

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

**AGENDA  
MAY 31, 2018**

**Nancy Crawford, Chair**  
Trustee Ward 12

**Angela Kennedy, Vice Chair**  
Trustee Ward 11

**Ann Andrachuk**  
Trustee Ward 2

**Patrizia Bottoni**  
Trustee Ward 4

**Frank D'Amico**  
Trustee Ward 6

**Jo-Ann Davis**  
Trustee Ward 9

**Rhea Carlisle**  
Student Trustee

**Michael Del Grande**  
Trustee Ward 7

**Joseph Martino**  
Trustee Ward 1

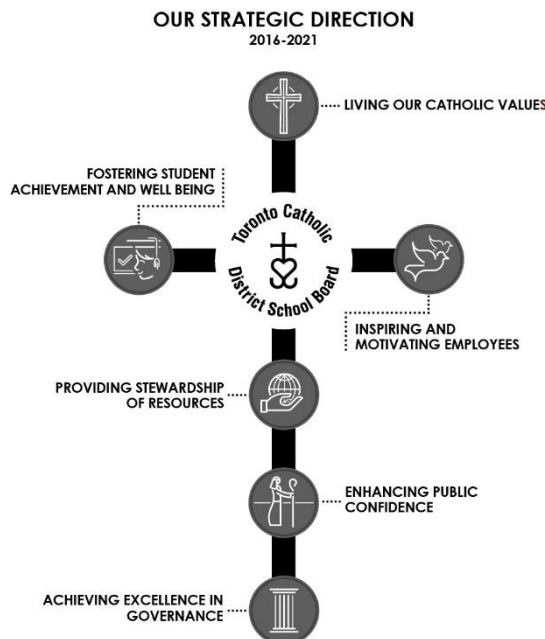
**Sal Piccininni**  
Trustee Ward 3

**Barbara Poplawski**  
Trustee Ward 10

**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**

**Assistant Recording Secretary: Sonia Tomaz, 416-222-8282 Ext. 2298**

**Rory McGuckin**  
Director of Education

**Barbara Poplawski**  
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 21<sup>st</sup> 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, May 31, 2018

7:00 P.M.

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	Pages
1. Call to Order	
2. Opening Prayer (Chair or designate)	
3. Singing of O Canada	
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 May 2, 2018 for Public Session	1 - 23
9. Delegations	
9.a Robert Howe regarding Education Development Charges	24
10. Presentations	
10.a Education Development Charges - Policy Review	

- 10.b Regional Internal Audit Team (RIAT) Report regarding Monitoring and Reporting Student Achievement Audit - March 2018 (Refer Item 14a)

**11. Notices of Motion**

**12. Consent and Review**

**13. Unfinished Business**

**14. Matters referred or deferred**

Referred from May 23, 2018 Audit Committee Meeting

- |      |  |         |
|------|--|---------|
| 14.a | Regional Internal Audit Team regarding the Monitoring and Reporting Student Achievement Audit Report - March 2018 (Refer Item 10b) | 25 - 49 |
|------|--|---------|

Referred from May 17, 2018 Regular Board Meeting

- |      |   |           |
|------|---|-----------|
| 14.b | Report of Governance and Policy Committee: Review of the Performance Appraisal: Director of Education Policy (H.C.06) | 50 - 69   |
| 14.c | Report of Governance and Policy Committee: Update to the Logo Use Policy (T.16)                                       | 70 - 99   |
| 14.d | Report of Governance and Policy Committee: Update to the Fair Practice in Hiring and Promotion Policy (H.M.40)        | 100 - 109 |

**15. Staff Reports**

- |      |   |           |
|------|---|-----------|
| 15.a | Long-Term Program Planning Status Update  | 110 - 140 |
| 15.b | Working Conditions of Principals and Vice-Principals  | 141 - 156 |
| 15.c | Update on the Status of French Teacher Staffing   | 157 - 165 |
| 15.d | Annual Report on Smoke and Vapour Free Space Policy B.B.04  | 166 - 172 |
| 15.e | Proclamation of September as Ukrainian Canadian Heritage Month and September 7 as Ukrainian Canadian Heritage Day In The Toronto Catholic District School Board | 173 - 188 |



15.f	Report On Narcolepsy	189 - 192
15.g	Liquor Waiver Request for St. Mary of the Angels Catholic School	193 - 194
16.	<b>Listing of Communications</b>	
17.	<b>Inquiries and Miscellaneous</b>	
18.	<b>Updating of Pending Lists</b>	
18.a	Annual Calendar of Reports and Policy Metrics	195 - 198
18.b	Monthly Pending List	199
19.	<b>Closing Prayer</b>	
20.	<b>Adjournment</b>	

