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leadership
&
responsibility
Mission Statement
The Thunder Bay Catholic District School Board is committed to providing quality education, which combines academic excellence with a concern for the spiritual, moral, social, emotional, cultural and physical growth of the student. This education is provided in a Christ-centered environment where Catholic faith and life are integrated throughout the curriculum and school day. Through the ministry of teaching, the Board fulfills its mandate in partnership with the home, the Church and the Ministry of Education.

Vision
Educating for Christian Values and Academic Excellence.
DIRECTOR’S MESSAGE

This past year has provided me personally and professionally with a number of firsts in my inaugural year as Director of Education of one of the premiere school boards in all of Ontario.

Thunder Bay Catholic continues to shine both academically and spiritually as our dedicated staff, engaged families, committed clergy work collaboratively to create school environments where every child belongs and every student succeeds.

It is indeed my pleasure to present the Director’s Annual Report 2014. We have so much to be proud of as an educational system and we have tried hard to capture some of our board’s numerous accomplishments, while also profiling the progress we are making in student achievement, and sharing best practices.

I appreciate that this report is an annual requirement by the Ministry of Education and is also designed to promote accountability, openness and transparency.

Thunder Bay Catholic schools are increasingly committed to student well-being and academic success. Our strategic plan, Our Values, Our Vision, provides us with a clear and comprehensive course of action, complete with goals and objectives that are designed to guide us for the next five years. With input from all our stakeholders – staff, parents, students, trustees, and community members – we have created a meaningful and well-articulated road map for the future.

We must also take tremendous pride as a strong Catholic community that is flourishing and fosters faith, hope and joy.

We have many people to thank for our success, beginning with our deeply involved Board of Trustees who take an active role in providing guidance and encouragement to not only Senior Team, but to the system as a whole. In addition, they are motivated only by their genuine care and concern of Catholic education and our wonderful staff and families.

Speaking of families, we must also thank our parents and guardians who have entrusted us with their children. As your child’s first teacher, parents are essential partners in their child’s success. It would be impossible for us to do our job effectively without your support and commitment to Catholic education.

On behalf of our Senior Team and our Catholic Education Centre staff, I also wish to thank our Custodians, Secretaries, Principals, Vice-Principals, Teachers, Early Childhood Educators, Student Support Personnel and Counsellors for their outstanding work in our schools every day.

We should also recognize our many partners in Catholic education, namely our Catholic School Councils, our Catholic Parent Involvement Committee, our Aboriginal Advisory Council, our Special Education Advisory Council, and the many volunteers who assist in our schools.

A special thank you to our Bishop, our Parish Priests and our parishioners. Your endless support is very much appreciated and know that we thoroughly cherish our relationship with clergy.

As you will see on the pages that follow, we are a school system dedicated to Educating for Christian Values and Academic Excellence.

Pino Tassone

Director of Education
The Ministry of Education requires that school boards report annually on how they are meeting the goals of their multi-year strategic plans. This is the second year that this reporting requirement is in place and it replaces requirements that boards produce a Director’s Annual Report for Ministry reporting purposes.

1. Living Our Catholic Faith
   - Enhance the faith life of staff
   - Support teaching practices related to Religious Education, Family Life and Character Education
   - Clearly articulate and demonstrate our core values to the community
   - Strengthen the relationship between our schools and parishes

2. Equity of Outcomes for All Students
   - Promote continued high achievement in literacy and numeracy
   - Promote student well-being and healthy school climate
   - Reduce achievement gaps
   - Increase high school graduation rates

3. Improving Aboriginal Student Achievement
   - Improve cultural awareness of staff and students
   - Develop collaborative partnerships with the Aboriginal community
   - Foster supportive and engaged parents
   - Enhance instructional practices to meet the needs of Aboriginal learners

4. Sustaining a Culture of Professional Excellence
   - Identify, develop and support leaders
   - Enhance leadership skills of non-teaching staff

5. Celebrating Our Catholic Community
   - Enhance both external and internal communication
   - Enhance retention and recruitment strategies

6. Good Places to Learn and Work
   - Ensure continuous renewal of facilities
   - Increase environmental friendliness
   - Improve health and safety performance
   - Maintain a safe environment for all
   - Enhance Employee Wellness

7. Organizational Stewardship
   - Update Strategic Plan
   - Ensure effective board governance
   - Continually improve internal controls

“We are embarking on a journey of personal learning and faith that will last a lifetime.”

