



REPORT TO

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

LONG-TERM PROGRAM PLAN STATUS UPDATE

*... and I filled him with the divine spirit, with ability, intelligence, and knowledge in every kind of craft
– Exodus 31:3*

Created, Draft	First Tabling	Review
May 14, 2018	May 31, 2018	Click here to enter a date.

Gina Iuliano Marrello, Superintendent of Education, Student Success
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INFORMATION REPORT

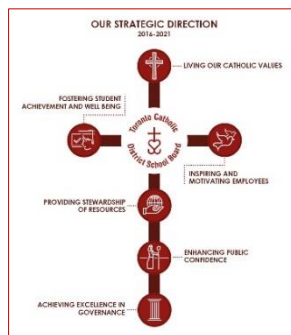
Vision:

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

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

A. EXECUTIVE SUMMARY

This report provides an update for the Long-Term Program Plan, including French Immersion programs, presented to board in February 2016 following the Stakeholder Consultation that took place between November 2016 and January 2017.

The cumulative staff time required to prepare this report was 120 hours

B. PURPOSE

This report provides an update on Trustee motions related to Long-Term Program Planning brought forward at the February 2, 2017 Student Achievement and Well Being Committee Meeting (French Immersion) and the February 23, 2017 Regular Board Meeting (Program Planning other than French Immersion). This report will provide Trustees with a status of work to date on the following motions:

Long-Term Program Plan (LTPP) for Proposed French Immersion Schools:

Elementary

- *That Staff do the appropriate consultation to look for a school that would include French Immersion in the south-eastern part of the city, Ward II.*

Secondary

- *That the Board approve the creation of French Immersion sites at St. Patrick Secondary School*

Long-term Program Planning (Other than French Immersion)

Elementary

That the Board of Trustees approve the program recommendations for Elementary Schools contained in the Action section of this report as follows:

- **Specialized Arts Program at St. Raymond**

Proceed with Planning for a specialized Arts Program through consultation with TECT and with input from the architect for the new school design

- **Railway Lands School – Reggio Emilia**
Proceed to investigate the application requirements and costs with International Baccalaureate Ontario (IBO); consult with TECT and school communities to gauge interest
- **International Baccalaureate (IB) Programs**
Proceed to investigate the application requirements and cost with IB Ontario; consult with TECT and school communities to gauge interest
- **Science, Technology, Engineering, Arts, Math (STEAM)**
Central staff will work with schools to explore the enrichment of existing Curriculum Expectations with a focus on STEAM
- **Robotics**
That robotics and coding be explicitly added to areas under exploration by staff in elementary schools

Secondary

- **Expansion of Specialist High Skills Major (SHSM) programs**
Central resource staff will continue to support schools in enriching existing SHSM programs and consultation to include Trustees about adding different SHSM programs to secondary schools.
- **STEAM Programs**
Central resource staff will continue to support schools in enriching existing MST by introducing Computer Engineering and Technology courses to create a STEM program, and consider adding Arts programs to develop STEAM programs in all interested secondary schools.
- **IB Programs**
Delay the application to the IB Ontario pending further consultation with TSU and JC McGuigan staff and community, and develop a budget for the implementation and maintenance of the IB program.
- **Support for Hospitality/Culinary Arts programs**
Central staff and Partnership Development to support those schools with existing Hospitality/Culinary programs to develop partnerships with community colleges to align programming. Where there is interest and existing Hospitality/Culinary facilities in schools, support schools in the expansion of such programs. Look at business partnerships using a co-op model
- **High Performance Sports Programming**
Pursue high performance sports programming within an existing secondary school to permit alternative schedules and modes of

instruction for elite student-athletes, pending consultation with school communities and TSU.