**MINUTES OF THE REGULAR MEETING OF THE  
STUDENT ACHIEVEMENT AND WELL BEING CATHOLIC  
EDUCATION AND HUMAN RESOURCES COMMITTEE**

**HELD WEDNESDAY, MAY 2, 2018**

**PUBLIC SESSION**

**PRESENT:**

**Trustees:**

N. Crawford, Chair  
A. Kennedy, Vice Chair  
A. Andrachuk  
F. D’Amico – In-Person and By teleconference  
M. Del Grande  
B. Poplawski  
M. Rizzo  
G. Tanuan

**Student Trustee:**

R. Carlisle

**Staff:**

R. McGuckin  
D. Koenig  
P. Matthews  
M. Puccetti  
L. Noronha  
A. Della Mora  
P. Aguiar  
V. Burzotta  
M. Caccamo  
S. Camacho  
F. Cifelli  
N. D’Avella  
P. De Cock

L. Di Marco  
C. Fernandes  
G. Iuliano Marrello  
D. Yack  
J. Yan

A. Robertson, Parliamentarian

S. Harris, Recording Secretary  
C. Johnston, Acting Assistant Recording Secretary

**1. Call To Order**

Prayers were offered for the families of those who died tragically and who were impacted by the recent Humboldt Broncos bus accident and pedestrian attack in Toronto.

The Chair apologised for not doing an effective job of maintaining respectfulness in the Boardroom at the April 5, 2018 Student Achievement and Wellbeing, Catholic Education and Human Resources Committee meeting.

**4. Roll Call and Apologies**

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

**5. Approval of the Agenda**

MOVED by Trustee Tanuan, seconded by Trustee Rizzo, that the Agenda, as amended to include the Addendum, reorder Items 16a), 16b) and 16c) after Item 10a), add Item 17a) Inquiry from Trustee Rizzo regarding Whistleblower Policy and Items 17b), 17c) and 17d) Inquiries from Trustee Kennedy regarding Expulsion Hearings, Policy for Speakers at Graduations and Anniversaries and Setup in the Boardroom respectively, be approved.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
D'Amico  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**6. Report from Private Session**

There was no report at this time given that the PRIVATE Session did not conclude.

**7. Declarations of Interest**

There were none.

**8. Approval and Signing of the Minutes**

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that the Minutes of the Regular Meeting held April 5, 2018 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
D'Amico  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**9. Delegations**

MOVED by Trustee Tanuan, seconded by Trustee Rizzo, that Item 9a) be adopted as follows:

- 9a) Orest Sklierenko regarding Ukrainian Canadian Heritage Month at the Toronto Catholic District School Board** received and referred to staff to come back with a report as soon as possible that should include the possibility of designating September 7 as Ukrainian Day.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
D'Amico  
Poplawski

Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Rizzo, that Item 9b) be adopted as follows:

- 9b) Paulina Corpuz regarding Filipino Heritage Month** received and referred to staff to come back with a report at the May 17, 2018 Regular Board meeting .

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
D'Amico  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

## **10. Presentations**

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that Item 10a) be adopted as follows:

### **10a) Education Development Charges - Policy Review Public Meeting received.**

Results of the Vote taken, as follows:

#### **In Favour**

#### **Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
D'Amico  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

The Chair invited delegations regarding Education Development Charges from members of the public but there were none.

## **16. Listing of Communications**

MOVED by Trustee Tanuan, seconded by Trustee Poplawski, that Items 16a), 16b) and 16c) be adopted as follows:

- 16a) Letter from Paulina Corpuz, President, Filipino-Canadian Parents Association in Catholic Education (FCPACE) regarding Request to Celebrate Annual Filipino Heritage Month (June) and Day (June 12) at the Toronto Catholic District School Board;**
- 16b) Letter from the Consul General of the Republic of the Philippines regarding the 120th Anniversary of Philippine Independence and Filipino Heritage Month; and**
- 16c) Letter from the Filipino Heritage Month Council (FHMC) regarding Declaration of June 12 as Filipino Heritage Day and June as Filipino Heritage Month at the Toronto Catholic District School Board** received and referred to staff to be included in the report coming back at the May 17, 2018 Regular Board meeting.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
D'Amico  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

**CARRIED**

Trustee D'Amico joined the horseshoe at 8:11 pm.



