<table>
<thead>
<tr>
<th>Region</th>
<th>Names of Lead Boards with the address (in alpha order)</th>
<th>Lead Board Contact Person Information</th>
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</thead>
</table>
| Toronto and Area Region [TARO] | Dufferin-Peel Catholic District School Board [DPCDSB] | Name: S. Kendrick / M. Vecchiarino  
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**Title of the Project:**
(e.g., video, brochure, on-line tool, PA day module, resource guide)

A process to support school boards in the development and application of a student profile. Through collective sharing of existing measures of student achievement and well-being and the development of communication tools, school boards were able to discuss the incorporation of the *Learning for All, K-12 (Draft 2009)* framework into existing board structures and practices.

**Brief Description of the Project:**
(In approximately 200 words outline the purpose, goals and implementation of the project: Who, what, why, when, where and how has the product been used? How can the product be adapted by other boards? How has the product supported sustainable professional learning? How has the project aligned with other board and Ministry initiatives? How has the project aligned and/or supported /BIPSA process at your board?)

To support the continued use of the *Learning for All, K-12 (Draft 2011)* framework, the 2010-2011 regional initiative for Greater Toronto Area (GTA) boards included discussions on the following topics:

- Development of the Board Improvement Plan for Student Achievement (BIPSA) and the integration of *Learning for All, K-12 (L4All)*
- Assignment of *Learning for All K-12* within the BIPSA and connections with Equity, Diversity, Inclusion and promoting Safe and Caring Communities
- Efforts to address the major transitions for students (i.e., JK-Grade 1, Grade 8-9 and Grade 12+)
- Data sources to measure student achievement and well-being outcomes
- Plans to monitor and evaluate student achievement and well-being outcomes
- Student/class profiles and the variables included within them
To address board-level goals, as articulated in board improvement plans, it is critical to understand the needs of all learners. Data is necessary to understand the needs of all learners and their achievement and well-being. A student profile is an important way to truly “know your student” and allows for the tracking of student learning, growth, and well-being at the individual level. The development of a class profile would further support this process at a group level. Profiles are critical tools that can be used at school boards to support the Learning for All, K-12 (Draft 2009) framework, however, not all boards have a process in place to develop and/or implement these profiles on a board-wide level.

The deliverable of the 2010-2011 Learning for All, K-12 regional initiative for the GTA region was to develop a process to support school boards in the development and application of a student profile. Through collective sharing of existing measures of student achievement and well-being and the development of communication tools, school boards were able to discuss the incorporation of the Learning for All, K-12 framework into existing board structures and practices.

**Regional Sharing:**

(How has the project and/or product been shared and facilitated knowledge dissemination in your regional PLC? How have you involved local partners, other boards and Ministry staff?)

Dufferin-Peel Catholic, Halton Catholic and Peel District School Board, were the three school boards that led the TARO regional team in an initial inquiry of the resource guide and its supportive practice in 2009-2010. To continue exploring the enhanced Learning for All K-12 resource, these boards facilitated a process with boards from the Greater Toronto Area (GTA) Region. The process involved two regional sessions among boards in the GTA.

In reflecting on the process for 2009-2010, the GTA lead boards observed a natural evolution of the Learning for All K-12 resource as an opportunity to deeply embed the foundational principles in the resource and to align system supports. Year one of the project provided authentic opportunities for GTA boards to connect to the resource and personalize to their local contexts.

In 2010-2011, the first regional meeting took place in Winter, 2011. At this regional session, school boards provided updates on the status of their Learning for All, K-12 focus statements articulated in the 2009-2010 Winter sessions. The focus statements were a way to have boards commit to exploring and implementing one of the areas in the document Learning for All K-12. These statements are articulated in the executive summary templates submitted to GTA lead boards (i.e., status of their focus statement and how they incorporated this into their board improvement plan).