Pino Tassone, Director
Living Our Catholic Faith

✔ Enhance the faith life of staff
✔ Support teaching practices related to Religious Education, Family Life and Character Education
✔ Better articulate and demonstrate our core values to the community
✔ Strengthen the relationship between our schools and parishes

This year saw a variety of events and initiatives designed to support, reflect and communicate our Catholic beliefs and values and to celebrate this Year of Faith.

Commissioning Services
Each school staff and all Catholic School Councils participated in a Commissioning Service to mark their commitment to and support of Catholic education.

Celebrations of Faith
We held our System Faith event in April. Bishop Colli presided and Msgr. Stillla was our keynote speaker. The Catholic Education Week theme “Serving in the Love of Christ” was the focus of this special celebration.

System-Wide Food Drive
Our school and staff at the Catholic Education Centre participated in a food drive during the Lenten Season, beginning on Ash Wednesday and continuing through to Holy Week, in support of the Regional Food Distribution Association.

Catholic Education Week 2014
Celebrating the theme, Serving in the Love of Christ, our schools participated in a wide range of activities during Catholic Education Week, May 4-9, 2014. School events ranged from daily prayer services and bulletin board displays to plays, liturgical dances, reflection activities (“What does Catholic education mean to me?”), family masses and school community faith evenings.

Province-Wide Simultaneous Mass
St. Ignatius and St. Patrick students, trustees and CEC staff, participated in a simultaneous celebration of Mass with the Holy Father in Rome on May 7, 2014. The Catholic Board Council in consultation with diocesan and parish representatives prepared a Mass template for each school to follow that included songs and readings.

Social Justice Projects
All schools were invited to participate in a Catholic Education project aimed at supporting our most vulnerable and impoverished families. Activities such as Hat Day, Dress Down Day, Love your Neighbour Day were held throughout the year.

Promoting Faith in Our Schools
Our System Faith Leader, Fr. Ciaran Donnelly, brought our Faith Ambassadors together for an annual spiritual evening in November. School administrators, aspiring leaders, trustees and senior administrators joined Faith Ambassadors from each school for dinner and a keynote address by noted theologian and professor, Dr. Josephine Lombardi. In keeping with the theme of Catholic Education week “Serving in the Love of Christ”, Dr. Lombardi spoke about how self-knowledge informs servant leadership.

Toonies for Tuition
Thanks to the generosity of our families, staff and trustees, we donated to the Canadian Catholic School Trustees’ Association in support of Catholic schools that receive no government support, such as those in Quebec, New Brunswick, Nova Scotia, PEI, Newfoundland and Nunavut.
**Equity of Outcomes for All Students**

✔ Promote continued high achievement in literacy and numeracy
✔ Promote student well-being and healthy school climate
✔ Reduce achievement gaps
✔ Increase high school graduation rates

**EQAO Targets**
Thunder Bay Catholic Schools continue to exceed the provincial targets in Reading, Writing and Mathematics in both Grades 3 and 6. In May 2014, 75 percent of our students in Grade 3 met the provincial standard (Levels 3 and 4) in Reading. 83 per cent attained the standard in Writing, 72 per cent met the standard in Mathematics. Grade 6 students achieved similarly in Reading and Writing, with eighty-three percent reaching the provincial standard. In Mathematics, our students scored two percent above the provincial average, at 56 per cent.

To ensure that our schools continue to work toward the target in Mathematics, many following strategies are in place.

**Support for Teachers:**
Two full time Mathematics Resource Teachers continue to provide support in elementary schools, focusing specifically on the following:

- co-planning and co-teaching with teachers
- building content knowledge in areas of need, highlighting the connection to Spatial Reasoning
- offering assistance with the development of rich and complex tasks
- providing specific, focused experiences with students and teachers in math processes
- developing Grade Group sessions (professional learning sessions) for specific groups of teachers, based on collaboration with classroom teachers, principals, other resource staff
- preparing a K-8 professional development day session on Mathematics

**Support for Students:**
Resource Teachers are embedded in schools on a two week rotation, focusing on the following:

- working directly with students in classrooms
- helping students articulate their thinking and learning using math language
- providing guidance on how to improve work
- supporting students in the recognition of the relevance of math to their lived world
- promoting an “open to learning stance” regarding Mathematics