## **12. CONSENT AND REVIEW**

The Chair reviewed the Order Paper and the following items were questioned:

- 15a) Trustee Rizzo (on behalf of Trustee Kennedy)
- 15b) Trustee Del Grande
- 15e) Trustee Rizzo
- 15f) Trustees Andrachuk and Rizzo
- 15g) Trustee Rizzo

Student Trustee Tanuan left the horseshoe at 8:15pm.

Quorum was lost. The Chair declared a recess.

The meeting resumed with Trustee Crawford in the Chair. Attendance list was unchanged.

Student Trustee Tanuan returned to the horseshoe at 8:17pm.

- 15h) Trustee Rizzo

Trustee Kennedy joined via teleconference at 8:28 pm.

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

**MATTERS AS CAPTURED IN THE ABOVE MOTION**

- 15c) Report of the Governance and Policy Committee on Update to Advertising Policy (A.03) (Recommendation)** that the Board accept the recommendation of the Governance and Policy Committee and approve the Advertising Policy (A.03) as amended and proposed in Appendix A;
- 15d) Report of the Governance and Policy Committee on Update to Prayer in Schools Policy (S.23) (Recommendation)** that the Board accept the recommendation of the Governance and Policy Committee and approve the Prayer in Schools Policy (S.P.01) as amended and proposed in Appendix A16d);
- 16d) Letter from Overland LLP regarding Toronto Catholic District School Board 2018 Education Development Charges By-law** received; and
- 16e) Letter from WeirFoulds LLP regarding Toronto Catholic District School Board 2018 Education Development Charges By-law** received.

## **15. Staff Reports**

MOVED by Trustee Poplawski, seconded by Trustee Andrachuk, that Item 15a) be adopted as follows:

**15a) Update on Ontario Cannabis Stores** that the item be tabled.

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

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

The Motion was declared

CARRIED

Trustee D'Amico left the horseshoe at 8:35 pm.

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

**15b) Report of the Governance and Policy Committee on Update to Conflict of Interest: Employees Policy (H.M.31)** that the three paragraphs on pages 38 and 39 that were crossed out be reinstated.

Trustee D’Amico rejoined the meeting via teleconference at 8:44 pm.

MOVED in AMENDMENT by Trustee Tanuan, seconded by Trustee Del Grande, that the item be referred back to the Governance and Policy Committee.

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

<b><u>In Favour</u></b>	<b><u>Opposed</u></b>
Trustees Del Grande	Andrachuk
D’Amico	Crawford
Kennedy	Rizzo
Tanuan	Poplawski

The Amendment was declared

LOST

Results of the Vote taken, as follows:

<b><u>In Favour</u></b>	<b><u>Opposed</u></b>
Trustees Del Grande	Andrachuk
D’Amico	Crawford
Kennedy	Rizzo
Tanuan	Poplawski

The Motion was declared

LOST

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that the Board accept the recommendation of the Governance and Policy Committee and approve the Conflict of Interest: Employees Policy (H.M.31) as amended and proposed in Appendix A.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
D'Amico  
Kennedy  
Poplawski  
Rizzo

Del Grande  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Tanuan, that Item 15e) be adopted as follows:

- 15e) Report of the Governance and Policy Committee on Update to Student Trustee Policy (T.02) (Recommendation)** that the Board accept the recommendation of the Governance and Policy Committee and approve the Student Trustee Policy (T.02) as amended and proposed in Appendix A.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Andrachuk, that Item 15f) be adopted as follows:

- 15f) Ratification of Student Trustee Nominee 2018-2020 (Recommendation)**  
that the Board of Trustees appoint Taylor Dallin from Cardinal Carter Academy of the Arts Catholic Secondary School as Student Trustee for the term August 1, 2018 through to July 31, 2020.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk	
Crawford	
Del Grande	
D'Amico	
Kennedy	

Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustee Carlisle wished to be recorded as voting in favour.

MOVED by Trustee Rizzo, seconded by Trustee Poplawski, that Item 15g) be adopted as follows:

**15g) Focus on Youth Program Potential to Hire Additional Students** received.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Poplawski, that \$85,000 be allocated for summer employment for individuals, where possible, from designated high priority neighbourhoods

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

**In Favour**

**Opposed**

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

The Amendment was declared

CARRIED

Trustee Kennedy joined the horseshoe at 9:09 pm.

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

**In Favour**

**Opposed**

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

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Andrachuk, that Item 15h) be adopted as follows:

**15h) International Women's Day and the Sister Evanne Hunter Young Women in Leadership Award** that the program outlined in the report be approved.



Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Poplawski, that Item 15a) be lifted from the table.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

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

- 15i) Update on Ontario Cannabis Stores** received and that the Chair of the Board and the Director co-sign a letter to the Mayor, LCBO and the CEO of Ontario Cannabis Corporation requesting that they reconsider the Gerard Street site since it is 1 km away from St. Dunstan, Notre Dame, St. John and Neil McNeil Catholic Secondary Schools and advising that we suggest a new location that would be at least 3 kms away from the nearest Catholic school. Further, that we strongly recommend that Municipal consultation include school Boards.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

**17. Inquiries and Miscellaneous**

MOVED by Trustee Andrachuk, seconded by Trustee Tanuan, that Item 17a) be adopted as follows:

**17a) Inquiry from Trustee Kennedy regarding Schedule and Times of Expulsion Hearings received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Kennedy, that Item 17b) be adopted as follows:

**17b) Inquiry from Trustee Kennedy regarding Policy for Protocol for Speakers at Graduations and Anniversaries received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Poplawski, that Item 17c) be adopted as follows:

**17c) Inquiry from Trustee Kennedy regarding Setup in Board Room received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
D'Amico  
Del Grande  
Kennedy  
Poplawski

Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Rizzo, that Item 17d) be adopted as follows:

- 17d) Inquiry from Trustee Rizzo regarding the Whistleblower Policy (A.39)**  
received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Rizzo, that the meeting resolve into FULL BOARD to Rise and Report.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Rizzo, that the meeting resolve back into PRIVATE Session then DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
D'Amico  
Del Grande  
Kennedy

Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

The meeting resumed with Trustee Kennedy in the Chair.

**PRESENT (After DOUBLE PRIVATE Session):**

**Trustees:** A. Kennedy, Acting Chair  
N. Crawford  
A. Andrachuk  
F. D’Amico – by teleconference  
M. Del Grande  
B. Poplawski  
M. Rizzo  
G. Tanuan

**Staff:** R. McGuckin  
  
S. Harris, Recording Secretary

**20. Adjournment**

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that the meeting adjourn.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

The meeting adjourned at 12:05 am.

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SECRETARY

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CHAIR





## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

### DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. \_\_\_\_\_

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Robert Howe	
Committee	Student Achievement and Well Being, Catholic Education and Human Resources Committee	
Date of Presentation	5/31/2018	
Topic of Presentation	Education Development Charges	
Topic or Issue	Proposed Education Development Charges	
Details	Detailed letter to be submitted prior to meeting	
Action Requested	Reduce proposed education development charge	
I am here as a delegate to speak only on my own behalf	{ 1) I am here as a delegation to speak only on my own behalf }	
I am an official representative of the Catholic School Parent Committee (CSPC)	No	
I am an official representative of student government		
I am here as a spokesperson for another group or organization	Yes First Gulf Development Corporation	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T.14.	I Agree	
Submittal Date	5/24/2018	



REPORT TO

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

### STUDENT ACHIEVEMENT AUDIT REPORT

“Let the wise also hear and gain in learning, and the discerning acquire skill” Proverbs 1:5

Created, Draft	First Tabling	Review
May 23, 2018	May 31, 2018	<a href="#">Click here to enter a date.</a>

Dan Koenig, Associate Director of Academic Affairs

Vincent Burzotta, Superintendent Safe Schools, SSI, Alternative, Continuing & International Education

Nick D’Avella, Superintendent Equity, Diversity & Indigenous Education

Lori DiMarco, Superintendent Curriculum Leadership & Innovation; Academic ICT

Cristina Fernandes, Superintendent Special Services

Gina Iuliano Marrello, Superintendent Student Success

### INFORMATION REPORT

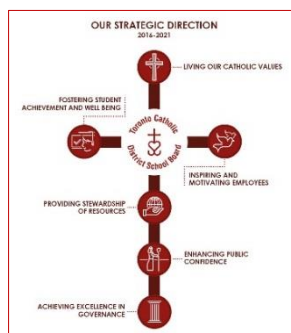
#### Vision:

*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

T.B.D.

Associate Director  
of Planning and Facilities

L. Noronha

Executive Superintendent  
of Business Services and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report is for the information of the Board, as motioned by the Audit Committee, shared with permission from the Director of the Regional Internal Audit Team.

It contains the findings from the Monitoring and Reporting of Student Achievement Audit conducted by the Regional Internal Audit Team (RIAT).

*The cumulative staff time required to prepare this report was 1 hour (exclusive of participation in the audit process)*

## **B. PURPOSE**

1. At the May 23, 2018 meeting of the Audit Committee, a motion was made to share the Regional Audit Team Monitoring and Reporting of Student Achievement Report (Appendix A) with Board at the May 31<sup>st</sup> Student Achievement and Well Being meeting.