- **Incorporate 21st century fluencies, STEM, STEAM, and other Science-Technology programs** *in any interested secondary schools to create a centre of excellence.*
- **Robotics**
Investigate central funding sources to support curriculum-aligned Robotics activities in schools.
- **Business Studies**
Consult with Secondary Schools with strong Business Studies Programs to develop Entrepreneurial studies and offer Advanced Placement Opportunities in Business courses.
- **Expansion of Congregated Advanced Placement (CAP) programs** *(in every third school)*
- **Plan for late start pilot program**
That staff investigate piloting late start secondary schools with appropriate stakeholders.

Elementary and Secondary

- **Plan for year-long learning pilot project**
That staff come back with a plan on how we are going to engage staff and parents in investigating a pilot project for elementary and secondary year-long learning.

C. BACKGROUND

1. **October 20, 2016** – At the Regular Board meeting, the draft Long-Term Accommodation and Program Plan (LTAPP) was approved for consultation.
2. **November 16, 2017 - January 13, 2017** – a Stakeholder Consultation on the LTAPP was undertaken.
3. **January 18, 2017** – TCDSB began its student registration for the 2017-2018 school year. Inquiries were received regarding registration for French Immersion programs as well as about potential new French Immersion sites for September 2017, as per the recommendations in the Long Term Program Plan Report of October 20, 2016.
4. **January 18 –February 10, 2017** – Staff from Academic Affairs, Communications, Planning and Research analyzed the data gathered through

consultation and, where necessary, prepared revised recommendations for the Long Term program Plan, based on the report of October 20, 2016.

5. **January 26, 2017** – At the Regular Board meeting, Trustees approved a motion that:
Staff bring an Action Report to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee, February 2, 2017. This report will deal specifically with recommendations for new French Immersion programs, extracted from the consultation feedback received.
6. **February 2, 2017** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, the Board approved, with amendments, the Long Term Program Plan for French Immersion and Extended French program.
7. **February 23, 2017** – At the Regular Board Meeting, Trustees approved, with amendments, the Long Term Program Plan.
8. **February 18 – May 2018** – Central Staff reviewed motions from the February 2, 2017 Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting and the February 23, 2017 Regular Board Meeting, related to Long Term Program Planning, and began to review data, initiate consultation and, where necessary, suggest revisions to the Long Term Program Plan.

D. EVIDENCE/RESEARCH/ANALYSIS

1. French Immersion and Extended French:

ELEMENTARY Implementation Plans:

Implemented 2017 – 18	To be Implemented 2018 – 2019	Later Phase (year)
Cardinal Leger	St. Alphonsus	**St. Monica (2024)
St. Benedict	*St. Louis	Bloor-Dundas elementary (2025)
St. Eugene	St. Brigid	Beaches-Waterfront elementary (2029)
St. Gerald	St. Mary	***St. John (2019)
St. Jerome	*Holy Name	

Plans to implement French Immersion were not implemented after consultation for the following schools:

- Railway Lands (Changed to STEAM/Reggio Emilia inspired)
- St. Ambrose (replaced by St. Louis)
- St. Jane Frances (due to lack of community interest)
- St. Rita (due to lack of student enrolment)
- St. Vincent de Paul (due to lack of community interest as expressed in the consultation process)

*Additions to the plan:

- St. Louis (in the place of St. Ambrose)
- Holy Name (due to overwhelming demand in East York and to alleviate significant French Immersion accommodation pressures at St. Brigid)

Future Planning:

**St. Monica (2024) – to be implemented contingent on construction of future new facility

***St. John (2019) – due to significant space constraints at St. John as Notre Dame occupies the third floor of building; consideration of future FI programming pending new Capital accommodation for Notre Dame as well as future assessment of French Immersion needs in the area

SECONDARY Implementation Plans:

Implemented 2017 – 18	To be Implemented 2019– 2020	Cancelled
Blessed Cardinal Newman	*Bishop Marrocco/ Thomas Merton	At the February 2018 Corporate Services Meeting, a motion passed to cancel proposed plans for French Immersion at St. Patrick.

*Central staff will engage in further consultation to explore the addition of an Extended French programs.