**Support for School Administrators**
A board level focus on Mathematics leadership includes the following:

- clear messaging regarding Mathematics achievement goals at the board and school level
- provision of resources to assist principals as instructional leaders (“Tell them From Me” Surveys, Taking Stock templates, culturally relevant and responsive classroom resources)
- support with data analysis, the disaggregation of student data and the development of next steps
- support with the process of monitoring through the Leading Student Achievement Project and a board consultant
- feedback on the development of School Improvement Plans, focusing on specific pedagogy, resources and content in Mathematics
- direct support from Superintendents and the School Effectiveness Leader on a cyclical basis, through planned student achievement visits
- guidance in creating opportunities for mid-course revision as needed
Board Improvement Plan

Each year, boards across Ontario are asked to develop a Board Improvement Plan for Student Achievement (BIPSA) that will improve learning and well-being for students. The plan is developed with input from our Student Achievement team members and is closely linked to the work of our schools. School Improvement Plans (SIPs) incorporate key elements of the BIPSA, based on individual school needs. Similarly, the BIPSA is designed to provide guidance to school improvement planning.

Ministry of Education officials visit our board twice annually to review our BIPSA, discuss progress towards our goals, and offer support staff.

2013-2014 EQAO Results

Primary / Junior – Board & Provincial Comparisons

<table>
<thead>
<tr>
<th>Primary</th>
<th>2012-13</th>
<th>2013-14</th>
<th>One-Year Comparison</th>
<th>Provincial 13-14</th>
<th>Provincial / TBCDSB Comparison</th>
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<tbody>
<tr>
<td>Reading</td>
<td>75</td>
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<tr>
<td>Writing</td>
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<td>83</td>
<td>+1</td>
<td>78</td>
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<tr>
<td>Math</td>
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<table>
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<th>2013-14</th>
<th>One-Year Comparison</th>
<th>Provincial 13-14</th>
<th>Provincial / TBCDSB Comparison</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<td>83</td>
<td>+4</td>
<td>79</td>
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<tr>
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<tr>
<td>Math</td>
<td>60</td>
<td>56</td>
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Grade 9 Math – Board & Provincial Comparisons

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<th>Grade 9 Math</th>
<th>2012-13</th>
<th>2013-14</th>
<th>One-Year Comparison</th>
<th>Provincial 13-14</th>
<th>Provincial / TBCDSB Comparison</th>
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<tbody>
<tr>
<td>Applied</td>
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<tr>
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<td>81</td>
<td>-4</td>
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Ontario Secondary School Literacy Test (OSSLT)

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<tr>
<th>OSSLT</th>
<th>2012-13</th>
<th>2013-14</th>
<th>One-Year Comparison</th>
<th>Provincial 13-14</th>
<th>Provincial / TBCDSB Comparison</th>
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<tr>
<td>First Time</td>
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<td>83.5</td>
<td>-4</td>
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<tr>
<td>Eligible</td>
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</tbody>
</table>

Credit Accumulation

Percentage of Grade 9 students achieving 8 or more credits at the end of first year:
  - St. Ignatius HS  90%
  - St. Patrick HS  86%

Percentage of Grade 10 students achieving 16 or more credits at the end of second year:
  - St. Ignatius HS  87%
  - St. Patrick HS  77%
Equity of Outcomes for All Students

IMPROVING OUTCOMES FOR STUDENTS AT RISK

Response to Intervention
Our Board follows a Response to Intervention (RTI) approach, which is a method of academic intervention that provides early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Supports are delivered in three levels of increasing intensity: Tier 1 (general classroom intervention); Tier 2 (programming that involves increased practice and/or learning time); and Tier 3 (increasingly specialized programming, including special education programs and services).

Data Meetings
Teachers in each elementary school meet on a monthly basis to review the progress of struggling students. Data of all ‘at risk’ students is discussed, success from previous month’s interventions is tracked, and new strategies are identified and assigned to teaching staff for the coming month.

Upward Bound
Our Upward Bound After School Program provides students the opportunity to work with a qualified teacher on homework, study skills and remedial activities. The program has been offered at all of our schools since 2007.

Elementary Day Treatment Program
This fall, our Board opened an Elementary Day Treatment class at St. Vincent School from students aged 7 to 11 years, to fill a need for specific support for students in this age range. The program delivers mental health services to students who are experiencing mental health issues, such as severe social, emotional or behavioural difficulties. The program is staffed by a multidisciplinary team, including a teacher, a Child and Youth Worker, Student Support Persons and other professionals. Parents are taught behaviour therapy skills to support their children at home. Up to eight students attend the program full time for 20 weeks.

