



REPORT TO

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

## TCDSB LEARNING RECOVERY ACTION PLAN - TUTORING

May the God of Hope fill you with all joy and peace in believing so that by the power of the Holy Spirit you may abound in Hope” Romans 15:13

Drafted	Meeting Date
March 14, 2022	April 5, 2022
<p>A. Della Mora, Associate Director Academic Affairs and COO                      R. Putnam, Chief Financial Officer and Treasurer                      C. Fernandes, Exec. Superintendent, Student Achievement, Innovation &amp; Well Being                      L. DiMarco, Superintendent, Curriculum Leadership and Innovation and ICT</p>	
<p><b>INFORMATION REPORT</b></p>	

**Vision:** *IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope.*

**Mission:** *Nurturing the faith development and academic excellence of our Catholic learning community through the love of God, neighbour, and self.*



MULTI-YEAR STRATEGIC PLAN  
2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope



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## **A. EXECUTIVE SUMMARY**

This report provides the Board of Trustees with information about the TCDSB tutoring program, planned for April to December 2022, to address learning recovery needs as we emerge from the COVID-19 pandemic.

**The cumulative staff time required to prepare this report was 28 hours**

## **B. PURPOSE**

1. This report provides an update on the learning recovery action plan to implement tutoring supports in the TCDSB, utilizing Ministry of Education funding.

## **C. BACKGROUND**

On February 17, 2022, The Ministry of Education issued a Learning Recovery Action Plan for Students that:

- addresses the impact that the COVID-19 pandemic has had on the learning development and mental health of students, staff, and families across the province;
- includes investments to provide opportunities for small group tutoring with an average ratio of five students to one tutor; and
- provides approximately \$7.6M in funding for the TCDSB to implement tutoring supports between April 1, 2022 and December 31, 2022

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

1. The Ministry of Education has stated: “Research indicates that investments in tutoring programs can be successful in supporting learning recovery for students. Research also shows that not addressing learning needs immediately can result in greater learning gaps in math and literacy over time.”
2. The Ministry of Education has provided the TCDSB with approximately \$7.6 million dollars to implement tutoring supports.

3. Boards are asked to deliver comprehensive, targeted and culturally appropriate tutoring supports to at-risk students utilizing internal (TCDSB) staff or through partnerships with local community organizations that support learning in culturally relevant and responsive approaches which consider language, culture and community norms for students.
4. The funding provides boards the opportunity to offer tutoring in small groups during the day, before and after school, on weekends, and in the summer.
5. Tutoring parameters as prescribed by the Ministry include:
  - average group size of 5 students (smaller average groups for students who would benefit from more attention based on need);
  - options to access tutoring at a variety of times to meet student need including during the school day, before-and-after school, on weekends and in the summer;
  - prioritization of math and literacy skills and other foundational learning skills; and
  - may be delivered with local community partners and third parties that support learning in a trusted environment grounded in the language, culture and community norms for students.
6. Delivery of tutoring supports will be provided in two phases:

Phase 1 – April 1, 2022 to August 31, 2022

Phase 2 – September 6, 2022 to December 31, 2022

The funding will be provided in two equal parts of approximately \$3.8M per phase.

7. This project plan has been broken into the following steps:

<b>Step</b>	<b>Considerations</b>
Schools identify students requiring tutoring support  (In Progress)	<ul style="list-style-type: none"> <li>• students with IEPs</li> <li>• student performance metrics (low report card marks and low credit accumulation for example)</li> <li>• students facing challenging personal/family circumstances</li> <li>• students with significant absences or apprehension to engage in school life</li> </ul>

<p>Identify schools that may require additional supports</p> <p>(In Progress)</p>	<ul style="list-style-type: none"> <li>• EPAN schools</li> <li>• schools situated in areas that had exceptionally high COVID-19 rates and may have had increased interruptions to learning</li> </ul>
<p>Develop a list of potential tutors based on interest from internal groups</p> <p>(In Progress)</p>	<p>Determine interest from the following groups:</p> <ul style="list-style-type: none"> <li>• permanent secondary teachers</li> <li>• retired secondary teachers</li> <li>• teacher candidates currently completing practicums within our schools</li> <li>• students hired for Focus on Youth</li> <li>• exemplary grade 12 students</li> </ul> <p>Consideration of other teacher groups</p> <p>Other groups may be considered based on need.</p>
<p>Establish service agreements with external partners</p> <p>(In Progress)</p>	<p>Identify external providers:</p> <ul style="list-style-type: none"> <li>• to determine available programming and scope of work to be provided</li> <li>• that provide support to culturally diverse communities</li> <li>• that have immediate capacity and proven experience</li> </ul> <p>Develop partnership agreements that include:</p> <ul style="list-style-type: none"> <li>• expectations of the provider</li> <li>• cost of services per student group</li> <li>• ensure vulnerable sector screening</li> <li>• outline reporting obligations</li> </ul>
<p>Identify school sites to offer tutoring supports (Weekend and Summer)</p> <p>(In Progress)</p>	<ul style="list-style-type: none"> <li>• Placement of tutoring programs in school locations that are currently permitted for use to minimize operational costs (e.g.; caretaking costs)</li> <li>• Program placement in schools that would not have interruptions in delivery due to capital projects in the spring or summer.</li> </ul>
<p>Develop a budget monitoring process</p>	<p>Report backs to Ministry required throughout each phase:</p>

	<ul style="list-style-type: none"> <li>• Phase 1 - April 1 to August 31 - \$3.6 M</li> <li>• Phase 2 – September 1 to December 31- \$3.6M</li> </ul> <p>Monthly monitoring of project to ensure adherence to spending caps in each phase.</p>
Types of internal tutoring supports to be provided	<p>Delivery models will emphasize in-person and school-based programs that address student needs at each school.</p> <p><b>Before and After School:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy focused small group sessions</li> </ul> <p><b>During School:</b></p> <ul style="list-style-type: none"> <li>• prioritization of math and literacy skills and other foundational learning skills within a classroom setting</li> <li>• opportunities for small group instruction to support classroom learning</li> <li>• may include withdrawal from class for interventions</li> </ul> <p><b>Weekend:</b></p> <ul style="list-style-type: none"> <li>• tutoring supports of math and language in a small group hub</li> <li>• drop-in program</li> </ul> <p><b>Summer school:</b></p> <ul style="list-style-type: none"> <li>• provide small group sessions for elementary students that focus on literacy (in French and English) and numeracy</li> <li>• provide specialized summer learning opportunities for identified students with significant learning needs.</li> <li>• provide additional tutoring supports to struggling students enrolled in secondary summer school programming (e.g.; small group instruction before, during or after school)</li> <li>• provide tutoring intervention to secondary students with IEPs to support gaps in learning</li> <li>• continue provision of tutoring supports to students participating in the Focus on Youth Programs</li> </ul>

	<ul style="list-style-type: none"> <li>as much as possible, programs will be located in targeted priority neighbourhoods</li> </ul>
Develop communication strategy (In Progress)	Communications related to: <ul style="list-style-type: none"> <li>Inform Principals of local implementation processes</li> <li>Inform families of available supports</li> </ul>
Data collection (Ongoing throughout the program)	<ul style="list-style-type: none"> <li>Student utilization rates of available supports</li> <li>Feedback from participants on supports provided</li> <li>Other metrics that may be required by the Ministry of Education</li> </ul>

**E. METRICS AND ACCOUNTABILITY**

Regular updates will be provided to the Board of Trustees during the implementation of the tutoring program.

**F. CONCLUDING STATEMENT**

This report is for the information of the Board of Trustees.