%	#	%
Support FI in the school	32	47%	0	0%	0	0%
Great for enrolment	11	16%	0	0%	0	0%
Helps for future employment	4	6%	0	0%	0	0%
Students have other subjects that are more important	0	0%	3	38%	0	0%
Don't speak it at home	0	0%	1	13%	0	0%
Children already know two languages do not need a third language	0	0%	1	13%	0	0%
Outdated concept	0	0%	1	13%	0	0%

* Note: some surveys had no additional comments, other surveys had several additional comments

* All comments have been recorded above

Appendix E – 1

French Immersion Community Consultation

School: St. Mary

Date of Community Consultation: 23 October, 2017

Community Survey

(Completed at the school community meeting)

Total number of surveys completed: 12.

1a. Do you currently have children attending the school?

Response:	Count	Percent
Yes	10	83%
No	2	17%
No Response	0	0%
Total	12	100%

1b. Connections to the school reported:

- CPIC member
- Parent of child at neighbouring school and pre-school aged children

2. Please indicate the age/grade of your children (select all):

	Count
Not yet in K	6
JK	4
SK	3
Gr. 1	2
Gr. 2	1
Gr. 3	1
Gr. 4-6	0
Gr. 7-8	0
No longer in	1

3. Please select one of the following options:

I support the inclusion of a French Immersion program at the school:	Count	Percent
Yes	11	92%
No	0	0%
No Response	1	8%
Total	7	100%

4. Additional comments provided by respondents:

Comment:	Total (n=12)	
	#	%
I would like to register my child in the FI program	3	25%
French is the official language in Canada	3	25%
French will provide enrichment and future opportunities	2	17%
The FI program will only be available to young children – older children will not be eligible	2	17%
English and French in the school would provide an opportunity to move between programs	1	8%

Number of respondents who provided an additional comment: 9

Cross tabulation: Additional Comments compared with responses to question 3.

Comment:	Q#3 I support the inclusion of a French Immersion program at St. Mary.					
	Yes (n=11)		No (n=0)		No Response (n=1)	
	#	%	#	%	#	%
I would like to register my child in the FI program	3	27%	0	0%	0	0%
French is the official language in Canada	3	27%	0	0%	0	0%
French will provide enrichment and future opportunities	2	18%	0	0%	0	0%
The FI program will only be available to young children – older children will not be eligible	1	9%	0	0%	1	100%
English and French in the school would provide an opportunity to move between programs	1	9%	0	0%	0	0%

* Note: some surveys had no additional comments, other surveys had several additional comments

* All comments have been recorded above

Appendix E – 2

School Parent Community Survey

School: St. Mary

Surveys were distributed to all families in the school, with one survey provided per family.

310 surveys were printed and distributed to the school. 126 Surveys were returned.

1. Do your children currently attend St. Mary?

	Count	Percent
Yes	113	90%
No	1	1%
No Response	12	10%
Total	126	100%

2. Please indicate the age/grade of your children (select all):

	Count
Not yet in K	15
JK	33
SK	16
Gr. 1	21
Gr. 2	26
Gr. 3	19
Gr. 4-6	41
Gr. 7-8	7
No longer in	0

3. Please select one of the following options:

I support the inclusion of a French Immersion program at the school:	Count	Percent
Yes	112	89%
No	12	10%
No Response	2	2%
Total	126	100%

4. Additional comments provided by respondents:

Comment:	Total (n=126)	
	#	%
Prefer Extended French program	5	4%
Support FI in the school	69	55%
FI would cause divisions in school	1	1%
Concerned parents cannot help with homework	1	1%
My child needs to concentrate on English	2	2%
Arts program is more important	1	1%
It would increase student population	2	2%
Career opportunities for students	17	13%
Transportation would be an issue	1	1%
FI is not a priority	3	2%

Number of parents who provided an additional comment: 99

Cross tabulation: Additional Comments compared with responses to question 3.