Literacy Remediation Program
A literacy remediation program was offered at both St. Ignatius and St. Patrick High Schools to students in Grades 9, 10 and 11. The goal of the program was to help students achieve greater success in their studies.

Credit Recovery
Both high schools offer 8 sections of Credit Recovery to students who have achieved a minimum average of 40% in a previous attempt at a particular credit. Students who participate in Credit Recovery have an individualized timetable and teacher support to help them earn credits at which they were previously unsuccessful.

Special Education
Supporting students with special education needs is a Board priority. Our Board views special education through a lens of Fairness and Inclusivity, ensuring that ALL students feel a sense of belonging, feel valued and most importantly, have the opportunity, and are motivated to meet their greatest potential. Along with a list of services and resources available to support our students, our Board uses the RTI, Response to Intervention model in its supportive approach for both academic excellence and student well-being.

Fair Start
Over the past year, our Board played a key role as we led 5 school boards and various community agencies within the Northwestern Ontario Region, in the process of developing an integrated approach and creating a single document titled: Thunder Bay & District - Transition for Children with Special Education Needs Entering Kindergarten. The goal was to create a seamless transition process for children with special needs and their families. Early identification and intervention services for children in need of supports, is accomplished through this process. The completion of the package as early as the spring prior to school entry, will streamline the transition process of our children with special education needs as they enter school as well as provide the school system with appropriate time to have the
necessary supports in place for the child when they begin school in September. This document contains these three major components:

1. The “Beginning KINDERGARTEN Intake Process for Students with Special Education Needs”
2. Transition Guideline for a Child Attending a Licensed Child Care Centre
3. Transition Guideline for a Child NOT Attending a Licensed Child Care

Students who require additional supports and services will be determined through this intake process.

**Brigance Screening**

Brigance Screens provide quick, easy, and accurate screening of skills that are critical predictors of school success, including physical development, language, academic/cognitive, self-help, and social-emotional skills. All Kindergarten students are screened at least once within the 2 year Kindergarten program. Our Board has recently implemented a program where teachers can input their results of the screens electronically, and extensive data can be reviewed to identify single student needs as well as areas where targeted interventions or professional development are needed for classrooms, school and/or board wide. All students who are determined to be ‘at risk’ will receive specific interventions, and will be re-screened to monitor their progress. In the event where students do not respond to interventions, further assessments may be administered and resources and supports determined.

**PALS, Success by Seven, Empower Reading**

Although not a new programs within our Board, these programs are noteworthy as being essential components in our RTI approach to language development and literacy. Increasingly intensive research-based instructional interventions for students with learning challenges are delivered in three levels moving from general classroom (PALS), to small group additional instruction and practice time (Success by Seven), and for a small percentage of students, a special education program (Empower Reading).

This past year, the LDAO -Learning Disabilities Association of Ontario chose our Board to create a video that focused on our Tiered Approach, highlighted the 3 Reading programs, and demonstrated our commitment to the Ministry document ‘Learning for All’. The video features interviews with various special education staff and principals and provides an excellent overview of our special education programs targeting literacy. The video can be accessed on the LDAO website at http://ldatschool.ca/pro-learning/videos/ The site offers information for parents, educators and students. Our Coordinator of Special Education currently is a member of the LDAO Advisory Committee, representing the Northwestern Ontario Region.

**IEP Engine Update**

Over the past year, much needed attention was focused on updating our Board’s IEP web-based writing tool. Through Cardinal’s eLITE module, enhanced programming allows for more stability, SIS integration, customized content, greater flexibility, and time saving features, and was added to our IEP Engine.

**WIAT III**

Last spring the Board purchased the updated, revised, Wechsler Individual Achievement Test-Third Edition (WIAT-III). The WIAT-III is an educational assessment tool that identifies academic strengths and weaknesses of a student, helps to inform decisions regarding eligibility for educational services, educational placement, or possible diagnosis of a specific learning disability. Most importantly, the results of the WIAT helps teachers design instructional objectives and plan interventions.