## **C. BACKGROUND**

1. As part of the multi-year regional internal audit plan, the Regional Internal Audit Team performed an audit of the key processes and controls related to the monitoring and reporting of student achievement.

## **D. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



**CONFIDENTIAL**

## **Toronto Catholic District School Board**

### **Monitoring and Reporting of Student Achievement**

### **Audit Report**

**March 2018**

**Serving:  
Toronto Catholic District School Board**

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## **Introduction**

As part of the multi-year regional internal audit plan, the Regional Internal Audit Team (“RIAT”) performed an audit of the key processes and controls related to the monitoring and reporting of student achievement. The Academic Services department, under leadership of the Associate Director of Education, Academic Services, is responsible for establishing, monitoring and reporting of student achievement results supported by other areas within the Board.

Through discussion with management, we agreed to focus the scope of the engagement on key monitoring and reporting mechanisms both at the Board and school level to ensure that the Board is making effective decisions and developing action plans to support students and improve academic outcomes. Although the main focus was on academic outcomes, we also considered other areas such as mental health and well-being strategies as part of our engagement.

## **Objectives and Scope**

The objectives and scope of this engagement, as agreed upon with management, were to assess the controls and processes in the following areas:

- Policies and procedures relating to monitoring and reporting outcomes are developed, adequate, communicated to the relevant parties, and periodically reviewed;
- Data collection is complete, accurate and timely in order to facilitate decision making;
- Appropriate metrics have been developed to support effective management and monitoring of strategic outcomes; and
- Appropriate metrics are monitored and reported to key stakeholders to measure the achievement of board objectives.

The scope of the engagement included interviews with management, as well as an assessment of the controls and monitoring and reporting mechanisms which support student achievement. Some of the key areas in scope were the Board Learning Improvement Plan K-12 - 2014-18 (BLIP), the 2017 Board Learning Improvement Plan Annual Report (2017 BLIP Report), the Data Integration Platform (DIP) and Professional Learning Forms (PLF's), also referred to as School Learning Improvement Plans (SLIPs), at the individual school and area level. The periods covered for this audit were mainly FY2016/17 and FY2017/18.

Items that were out of scope for this audit included other components within the BLIP such as "Staff Engagement", "Nurturing our Catholic Community", "Home, Parish, School and Community Partnerships", and "Pathways Planning and Learning".

## Summary of Key Observations and Recommendations

Overall, the Board has a number of well-defined processes, policies and guidelines to ensure that the monitoring and reporting of student achievement is effective. This includes the following:

- Policies, procedures and oversight at the Board and school level through various reports, committees and collection/analysis of data.
- Through the use of the Data Integration Platform (DIP) the Board captures and utilizes data (i.e. EQAO results, surveys, CAT tests) to inform decision making and monitoring of student achievement.
- Other mechanisms such as Accountability Frameworks for Special Education and the Professional Learning Forms are effective and important ways in which the Board demonstrates their commitment towards student achievement.
- There are some opportunities to improve current practices and enhance the monitoring and reporting of data in current reports such as the Board Learning Improvement Plan (BLIP) Annual Report and the Professional Learning Forms. Details observations and recommendations are noted below. These are not considered high risk and should be considered enhancements to current processes or reporting.

No significant issues were noted and the Board is commended for their significant efforts and student focused practices they have implemented.



## Background

The Toronto Catholic District School Board is one of the largest school districts in Ontario with approximately 91,000 students enrolled in 194 schools<sup>1</sup>. The Board has developed a multi-year Board Learning and Improvement Plan (BLIP) for the 2014-18 periods, and is currently in the process of updating the BLIP for the next four year period. The BLIP represents the Board's plan for improving student and achievement and well-being. Although there are eight focus areas within the BLIP, we focused on the areas developed based on the Ministry's School Effectiveness Framework<sup>2</sup> (SEF) related to student achievement. The BLIP establishes strategies and action plans, professional learning opportunities and indicators of success (measures) for each area of focus. Most of the indicators of success (measures) for student achievement are from EQAO<sup>3</sup> results, student and staff surveys, CAT<sup>4</sup> results, school visits, and school learning improvement plans/professional learning forms.

The Board monitors and reports on progress against the BLIP goals on an annual basis through an Annual BLIP report. Based on review of the 2016/17 Annual BLIP report, the Board is on target in most "quantifiable achievement indicators"<sup>5</sup> except for EQAO math scores (grades 3 and 6), Grad 10 credit accumulation and grade 9 Applied Math, which were all below target. In addition to the BLIP, there are a number of other processes and practices in place focused on student achievement. Refer to Appendix C for details regarding the various areas under each department. A large focus of student achievement is professional development. The Board uses student achievement results to target professional learning activities for staff both at the Board and school level. On an annual basis, each school completes "Professional Learning Forms" that identifies "critical needs" of the school and professional learning to close the gaps in those identified areas.