2. Specialized Arts Program at St. Raymond

Program Consideration Specialized Arts Program at St. Raymond	
Staff Action	<ul style="list-style-type: none">• Staff is engaging in a facility design process with the architects; consideration of general arts programming in the layout of the school
Staff Recommendation and Next Steps	<ul style="list-style-type: none">• A fulsome consultation with the St. Bruno/St. Raymond community will take place to gather their input related to a specialized arts program at the new school.

3. Railway Lands School - Reggio Emilia - Inspired (and STEAM)

Program Consideration: Bishop Macdonell CS	
Staff Action:	<ul style="list-style-type: none">• Throughout the last year, discussions have taken place with the following: Trustee, SO, central curriculum staff, facilities staff, contracted architects, and the community.• May 3: Community Meeting to discuss school vision took place.
Staff Recommendation and Next Steps:	<ul style="list-style-type: none">• Bishop Macdonell will apply the principles of design thinking with inquiry across all areas of the curriculum through a Reggio approach to learning. Inquiry-based learning allows students the ability to apply the underpinnings of Science, Technology, Engineering, Arts and Mathematics (STEAM). It is a cross curricular approach to teaching and learning.• Bishop Macdonell students will apply their learning to real world issues through social justice teachings and the Catholic Graduate expectations to develop skills and knowledge for success in the future.

4. International Baccalaureate (IB) Programs

SECONDARY

Program Consideration: International Baccalaureate (IB) Programs	
Staff Action:	<ul style="list-style-type: none">• After consultation with staff at McGuigan, cancelled plans to pursue IB; staff has researched and entered consultation with the Trustee, community, and Teacher Union• St. Basil has indicated an interest in IB and has begun the consultation process with stakeholders (staff, Teacher Unions, students, parent community) to initiate an IB Program in September 2020
Staff Recommendation and Next Steps:	<ul style="list-style-type: none">• Implement International Baccalaureate Program at St. Basil College• Continue to consult with the staff, students, parent community, and Teacher Union• Work with central staff to initiate the application process to IB Ontario in Winter 2019

The following secondary schools currently have an IB Program:

- Michael Power/St. Joseph
- St. Mary
- St. Pope John Paul II
- St. Basil has begun a consultation process with stakeholders to initiate an IB Program in September 2020; with this addition, TCDSB will provide an IB program to all students in all four quadrants of the city.

The Board has set out a budget to cover the start-up fee and annual registration fees as well as teacher training for secondary schools that run an IB program.

ELEMENTARY

Program Consideration: International Baccalaureate (IB) Programs	
Staff Action:	<ul style="list-style-type: none"> Central Staff researched the possibility of introducing an IB program at elementary schools, considering process, timelines, and fees. For more information on IB programming, see <i>Appendix A</i>.
Staff Recommendation and Next Steps:	<ul style="list-style-type: none"> Continue discussions regarding the implementation of an IB Middle School Program at one of our elementary schools Consultation with elementary principals and Teacher Unions. Should be included in future budget consultations as a matter for consideration, that feeds into a Secondary School IB program

5. Science, Technology, Engineering, Arts, Math - *STEAM* (Elementary and Secondary)

Program Consideration: Science, Technology, Engineering, Arts, Math STEAM (Elementary and Secondary)	
Staff Action:	<ul style="list-style-type: none"> STEAM TEAM - An interdisciplinary team of resource staff from the Curriculum Leadership & Innovation Department and the Student Success Department has been formed to plan for offering STEAM-related professional learning opportunities beginning in 2018-2019.