**CCSpark – Career Cruising**

Both the ‘Learning for All’, and the ‘Pathways to Success’ ministry documents, have been the motivation for our Board to initiate a pilot project at one of our Elementary schools. The Career Cruising program ccSpark is a fun, educational, role-playing game, that teaches young students about careers, life-planning, and social skills. This comprehensive online learning, engages students in educational activities that help them identify their own personal learning style, and inspires them to realize their own potential. The program allows students to collect information and save it in a personal portfolio, which we intend to attach to their student profile.
Equity of Outcomes for All Students

Connections and IBI for Students with Autism
IBI (Intensive Behaviour Intervention program) and Connections is a collaborative initiative between the Ministry of Children and Youth Services and the Ministry of Education that helps students move between specialized instruction and regular classroom programming. Students now entering into the IBI program, remain in their home schools every Friday to transfer acquired skills into the school, to allow for a smoother transition, and to continue to foster the home/school relationship. This collaborative approach with agency and school is essential for each student’s success.

Sensory Rooms
Sensory rooms provide stimulation that often relaxes the student and leads to a calmer state of mind. The ultimate goal of the sensory room is to allow a student to return to the learning environment with success. Designed to serve as a proactive strategy when specific students experience anxiety or stress, additional sensory rooms have been constructed across our system.

Behaviour Documentation System (BeDoc)
BeDoc is an electronic data device designed to collect and display behavioural data, which is then used in the selection and development of positive interventions. BeDoc is available for use in all our elementary and secondary schools. All of our special education teachers and many of our support staff are trained to collect data using BeDoc.

Empower Reading High School
This tier 3 reading intervention is now offered in both High Schools as a credit course. Empower Reading transforms students with significant reading, spelling, and writing difficulties into strategic, independent, and flexible learners. The program incorporates curriculum materials and texts appropriate for adolescents and it meets the Ontario Ministry of Education criteria for an Applied level Grade 9 English credit.

Leadership Physical Education
Leadership Phys Ed is a credit-bearing Grade 12 course that brings together leadership skills and physical education activities. It involves matching Grade 12 mainstream students with special needs students from the Life Skills classes in both of our high schools. Students work in pairs or small groups to plan, execute, and evaluate a wide variety of physical activities. By-products of the course include increased understanding and new respect for students with significant learning challenges, new friendships, and a great deal of fun!

Increased Integration = More Credits Earned!!!
In line with our Catholic values and beliefs, we view the inclusion of students as a social justice issue. Consequently, our Board has made it a priority to partially or fully integrate all students with special needs into the mainstream.
A significant accomplishment within our Board has been the increase of credits earned by our high school students who have special education needs. Our Secondary Resource Teacher has been instrumental in supporting classroom teachers to accommodate and/or modify curriculum, and create a learning environment that allows students to accumulate credits.
Improving Aboriginal Student Achievement

✔ Improve cultural awareness of staff and students
✔ Develop collaborative partnerships with the Aboriginal community
✔ Foster supportive and engaged parents
✔ Enhance instructional practices to meet the needs of Aboriginal learners

Strength-Based Programming
Led by Dr. Rawana from Lakehead University, a strength-based approach is aimed at enhancing school climate and supporting student success by focusing on students’ attributes, virtues, and strengths while acknowledging and honouring cultural diversity.

Teaching Aboriginal Students
LU professor, Lisa Korteweg, and our board’s Native Language Resource Teacher, Tesa Fiddler, are leading sessions with teachers to build cultural awareness and provide strategies to support Aboriginal students. By the end of 2014, approximately half of our elementary staff will have received the training.

Parent Engagement Project
Led by renowned researcher, Dr. Ken Leithwood, the project focuses specifically on Aboriginal families and aims to develop strategies for (1) enhancing school-home relationships and (2) helping parents support their children toward greater school success.

First Nations, Metis, Inuit (FNMI) Collaborative Inquiry
In the second year of this initiative, we continue to learn methods to support the success of First Nation, Metis and Inuit learners in our schools through interactions with parents.

First Nations Guide for Staff
This fall, we began developing a handbook for staff on First Nation, Metis, and Inuit culture and history.

Aboriginal Support Program
Biwaase’aa, an in-school and after-school program, provides support for our Aboriginal students with a focus on life skills, cultural awareness, academic improvement, structured activities and healthy nutrition. Upward Bound After-School Tutoring is offered onsite at Fort William First Nation.

Aboriginal Counsellors
Aboriginal Counsellors in our two High Schools and three Senior Elementary schools provide direct support to Aboriginal students, including transitions to our schools from Northern communities. They also offer school-based mentoring and leadership programs.

Aboriginal Outreach Worker
A key liaison between our Board and local and regional Aboriginal organizations and agencies, our Aboriginal Outreach Worker provides support to Aboriginal students and their families.

Aboriginal Programming
Native Language classes and Native Studies programs are offered to our students. Cultural celebrations occur in our schools, and we participate annually in National Aboriginal Day.