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<sup>1</sup> Source: TCDSB Website – Elementary – 162 schools, Secondary – 29 schools, Combined – 3 schools

<sup>2</sup> The School Effectiveness Framework provides "indicators of effective instructional practice and pedagogy...used by school communities to determine the critical needs of students in order to address them in an equitable, precise and timely manner".

<sup>3</sup> EQAO is a Province wide standardized assessment for Grades 3, 6 and 9.

<sup>4</sup> Grade 2, 5 and 7 students undergo a test called the Cognitive Abilities Test (CAT) and Grade 4 students complete the Otis-Lennon School Abilities Test (OLSAT).

<sup>5</sup> Graduation rates, credit accumulation, EQAO, OSSLT and Grade 9 math

## **Observations and Recommendations**

Our observations and recommendations have been grouped into the following scope areas:

- Policies, procedures and oversight;
- Board Learning Improvement Plan;
- Professional Learning Forms/School Learning Improvement Plans;
- Special Education and Mental Health and Well-Being Initiatives; and
- Professional Development

## **Policies, Procedures and Oversight**

Internal audit assessed the following:

- Policies and procedures relating to monitoring and reporting outcomes are developed, adequate, communicated to the relevant parties and periodically reviewed.
- Accountability at the school and board level is established through clearly defined roles and responsibilities.

### Policies and Procedures

We obtained copies of the Board's policies and procedures to ensure that they addressed the following key areas:

- Guidelines for report cards and implementation strategies to ensure consistency with the Ministry guidelines (i.e. Growing Success)
- EQAO
- School Learning Improvement Plan
- Accountability for student achievement and related initiatives

The Board's main document for student achievement is the BLIP 2014-18 (see section below). Other policies include the following:

- Policy 04 – "Catholic Parent Involvement Committee (CPIC)" mandate is "to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being".
- Policy 13 – "Student and Program Assessment Policy and Operation Procedures" provides assessment, evaluation and reporting practices to schools of the board in the development of their local plans, consistent with TCDSB policies and Growing Success: Assessment, Evaluation

and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12 (2010)<sup>6</sup>.

We noted that the TCDSB website provides information regarding EQAO testing procedures. Overall, the Board has sufficient policies and procedures related to the measuring and reporting of student achievement, supported mainly by the BLIP.

### Roles and Responsibilities

We assessed whether appropriate accountability structures were in place to support the student achievement process. Based on our assessment, the Board has established appropriate roles and responsibilities. The Associate Director of Education, Academic Services, oversees the student achievement process for the Board. There are a number of individuals that oversee various areas related to student achievement, as follows:

- Superintendent of Student Success, Secondary – responsible for Pathways, Catholicity, Community, Culture and Caring, Literacy and Numeracy
- Superintendent, Curriculum Leadership and Innovation – works with elementary and secondary school student achievement and monitoring
- Superintendent, Safe Schools, Alternative Education and International Education – works with secondary schools under the Applied Excellence in Academic Courses (AEAC) which is mandated by the Ministry of Education to support lower achieving schools.
- Senior Coordinator Educational Research, Research Department – provides data that informs the BLIP and other student achievement related queries and decisions
- Superintendent of Special Services – works with improving student achievement with special needs students.

The above individuals meet and collaborate to ensure that there is consistency across the schools. See Appendix C for more details.

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<sup>6</sup> A Ministry of Education document that outlines a comprehensive policy for the assessment, evaluation, and reporting of student achievement in Ontario schools, from Kindergarten to Grade 12.

Furthermore, there are School Improvement teams (elementary and secondary) and also Student Success Teams at the secondary level designed to monitor student achievement results and identify areas of weakness. There are also Area Superintendents who work with school Principals to monitor the Professional Learning Plans. The Superintendents responsible for student achievement meet weekly to discuss professional development and student achievement data and issues.