Comment:	Q#3 I support the inclusion of a French Immersion program at St. Mary.					
	Yes (n=112)		No (n=12)		No Response (n=2)	
	#	%	#	%	#	%
Prefer Extended French program	2	2%	2	17%	1	50%
Support FI in the school	69	62%	0	0%	0	0%
FI would cause divisions in school	1	1%	0	0%	0	0%
Concerned parents cannot help with homework	0	0%	1	8%	0	0%
My child needs to concentrate on English	0	0%	2	17%	0	0%
Arts program is more important	0	0%	0	0%	1	50%
It would increase student population	2	2%	0	0%	0	0%
Career opportunities for students	17	15%	0	0%	0	0%
Transportation would be an issue	0	0%	1	8%	0	0%
FI is not a priority	0	0%	3	25%	0	0%

* Note: some surveys had no additional comments, other surveys had several additional comments

* All comments have been recorded above

Appendix F – 1

French Immersion Community Consultation

School: St. Vincent de Paul

Date of Community Consultation: 26 September, 2017

Community Survey

(Completed at the school community meeting)

Total number of surveys completed: 56

1a. Do you currently have children attending the school?

Response:	Count	Percent
Yes	50	89%
No	6	11%
No Response	0	0%
Total	56	100%

1b. Connections to the school reported:

Connection:	Count	Percent
Staff Member	2	33%
Have Pre-school aged children	2	33%
Grandparent	1	17%
Parent of children in other schools in the community	1	17%
Total	6	100%

2. Please indicate the age/grade of your children (select all):

	Count
Not yet in K	16
JK	5
SK	17
Gr. 1	16
Gr. 2	11
Gr. 3	11
Gr. 4-6	23
Gr. 7-8	6
No longer in	4

3. Please select one of the following options:

I support the inclusion of a French Immersion program at the school:	Count	Percent
Yes	14	25%
No	41	73%
No Response	1	2%
Total	56	100%

4. Additional comments provided by respondents:

Comment:	Total (n=56)	
	#	%
Happy with the current EP program	20	36%
Dual track may cause social problems - divisions	12	21%
Lack of Qualified FI teachers	11	20%
The current English or EF programs may suffer – funding	9	16%
There is no space - overcrowding	8	14%
The decision appears to have been already made – the consultation process and presentation were poorly handled	7	13%

Parents deserve to have a choice in programming for their children	5	9%
Immersion provides a positive, opportunity and challenge for children	4	7%
Attrition rates for FI programs are large	2	4%
French instruction could have a negative impact on English language development	2	4%

Number of parents who provided an additional comment: 46

Cross tabulation: Additional Comments compared with responses to question 3.

Comment:	Q#3 I support the inclusion of a French Immersion program at St. Vincent de Paul.					
	Yes (n=14)		No (n=41)		No Response (n=1)	
	#	%	#	%	#	%
Happy with the current EP program	0	0%	20	49%	0	0%
Dual track may cause social problems - divisions	0	0%	11	27%	1	100%
Lack of Qualified FI teachers	1	7%	9	22%	1	100%
The current English or EF programs may suffer – funding	0	0%	9	22%	0	0%
There is no space - overcrowding	1	7%	7	17%	0	0%
The decision appears to have been already made – the consultation process and presentation were poorly handled	0	0%	7	17%	0	0%
Parents deserve to have a choice in programming for their children	5	36%	0	0%	0	0%
Immersion provides a positive, opportunity and challenge for children	4	29%	0	0%	0	0%
Attrition rates for FI programs are large	0	0%	2	5%	0	0%

French instruction could have a negative impact on English language development	0	0%	2	5%	0	0%
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* Note: some surveys had no additional comments, other surveys had several additional comments

* All comments have been recorded above

Appendix F – 2

School Parent Community Survey

School: St. Vincent De Paul

Surveys were distributed to all families in the school, with one survey provided per family.

310 surveys were printed and distributed to the school. 136 Surveys were returned.