Aboriginal Advisory Council
Our Aboriginal programming and services are designed and expanded with input from our Aboriginal Advisory Council. The council provides direction and vision as it relates to Aboriginal student success.

Self-Identification Program
The Aboriginal Self-Identification Program is firmly established and supported at each of our schools.

Native Language Professional Development
Programming is offered to our Native Language Teachers to develop capacity and understanding of curriculum expectations.

Recruitment Efforts
Concerted recruiting efforts have resulted in increased numbers of First Nation teaching and non-teaching staff in our system.
Sustaining a Culture of Professional Excellence

✔ Identify, develop and support leaders
✔ Enhance skills of non-teaching staff

Identify, develop and support leaders
Implement the Board Leadership Development Strategy (BLDS) for 2013-14, with a focus on Mentoring for Aspiring, Newly-Appointed and Experienced Leaders; Principal/Vice-Principal Performance Appraisal; and Succession Planning.

Enhance skills of non-teaching staff
• Ensure that goals of BLDS include non-teaching staff.
• Provide professional learning opportunities for Early Childhood Educators (ECEs) to support children in a high-quality, intentional, play-based environment.
• Provide professional learning opportunities for Student Support Personnel (SSPs) related to IEPs, health & safety, technology and transitions.

Specific Support for Teachers and Students
Board Resource Teachers follow a two-tiered system of support for students considered at risk academically. One level focuses on the teachers and the other on the students themselves.

Support to teachers includes capacity building in Literacy and Numeracy (in English and in French Immersion) to help increase performance at all levels, with a specific focus on moving students from Level 2 to Level 3. Co-planning, co-teaching and co-debriefing with classroom teachers helps to strengthen content area understanding and instructional strategies. Student Work Study Teachers work directly with students to inquire and discover which learning strategies work best for which students. Math and Literacy Resource Teachers support teachers and students “at the elbow” in classrooms, develop and provide professional learning, and support principals as instructional leaders.

Our English Language Learner Teachers work to support student culture and to strengthen language development and learning skills.

Our Technology Resource Teachers work alongside students and teachers to maximize the effective use of technology in the classroom, helping students at all levels to demonstrate their knowledge and understanding. They also work intensively with students with special needs to enhance their use of assistive digital tools.

Information Sessions
Our Board is very proud to employ an expert group of consultants and resource teachers who are key supports for our school special education teachers. These professionals run regular information sessions to address Ministry changes, expectations, and reports. Sessions are also used to address professional development for items specific to special education. Board level staff also mentor and/or support teachers within their schools in addition to responding to student specific referrals for consultation. ABA training was also provided to classroom teachers who required additional support to program for students with ASD.

Resource Student Support Persons (SSPs)
Recently we added a third resource support person to provide system wide ABA (Applied Behaviour Analysis) support. This resource SSP joins the team who are already providing specialized student support with technology, communication (Proloquo2Go), and social-emotional and behavior support.

Co-Teaching and Technology Supports Inclusion
The past year has seen an increase in our method of providing direct student support. School special education teachers are in classrooms co-teaching alongside the regular classroom teacher. Special Education Teachers are providing specific support for some students, but are not limited to assist students with special needs. We see ‘fairness’ as every student receiving what they need through differentiation and that ‘what is essential for some, is good for all’.

Our students are provided with the most up-to-date digital devices to support and extend their learning. Our Technology Resource staff supports our teachers through coaching, instruction and programming to meet the needs of all students.
Celebrating Our Catholic Community

✔ Enhance both external and internal communication
✔ Enhance retention and recruitment strategies

Enhance both external and internal communication
Work with Korkola Design to identify and expand effective communication strategies, materials and practices.

Enhance retention and recruitment strategies
Work with Korkola Design to identify effective communication strategies, specifically related to recruitment and retention.

Natural Helpers
The Natural Helpers program is based on the premise that when students have problems, they often turn to friends and adults they trust for help. The program is run in our two high schools to assist students with issues related to bullying, violence and social situations. It begins with annual training for students and adults who are already perceived by others as helpers. Natural Helpers are taught effective ways to help; positive ways of taking good care of themselves; and how to contribute to a safe and supportive school environment.

Common Bonds
Common Bonds is a team of students who organize and implement a variety of social justice projects. The group motivates and encourages students and staff to open their hearts to those in need in our school, our community, and our world. Annual projects include clothing collection, Christmas Cheer, Pancake Breakfast, Catholic Leadership Day, and participation in community events such as Empty Bowls Caring Hearts, Boys and Girls Gift Wrapping and Meals on Wheels.