## **Board Learning Improvement Plan (2014-18)**

We reviewed the Board's policies and procedures related to the monitoring and reporting of student and school performance. The key document is the Board Learning Improvement Plan (BLIP) 2014-18. The Student Achievement and Accountability Act (Bill 177) requires every board in the province to have a multi-year plan for student achievement. The BLIP sets the strategic goals for TCDSB including key performance indicators for student achievement and well-being. The BLIP was developed based on the Ministry's School Effectiveness Framework (SEF) guidelines. Data from various sources including the DIP, EQAO and survey results are used to develop the DIP. There are 8 components within the BLIP:

- Nurturing the Catholic Community
- Staff Engagement
- Assessment for, as, and of learning
- School and classroom leadership
- Student Engagement
- Curriculum, Teaching and Learning
- Pathways, Planning and Programming
- Home School, Parish and Community Partnerships

Within each of the 8 components, there are "if" and "then" statements, called the "theory of action", the goal (which is descriptive), targeted evidence based strategies and actions, professional learning opportunities to be arranged, and measures of success up which to measure the Boards progress. The BLIP is prepared by the BLIP Committee and uses multiples sources of information to inform the goals and measures. Through discussions with management, we also noted that consultation with other stakeholders also occurs, including teacher and student surveys, EQAO results, and CAT results. We reviewed the supporting data in the BLIP noting that it aligned with the stated goals. We also noted that the BLIP addressed all six components of the SEF from the Ministry. Overall, the BLIP development and monitoring process for student achievement incorporates sufficient data, is complete and issued in a

timely manner. Data collection is complete, accurate and timely in order to facilitate decision making.

### BLIP Annual Report

The Annual Report is important to ensure that Board's objectives established in the BLIP are being monitored so that corrective action can be taken as needed. We reviewed the BLIP Annual Report (Nov 2017) and assessed whether data supported the BLIP goals. The Research department obtains extensive data including surveys and academic results (i.e. EQAO and CAT) and provides this to the BLIP Committee and Student Achievement Committee. The Annual report shows the progress of quantifiable achievement indicators tied back to the BLIP measures of success. The Annual report also indicates if the Board is meeting its targets. Based on our review of the Annual Report (Nov 2017), we noted the following areas where additional resources and strategies were implemented in order to reach targets and goals:

- In FY2017/18, student surveys were enhanced to address mental health and well-being and will be included in the 2018 Annual Report.
- Renewed Math Strategy (RMS) initiatives and professional development for elementary and secondary schools was provided, additional staffing for mathematics, and numeracy focused workshops were organized to support improving math scores.
- Further actions for each of the BLIP areas of focus were included in the Annual Report.

Based on the above, results are being monitored appropriately on an annual basis and action plans are developed to address areas of weakness.

### Finding

#### 1. BLIP Annual Report

We noted that although the BLIP annual report includes achievement results such as EQAO test scores, additional narrative information would be helpful,

especially in cases where results did not improve or were lower than the prior year or lower than the provincial average targets.

## Impact

*Key stakeholders may not have complete information to make informed decisions or develop action plans.*

## Recommendation

- R1. Additional narrative information such as root causes/justifying comments where the BLIP areas of focus are not met should be considered as part of the BLIP annual report to enhance its content and usefulness as well as action plans.

### ***Management Response and Action Plan:***

Management agrees that additional information could be provided to better inform stakeholders as to reasons why a BLIP goal is not being met. The Board BLIP report can be used as a method for highlighting this narrative.

### ***Timeline:***

To be included in the 2018-2019 BLIP Annual Report.



## **Professional Learning Forms (PLF's)**

Professional Learning Forms are the key student achievement related monitoring and reporting process at the school level. The key objective of the PLF's is to identify critical learning needs at the school level in order to support student achievement (mainly from an academic focus). It is a well-defined and collaborative process involving various individuals and departments. The Research department prepares school level data and provides this information to the Area Superintendent and school Principal. The Area Superintendent meets with the Principal and teachers to identify the critical learning needs for each school at the beginning of the school year. A documented plan is developed, support by (1) action plans to achieve the critical needs, (2) PD requirements of the teachers as per the PD days allocated, and (3) Measures / Evidence of success to be used for the its achievements. Stakeholders gather and interpret evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback to focus their learning. "Assessment for learning" is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

The following data points form the basis of PLF preparation:

### EQAO Data

Education Quality and Accountability Office (EQAO) is a Province wide annual assessment of Primary Division (Grade 3) and Junior Division (Grades 6) students in reading, writing, and mathematics; Grade 9 students in mathematics (academic and applied); and the Ontario Secondary School Literacy Test (OSSLT). The EQAO data is forms the basis of the PLF preparation and action plans for the year.

### Canadian Assessment Test (CAT)

The CAT is a testing system that assesses the essential learning outcomes of the basic skill areas: reading, language, spelling, and mathematics. As well as

being a tracker of learning abilities, the CAT also evaluates how well students perform in comparison to other students across the district, region, or in Canada as a whole.