School boards were then introduced to the regional initiative proposal. Facilitated discussions followed involving five topic areas: board improvement plans, transitions for all students in K-12, types of student achievement and well-being data, monitoring/evaluation plans, and student/class profiles. Boards were requested to bring samples of their current Board Plan monitoring/evaluation tools and student tracking tools to facilitate and participate in the discussion. Outcomes of the session included:

- The connections between L4ALL and Council of Ontario Directors of Education (CODE) JK-1 Assessment and Intervention project and the BIPSA
- The integration between L4ALL + transitions (both in the regular education and special education in anticipation of a future PPM on the topic), Student Success, Learning to 18, Early Literacy Teachers, Instructional Leadership, School Effectiveness Framework etc. with a beginning discussion on the fit of Growing Success.
- Highlight big picture/ key concepts from L4ALL
- Share the deliverables from the Regional Project Proposal - TARO
- Confirm participants'/our desire to meet throughout the year; perhaps as sub-groups
- Plant the seed at this meeting to connect L4ALL and BIPSA and Growing Success and
  transitions (ask boards: what are you using to monitor your progress?)
- As an exit ticket, a Video was developed that captured the reflections of the day including questions
to address at future networks meeting, degree of engagement and next steps?

At the next regional session Spring 2011, team members were invited to review the collaborative
responses to the essential elements of a student profile generated at the previous regional session
using a sample framework (i.e., fishbone diagram). Boards had an opportunity to review the
collaborative responses to the (8) essential elements of a student profile generated at the Learning
for All, K-12 winter session. These results had been consolidated into a sample fishbone
framework. Boards then had an opportunity to meet as a multidisciplinary group to complete the
sample framework reflecting their board’s:

- Processes
- Practice(s)
- Tools
- Instruments
- Assessments

as aligned to the eight elements of a student profile. A jigsaw opportunity was provided to share
each board’s perspective in three role based groupings (i.e., supervisory officers and researchers;
School Effectiveness Framework (SEF) leads, and Student Success leads) and four transition
based groupings (i.e., JK/SK/Early Learning Program (ELP) to Grade 3; Grade 4 to 6; Grade 7 to
10; and Grade 11-post secondary). Using guided questions, responses were recorded from each
heterogeneous board group. One to two members of each group participated in a short
videotaping that captured the groups’ responses. Upon viewing the videotaped sessions from each grouping participants returned to their home board groupings and reported on their new learning from the other boards. A board debrief matrix
was used to focus discussion by identifying the following:

- What interests us
- Ideas to consider
- Next steps

Whole group sharing and discussion, with a focus on the positioning of the student profile in the
Instructional Core prism included in the School Effectiveness Framework (2010), concluded the
session.

**Self-Assessment:**
(Describe how you have assessed the outcome of the project? What further adjustments will need to be
made?)

A measure of success was the increased collaboration established through participation in the
regional sessions by various program stakeholders in the system including School Effectiveness
Leads, Student Success Leads, Program/Curriculum and Special Education Department
representatives in both panels.

Further evidence of success is apparent in the embedding of the Learning for All essential
elements in the Board Plans to Improve Student Achievement and Well Being as foundational
practice.
The ‘fishbone’ framework, as a component of the Toronto Area Regional Office (TARO) artefact collection, provided a process by which board identified measures which inform the development of a student profile. The framework might also serve as a ‘gap analysis process, identifying any areas of student profile information that is missing and thereby inform future planning.

Identifying authentic measures to assess student well being will continue to be a focus.

**Next Steps:**

*How will you sustain professional development in upcoming years in your school board and in your region? What is the “tipping point” for changes in future years in your region?*

The ‘tipping point’, with many of our regional partners, has been identified as collaborative planning and programming between and across special education and program/curriculum departments and/or initiatives. This included the alignment of the Special Education Report’s structure with the Board Improvement Planning process has been supported in the process.

The elements of *Learning for All* should be embedded and present in all professional development initiatives as foundational practise. School boards will continue to explore how to incorporate the *Learning for All, K-12* framework into existing board structures and practices.

**Other Comment:**

*Original Signed by*

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