Second Step: X Social-Emotional Curriculum K-8
In our efforts to address student well-being, we believe teaching social-emotional learning is as important as teaching math or language. The Second Step program continues to be taught in all of our K-8 classrooms. Students who can self-regulate, have empathy, practice emotion management, and use problem solving skills are better able to cope in everyday life and participate to their full potential in their classrooms. Social-emotional learning promotes school success and contributes toward a safe and respectful school climate.

Community Partners
Strengthening our relationship with community social service, and mental health agencies, has increased our ability to meet the mental health needs of students of all ages. A restructuring of the Day Treatment Services and referral access to Kindergarten Consultation services, has reduced wait times and has helped us link families into the services they require. Collaboration with other agencies who provide autism related services and community supports to parents, children and professionals has lead to enhanced support for inclusion, integration and well-being of children. Students now entering into the IBI (Intensive Behaviour Intervention) program, will remain in their home schools every Friday to transfer acquired skills into the school and to continue to foster the home/school relationship.

Charity Gala
For the past 5 years we have held a Board Gala Dinner in the spring in support of various organizations and Board initiatives. The Board Gala has evolved into a significant community event with over 400 people attending in 2014. Proceeds from the 2014 Gala exceeded $60,000 and are being used to support the Award Trust Fund and The School Breakfast Program.

Baby Day
February 13, 2014 was a very special day at the Catholic Education Centre! We hosted our second annual Thunder Bay Catholic District School Board Baby Day Celebration. The event was planned for babies born in 2013 to female employees of the Board and wives of male employees who are currently on Maternity Leave. The moms had plenty of time to socialize and enjoy a lovely lunch while CEC staff happily held the babies. It was a day of great celebration and joy!
Good Places to Learn and Work

☑ Ensure continuous renewal of facilities
☑ Increase environmental friendliness
☑ Improve health and safety performance
☑ Maintain a safe environment for all
☑ Enhance Employee Wellness

Ensure continuous renewal of facilities
• Oversee completion of the Full Day Kindergarten additions at Holy Cross and St. Martin Schools.
• Oversee completion of the gymnasium addition at St. Martin School.
• Plan and execute the 2013-14 Capital Program.

Increase environmental friendliness
• The Board Environmental Strategy Team (BEST) will focus on best practices and support schools in their certification as Ontario EcoSchools.
• Reduce paper consumption by replacing the current support staff data sheet with an electronic supply staff data sheet. Electronic staff data sheet has been piloted with Occasional Teachers group.

Improve health and safety performance
• Complete the vetting process for the handbook, Standard Operating Procedures for Non-Traditional Classes and provide training for staff.
• Renew and revise the Health & Safety Manual to ensure compliance with legislative requirements.
• Implement a web-based monthly health and safety inspection report to ensure timely follow-up to hazards.
  Web based inspection reporting system continues to be rolled out with five (5) final schools to be completed by end of November 2014.

Maintain a safe environment for all
• Realignment of all Fire Safety Plans to meet current City of Thunder Bay Fire Department requirements.
• Complete implementation of keyless entry system in all board facilities.
• Continue implementation of safe school and accessibility upgrades to all Board facilities.
• Implement and provide training related to our Multi-Year Accessibility Plan, which describes Board compliance activities for the period 2012-2017. The plan will be put into place by January 2014 as per legislation.

Supporting Mental Health
Key advancements were made in the Implementation of the Board’s student mental health and addictions strategy during the 2013-2014 school year. We increased our system capacity in suicide prevention, intervention and tragic event response through delivery of safeTALK training to our classroom teachers and student support persons, coordination of advanced suicide intervention skills training for our school administrators, guidance counsellors and tragic event team members and implementation of system wide crisis response support to schools. Our partnerships with the Community Care Access Centre’s School Mental Health & Addictions Nurse Program and Children’s Centre Thunder Bay have grown and strengthened allowing us to provide timely, coordinated service to students in need of mental health assessments, counselling support and assistance navigating the mental health and addictions system. At the Ministry level, Mental Health Lead funding was annualized ensuring mental health capacity is embedded within all Ontario school boards. At the Board level, we will focus on building the necessary internal organizational conditions to ensure a sustainable focus on student mental health and well-being.