<p>Staff Recommendation and Next Steps:</p>	<p>The STEAM Team:</p> <ul style="list-style-type: none"> • will work to support STEAM in elementary schools; the team has been collaborating to create a plan for the integration of STEAM into programming for Bishop Macdonell, which is scheduled to open in 2019-2020 • will support secondary schools wishing to investigate and develop a STEAM program; the Team has been supporting James Cardinal McGuigan as they work through the planning and consultation process • will work with secondary schools that already have a STEAM-specialized program to provide opportunities for sharing of promising practices • will offer workshops that focus on Innovation and interdisciplinary, curriculum-related approaches to the integration of STEAM into the classroom (Elementary and Secondary)
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The following secondary schools currently have a congregated STEAM program:

- Blessed Archbishop Romero
- Chaminade College School
- Francis Libermann
- Loretto College
- Madonna
- Neil McNeil
- James Cardinal McGuigan has been consulting with all stakeholders to initiate a STEAM program in September 2019.

6. Robotics

Program Consideration: Robotics	
Staff Action:	<ul style="list-style-type: none"> • 21C Team has collaborated with various staff to provide support for schools in this area • Elementary and secondary schools were asked to complete a survey that will be used to inform future PD and program planning • Funding from the Council of Ontario Directors of Education <i>Innovation in Learning Fund</i> and Ministry-sponsored <i>Experiential Learning Funds</i> were used to support 7 secondary schools who registered a FIRST Robotics team and competed in competitions, including a provincial competition.
Staff Recommendation: Next Steps:	<ul style="list-style-type: none"> • Continue to support schools taking part in FIRST Robotics through various funding sources including: FIRST Robotics Grants, Ministry Experiential Learning funds and funds provided by The Council of Ontario Directors of Education <i>Innovation in Learning Fund</i>. • Each of our elementary schools will be receiving a Code & Go Robot Mouse, through Ministry sponsored Innovation Learning Funds to assist with the introduction of coding to our primary students. • Students and staff in the TCDSB continue to participate in the Day of Code sponsored by Code.Org, that extends well beyond a day in many of our classrooms. • The STEAM Team will be incorporating Robotics and coding into their work as we move forward. (See STEAM section in #5. above) • Central Resource Staff will work with STEAM Team to integrate opportunities into all curriculum area.

7. Incorporate 21st century fluencies, STEAM, and other Technology programs for interested schools (Secondary)

Program Consideration: Incorporate 21st century fluencies, STEAM, and other Technology programs for interested schools (Secondary)	
Staff Action:	<ul style="list-style-type: none">• The 21st Century Learning Team from the Curriculum Leadership & Innovation Department continue to promote the integration of the 21st century learning competencies into all workshops through an interdisciplinary approach. This team works to promote the use of technology as a tool to enhancing the curriculum.• Through a series of workshops with 21C innovator representatives from each school, schools are able to attain access to evidence-based practices.• All schools work toward promoting collaboration, knowledge constructions, real world problem solving, skilled communication, self-regulation and the use of ICT for learning.
Staff Recommendation: and next Steps:	<ul style="list-style-type: none">• The central team will continue to support the work of schools through an interdisciplinary approach towards integrating technology.• The 21C Team and STEAM Team will collaborate to support our schools in these areas.

8. Expansion of Specialist High Skills Major (SHSM) programs in secondary schools.

Program Consideration: Expansion of Specialist High Skills Major (SHSM) programs in secondary schools.	
Staff Action:	<ul style="list-style-type: none">• This year, 6 new SHSM programs were approved by the Ministry to begin in September 2018, bringing the total number of SHSM programs to 68 (<i>Appendix B</i>). We currently have over 2153 grade 11 and 12 students enrolled in SHSM programs in 28 secondary schools.
Staff Recommendation: and next Steps:	<ul style="list-style-type: none">• Student Success central resource staff will continue to support all schools that express a desire to initiate new SHSM programs; assisting school staff with assessing program readiness and preparing the Ministry application, supporting schools to set up SHSM programs, and continuing to support schools as programs grow and mature.