1. Do your children currently attend St Vincent de Paul?

	Count	Percent
Yes	120	88%
No	1	1%
No Response	15	11%
Total	136	100%

2. Please indicate the age/grade of your children (select all):

	Count
Not yet in K	16
JK	17
SK	24
Gr. 1	19
Gr. 2	20
Gr. 3	19
Gr. 4-6	57
Gr. 7-8	22
No longer in	4

3. Please select one of the following options:

I support the inclusion of a French Immersion program at the school:	Count	Percent
Yes	48	35%
No	83	61%
No Response	5	4%
Total	136	100%

4. Additional comments provided by respondents:

Comment:	Total (n=136)	
	#	%
Prefer existing Extended French program	33	24%
Support FI in the school	31	23%
Dual streams causes divisions between students	21	15%
Not enough qualified French teachers to support this initiative	15	11%
My child needs to concentrate on English	7	5%
Worried school can't accommodate more students	4	3%
Our great English teachers would leave the school	3	2%
Depends when Extended French is phased out	1	1%

Number of parents who provided an additional comment: 111

Cross tabulation: Additional Comments compared with responses to question 3.

Comment:	Q#3 I support the inclusion of a French Immersion program at St. Vincent de Paul.					
	Yes (n=48)		No (n=83)		No Response (n=5)	
	#	%	#	%	#	%
Prefer existing Extended French program	0	0%	32	39%	1	20%
Support FI in the school	30	63%	1	1%	0	0%
Dual streams causes divisions between students	0	0%	21	25%	0	0%
Not enough qualified French teachers to support this initiative	1	2%	14	17%	0	0%
My child needs to concentrate on English	0	0%	6	7%	1	20%
Worried school can't accommodate more students	1	2%	3	4%	0	0%
Our great English teachers would leave the school	0	0%	3	4%	0	0%
Depends when Extended French is phased out.	0	0%	0	0%	1	20%

* Note: some surveys had no additional comments, other surveys had several additional comments

* All comments have been recorded above



REPORT TO

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

**LIQUOR WAIVER FOR NEIL MCNEIL – BIG
BROTHER STUDENT LEADERSHIP PROGRAM**

Ecclesiastes 9:7 - Go thy way, eat thy bread with joy, and drink thy wine with a merry heart; for God now accepteth thy works.

Created, Draft	First Tabling	Review
November 13, 2017	December 7, 2017	Click here to enter a review date

Nancy Crawford, Trustee Ward 12

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.



R. McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

A. EXECUTIVE SUMMARY

Notification was received from Trustee Nancy Crawford that the principal, Brian Hunt of Neil McNeil CHS is planning an event at Neil McNeil CHS on Friday, January 26, 2018.

B. PURPOSE

A request was received from the principal of Neil McNeil CHS to serve alcohol at School Fundraiser – in Support of the Big Brother Student Leadership Program event, from 6:30pm until 10:30 pm on Friday, January 26, 2018 .

C. BACKGROUND

Notification was received from Nancy Crawford to waive Regulation 6, of Appendix A of the Permits Policy B.R. 05, in order to be able to serve alcohol at Neil McNeil CHS on Friday, January 26, 2018, for the School Fundraiser – in Support of the Big Brother Student Leadership Program.

D. STAFF RECOMMENDATION

Staff recommends that this report be presented for the action of the Board.



October 27, 2017

The Honourable Kathleen Wynne, M.P.P.
Premier of Ontario
Room 281, Main Legislative Building
Queen's Park
Toronto, ON, M7A 1A1

The Honourable Dr. Eric Hoskins, M.P.P.
Minister of Health and Long-Term Care
10th Floor, Hepburn Block
80 Grosvenor Street
Toronto, Ontario M7A 2C4

The Honourable Mitzie Hunter, M.P.P.
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, Ontario M7A 1L2

Dear Premier Wynne, Minister Hoskins and Minister Hunter,

As Chair of the Toronto District School Board (TDSB), I am writing on behalf of the Board of Trustees to express our deep concerns about recommendations proposed in the *Public Health Within an Integrated Health System* report from the Minister's Expert Panel on Public Health.

This report recommends that public health units be integrated with Local Health Integration Networks (LHINs). The proposed boundaries for these new public health/LHIN units would divide the City of Toronto into three and divide some Toronto District School Board wards. This would mean that students in neighbouring schools in our city could be receiving public health services – like vaccinations and vision, hearing and dental screening – on different schedules or in different ways.

While schools in downtown Toronto would be clustered together, schools in Scarborough would be part of a health unit that extends to Peterborough while schools in North York and North Etobicoke would be part of a unit that includes York Region.