Nutrition Program
A number of our schools provide a nutrition program. These programs continue to be supported by the Red Cross and Thunder Bay Boys and Girls Club. In addition, the proceeds from the board’s Annual Gala help to offset some of the costs of the new nutrition programs. Every morning, students have the opportunity to eat a healthy breakfast that is consistent with the Student Nutrition Program guidelines set out by the Ministry of Children and Youth Services. The noted benefits of a school-based breakfast program include: improved classroom performance, increased attendance, growth in student attention and engagement, healthier student diet, improved student health and a decline in discipline issues.
Organizational Stewardship

✔ Update Strategic Plan
✔ Ensure effective board governance
✔ Continually improve internal controls

Update Strategic Plan
In September of 2013, the Thunder Bay Catholic District School Board initiated a strategic planning Process. An extensive and comprehensive consultative process for community engagement solicited the input of parents, students, staff and members of our broader Catholic community. In November 2014, the Board approved Our Values, Our Vision: 2014-2020 Strategic Plan for the Thunder Bay Catholic District School Board. The new Strategic Plan contains strategic directions and goals to shape our Catholic education system from now until 2020. Our complete Plan is available on our website (www.tbcdsb.on.ca).

Ensure effective board governance
• Support the work of the Board of Trustees in the development and review of policies.
• Lead Trustees through a review of the Board’s Procedural By-Laws.
• Manage the implementation of new Ministry directives and legislation to ensure compliance.

Ensure a balanced budget.
• Support and facilitate professional development for Trustees.

Continually improve internal controls
• Work with Senior Team to fully implement the recommendations of the Operational Review, the internal and external audit committees, and Risk Management feedback in a timely manner.
EARLY LEARNING IN THUNDER BAY CATHOLIC SCHOOLS

Early Learning Program Enrolment
October 2013

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TOTAL - ELP Enrolment 859

life-long learners
# OUR ENROLMENT DATA

October 2013

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**Number of learners whose first language is not the language of instruction:**

- Elementary: 60
- Secondary: 32
  - Total - 1,157 (15% of the enrolment)

**PRIMARY CLASS SIZE**

- % Primary Classes 20 and Under: 97.6%
- % Primary Classes 23 and Under: 100%
- Average Junior/Intermediate (grades 4-8) class size: 23.61%
- % Grade 3/4 Combined Classes 23 and Under: 100%
Our Board at a Glance

- 7,960 Students
- Teaching Staff:
  - 388 Elementary Teachers
  - 187 Secondary Teachers
- Non-Teaching Staff 405
- 20 Schools: 15 Elementary, 3 Senior Elementary, 2 Secondary
- French Immersion: 6 Dual Track Schools, 2 Elementary, 2 Senior Elementary, and 2 Secondary
- 6 Trustees elected to serve on the Board for a four-year term
- 1 Trustee appointed by Fort William First Nation
- 2 Student Trustees appointed for a one-year term

2013-14 BOARD OF TRUSTEES
Chair: Bob Hupka
Vice Chair: Tony Romeo
Trustees: Eleanor Ashe, Don Cattani, Rob De Gagne, Kathy O’Brien, Phil Pelletier
Student Trustees: Larissa Warywoda and Olivia Jean (January - June)
  Courtnenay Costanzo and Sarah Ficek (September - present)

2013-14 SENIOR ADMINISTRATION
Director of Education: Joan Powell (September - April), Pino Tassone (May - Present)
Associate Director and Superintendent of Corporate Services: Tom Mustapic
Superintendent of Education: Omer Belisle
Superintendent of Education: Pino Tassone (September - May)
Education Officer (School Effectiveness): Dave Bragnalo
Education Officer (Early Learning): Nadia Marson
Manager of Employee Services: Garry Grgurich

2013-14 OPERATING BUDGET
$101,209,425
Our Board of Trustees

From left, Rob De Gagne, Eleanor Ashe, Bob Hupka; Chair, Phil Pelletier, Tony Romeo; Vice-Chair, Kathy O’Brien and Don Cattani.

Our Senior Team

From left, Superintendent Omer Belisle, Education Officer Dave Bragnalo, Associate Director Tom Mustapic, Director Joan Powell, Superintendent Pino Tassone, Faith Leader Fr. Ciaran Donnelly, and Employee Services Manager Garry Grgurich. Missing: Education Officer Nadia Marson.
GUIDED BY THE

holy spirit,

OUR SCHOOLS

foster the growth

OF RESPONSIBLE CITIZENS.