The following 6 new SHSM programs, by industry sector, were added:

Arts & Culture

- Jean Vanier

Business

- Bishop Marrocco/Thomas Merton
- Madonna

Health & Wellness

- James Cardinal McGuigan

Hospitality & Tourism

- St. Patrick

Information & Communication Technology

- Jean Vanier

9. Support for Hospitality/Culinary Arts programs (Secondary)

Program Consideration: Support for Hospitality/Culinary Arts programs (Secondary)	
Staff Action:	<ul style="list-style-type: none"> • Consultation between Pathways staff and board Facilities staff has resulted in identifying Hospitality/Culinary Arts facilities as an area of priority for allocation of School Renewal funds. • St. Patrick CSS, having been granted Ministry approval to run a SHSM program in this area, has been identified as a strong candidate for facilities improvements.
Staff Recommendation: and next Steps:	<ul style="list-style-type: none"> • Student Success Resource staff will continue to work with schools offering Hospitality/Culinary Arts Programs to develop Specialist High Skills Major Programs in the industry sector of Hospitality and Tourism. • Through the approval of Ministry SHSM programs, schools are able to access additional funding, providing students with opportunities for experiential learning and certification, which help students gain sector-specific skills. • SHSM students are provided experiential learning opportunities at colleges and universities which in secondary school. There is a growing number of scholarship opportunities for SHSM students.

10. High Performance Sports Programming (Secondary)

Program Consideration: High Performance Sports Programming (Secondary)	
Staff Action:	<ul style="list-style-type: none"> • Current student athletes, attending our various secondary schools, train in specific locations throughout the city depending on their sport and often select their school based on proximity to the training facility. For example, elite swimmers training at the Pan Am Centre attend St. John Paul II, figure skaters training at Cricket Club attend Loretto Abbey, etc. • Staff has reviewed various models and consulted with school staff. • Elite athletes have training agreements that do not allow them to participate in some sports activities (e.g. school teams).
Staff Recommendation: and next Steps:	<ul style="list-style-type: none"> • After consideration and consultation with schools, we will continue to support all athletes who attend our secondary schools, throughout the city, through timetabling and scheduling accommodations, which support training schedules of elite athletes. • The creation of an elite athlete program at one school is not the preferred model. • Consistent support of student athletes in every school in our system on a case-by-case model. • This will ensure that all students are supported in all of our schools in a more equitable and effective way. • Elite athletes will continue to access senior level e-Learning credits to accommodate their schedules.

11. Business Studies and Advanced Placement (AP) opportunities (Secondary)

Program Consideration: Business Studies and Advanced Placement (AP) opportunities (Secondary)	
Staff Action:	<ul style="list-style-type: none"> • Staff reviewed current secondary programming and discovered the following: <ul style="list-style-type: none"> - Further enrichment in the area of Business Specialist High Skills Major Program is provided through the SHSM program; there are currently 10 secondary schools that offer the Business Specialist High Skills Major (SHSM) Program. - Students who attend schools that do not offer a Business SHSM program, but who take 5 business courses throughout high school, are issued a business certificate from the school. - Students who attend any secondary school may opt to write Business-related AP exams, such as Calculus, Microeconomics, Macroeconomics, and Statistics.
Staff Recommendation: and next Steps:	<ul style="list-style-type: none"> • Continue to provide enrichment opportunities in the area of Business Studies through the above listed strategies through: SHSM, AP Exams, and the granting of a Business certificate.

The following schools have a Business SHSM Program:

- Bishop Marrocco/Thomas Merton (approved for Sept. 2018)
- Blessed Archbishop Romero
- Chaminade College
- Dante Alighieri
- Loretto Abbey
- Madonna (approved for Sept. 2018)
- Msgr. P. Johnson
- Senator O'Connor
- St. Basil-the-Great College School
- St. John Paul II