This structure would mean TDSB staff would need to liaise and co-ordinate with three individual public health entities in order to ensure students have access to these programs that are essential to health and well-being.

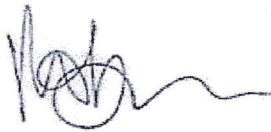
Combining public health units with LHINs would require more staff time and resources. Moreover, separating our schools and our students into three separate public health units could be inefficient and unnecessarily complex.

Finally, in other jurisdictions where public health units have been combined with clinical/hospital care, public health measures have been neglected in order to focus on clinical care. This could result in cuts to public health services for students and families in the TDSB.

Our board opposes both the proposal to integrate public health units with LHINs and the recommended change in structure as these measures could have a negative impact on programs that are vital for student health and well-being.

On behalf of the TDSB Board of Trustees, I urge you to reject these recommendations and to put student health and well-being first.

Thank you for your time and attention,



Robin Pilkey,
Chair, Toronto District School Board

Cc: Members, City of Toronto Board of Health
John Tory, Mayor, City of Toronto
Michael Barrett (Chair, Durham District School Board)
Cathy Abraham (Chair, Kawartha District School Board)
Loralea Carruthers (Chair, York District School Board)
Angela Kennedy (Chair, Toronto Catholic District School Board)
John Rinella (Chair, Durham Catholic District School Board)
Michele Griepsma (Chair, Kawartha Catholic District School Board)
Carol Cotton (Chair, York Catholic District School Board)
Jean-Francois L'Heureux (Chair, Conseil scolaire Viamonde)
Zaahirah Atchia (Chair, Conseil scolaire de district catholique Centre-Sud)

STUDENT ACHIEVEMENT AND WELL BEING PENDING LIST TO DECEMBER 7, 2017

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Sep-07 Student Achievement	TBD	Regular Board	Report regarding information on accessibility, ownership, costs, payment, permission, storage and usage of photographs taken by CPIC representative(s) at Board events (Inquiry from Trustee Andrachuk)	Director of Education
2	Nov-17 Student Achievement	TBD	Regular Board	Report from the Governance and Policy Committee on the updated Anaphylaxis policy together with the response to the delegation and a copy of the presentation at the same time (Review of Anaphylaxis Policy, Protocol and Guidelines)	Associate Director Academic Affairs

ANNUAL REPORTS

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	February (A)	Student Achievement	External Research Report	Associate Director Academic Services
3	February (A)	Student Achievement	Accountability Framework for Special Education	Associate Director Academic Services
4	March (A)	Student Achievement	Staffing Status Report for Next School Year	Associate Director Academic Services
5	April (A)	Student Achievement	Conflict Resolution Department Report	Associate Director Academic Services
6	May (A)	Student Achievement	Report regarding Updates on items referred to in Ministry of Education Operational Review	Associate Director Academic Services
7	May (A)	Student Achievement	Staffing Status Report for Next School Year	Executive Superintendent Business Services
8	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
9	June (A)	Student Achievement	21 st Century Learning Update	Executive Superintendent Business Services
10	September (A)	Student Achievement	Portuguese Speaking	Associate Director Academic Services
11	September (A)	Student Achievement	Community Engagement	Director of Education

12	October (A)	Student Achievement	Student Trustees: Voices that Challenge	Associate Director Academic Services
13	October (A)	Student Achievement	CLIST Report at the Elementary Level	Associate Director Academic Services
14	October (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
15	October (A)	Student Achievement	Annual Safe Schools Report	Associate Director Academic Services
16	October (A)	Student Achievement	Information Report on the International Languages Program to include dates, statistical trends, surveys, results of previous assessments in changing demographics (city-wide population and home language dynamics) and immigration patterns in all wards.	Associate Director Academic Services
17	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO) ·Grade 9 Assessment of Mathematics (second semester and full-year students) and OSSLT Assessment (EQAO)	Associate Director Academic Services
18	November (A)	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Services
19	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
20	November (A)	Student Achievement	Religious Accommodation Report	Associate Director Academic Services
21	December (A)	Student Achievement	Status of Monitoring Team for the Safe School Inquiry Recommendations	Associate Director Academic Services