12. Expansion of Congregated Advanced Placement programs (every third secondary school)

Program Consideration: Expansion of Congregated Advanced Placement programs (every third secondary school)	
Staff Action:	<ul style="list-style-type: none"> • Staff consulted with school administrators to review need for CAP programs and discovered the following: <ul style="list-style-type: none"> - Congregated Advanced Placement Programs are offered throughout the city - There are no CAP programs in the west part of North York and York (Chaminade, Madonna, McGuigan, St. Basil, Archbishop Romero Schools). However, all of these schools have or are pursuing other specialty programs. - Schools do not require a CAP program in order for students to write Advanced Placement examinations. - Students are provided with opportunities to write Advanced Placement exams at any TCDSB secondary school should they select to do so.
Staff Recommendation: and next Steps:	<ul style="list-style-type: none"> • After consultation with secondary school principals, it does not appear that there is a need to add additional Congregated Advanced Placement programs at this time.

In reviewing the TCDSB Secondary School Programs for Congregated

The following schools have an Advanced Placement Program:

- Father Henry Carr
- Bishop Allen
- Father John Redmond
- Marshall McLuhan
- St. Joseph's College
- Senator O'Connor
- St. Mother Teresa Catholic Academy

13. Plan for late start pilot program (Secondary).

Program Consideration: Plan for late start pilot program (Secondary).	
Staff Action:	<ul style="list-style-type: none"> • Central staff conducted a survey for administrators related to late start. • Responses indicate that although there are potential positive aspects related to student achievement, arising from a late start, administrators have serious concerns related to impact on school life and extracurricular activities, and home life for students. Administrators also indicated that staff would have concerns related to family work schedules. • 16 of 32 administrators indicated that they would not want their school to switch to a late start, while 10 were neutral and 6 were in favour. See <i>Appendix C</i> for further survey details.
Staff Recommendation: and next Steps:	<ul style="list-style-type: none"> • Staff does not recommend piloting a late start at this time. • Further consultation will take place with school students, staff, and parents.

14. Plan for year-long learning pilot project

Program Consideration: Plan for year-long learning pilot project	
Staff Action:	<ul style="list-style-type: none"> • Preliminary research has been undertaken to establish baseline criteria for the selection of potential elementary and secondary TCDSB school sites for a year-long schooling pilot. • The evidence and experience from other Ontario school boards, that have introduced this 12-month academic school year model, indicates that the preferred implementation plan is to align it with the opening of a new school.
Staff Recommendation: and next Steps:	<ul style="list-style-type: none"> • Given the potential disruption this may cause for established schools, further consultation with current school communities and Unions Unions will be needed and is planned for Fall 2018, prior to identifying a school that would be willing to

	<p>change to year-round schooling, or balanced-year schedule.</p> <ul style="list-style-type: none"> • Board staff will also examine the benefits of introducing the year-round schooling, or balanced-year schedule concept as an option for the new TCDSB elementary and secondary schools currently under development.
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E. METRICS AND ACCOUNTABILITY

1. Process for Introduction of Programs

- School staff assesses student needs and school readiness to offer program
- Proposals brought forward by school staff to Field Superintendent
- Preliminary discussion with school staff, Trustee, parent council
- Field SO discuss with Central Staff (Curriculum, Facilities, etc.)
- Central Staff work with school staff as necessary
- Field SO completes report to Ed Council
- Consultation with Federations and/or appropriate Joint committees
- Consultation with Parent community
- Report to Board, where appropriate

2. Process for Introduction of Specialist High Skills Major (SHSM)

- School staff assesses student needs and school readiness to offer program
- School staff expresses interest to explore a SHSM program and Principal discusses with Field Superintendent and Superintendent of Student Success
- Preliminary discussion with school stakeholders: staff, Trustees, parents
- Consultation with central staff (Student Success Pathways Department)
- Brought to Education Council
- Consultations with Federations and/or appropriate Joint committees
- Central SHSM Resource Staff provide schools with support in completing Ministry Applications
- Ministry Applications are submitted by board staff on behalf of schools
- Inform school of Ministry approvals
- Report Ministry Approvals to Board of Trustees

3. Continue to assess budget implications of each proposed program.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.