#### Perceptual Data

Custom made surveys for each school are conducted to assess the learning environments, learning trends, demographic information, student engagements, cognitive strategies etc. Actual results of the surveys are compared to the board and province level data to determine the schools standing.

#### Demographic Data

Reflected the stratified data of students based on age, language, community and ethnic groups. The demographic data helps the stakeholders to emphasise the need of the different language programs.

From the above data, schools are required to document learning challenges and professional learning focus for the year in the PLF. As part of our audit testing, we attended a PLF meeting held on November 28, 2017 at an elementary school. We noted that the Principal highlighted the prior year EQAO results and that the school surpassed the provincial benchmark of 75% on primary reading, writing and math and junior reading and writing. However, the school has not been able to achieve the junior math benchmark which was an area of concern and urgent critical need documented in the current year PLF. We noted that Grade 3 and 6 School Improvement team teachers discussed the strategies they used in the classroom to tackle numeracy and math problem solving.

Once the PLF is reviewed by the Area Superintendent, Principal and School Improvement Team, it is uploaded to the school website.

We also selected a sample of 10 schools to review their PLF's and ensure they were uploaded and completed. We noted that all schools selected had a comprehensive plan based on the BLIP goals established by the Board, EQAO results, CAT4, School Report Card results are discussed by the stakeholders (i.e. Superintendent, Principal and Teachers) during the initial

Superintendent's visit. We further noted that an "Urgent Critical Need" is identified and documented in the PLF based on the data analysed and collaborative inquires among the stakeholders.

## **Finding**

### **2. Professional Learning Forms**

We noted that the "urgent critical needs" included in the PLF's are not always specific and measurable. For example, an urgent critical need was identified to close the gap in percentage of students at the applied versus academic level achieving Level 3 or 4 (for various subjects). The measure of evidence was to only note the percentage of applied students at Level 3 or 4 compared to the prior year. A more specific target (i.e. reduce the gap by a certain percentage) would be more appropriate in order to assess progress.

## **Impact**

*The Professional Learning Forms are an important tool to measure school progress and implement appropriate strategies. Without specific and measurable targets, schools may not be tracking progress or success of new strategies appropriately.*

## **Recommendation**

- R2. Urgent critical needs and measures or evidence should be based on specific and measurable goals.

### ***Management Response and Action Plan:***

As we create a new BLIP for the 2018-2021 school years, we will be revising our PLFs to ensure that SMART goals are included within these plans.

### **Timeline:**

To be initiated in the 2018-2019 school year.

## **Special Education and Mental-Health and Well-Being**

The Special Education department has established “Accountability Frameworks for Special Education” (AFSE). The main objectives of the AFSE’s are as follows:

- To annually review special education programs and services in order that student achievement and well-being is reported and that programs and services are continually renewed and improved.
- To provide SEAC and the Board with timely evidentiary advice to make effective decisions related to program planning and services in special education.
- The establishment of SMART goals that align with the TCDSB Board Learning Improvement Plan.
- To support the Board’s budgetary cycle

A standing Program Review Committee (PRC) has been established for each exceptionality and meets regularly to collect and analyze student achievement and well-being data. It is an important mechanism for reaching student achievement and well-being goals set by the Ministry, including *Learning for All: K-12, Caring and Safe Schools in Ontario, Growing Success and Assessing Achievement in Alternative Areas (A4)* as well as Board goals set by the Committee.

We selected the 2016/17 AFSE to assess whether appropriate metrics are in place to analyze and report on special education student achievement. There are three main exceptionalities for the AFSE – autism, learning disabilities (LD), and language impairment. The Special Education Advisory Committee (SEAC) sets the goals and data points to collect. We noted that goals are established and communicated to key stakeholders (i.e. Principals, teachers and special education staff at the school level). The SEAC Committee meets quarterly to review the results and monitor progress. These goals are also included in the PLF’s for each school.

Based on our review of SMART goal setting, measuring and reporting of set goals for 2016/17, and discussions with management, the AFSE appears to be working effectively towards achieving its objectives of enhancing special education student achievement.

## **Professional Learning and Development**

We assessed whether the Board's professional learning and development activities were sufficiently aligned with student achievement results and overall goals and objectives (i.e. as set in the BLIP and PLFs). There are three main delivery models for professional development at the Board:

- Centralized professional learning at the Board level. There are "code" days given by the Board to support specific learning initiatives. We noted specific code days were allocated for Renewed Math Strategy and PLF monitoring.
- School level professional learning. There is local identification of professional learning needs. A key focus for FY2017-18 is numeracy across the curriculum.
- Student Success Learning Networks (SSLN). The Superintendent of Student Success oversees this process and groups schools together so that targeted professional learning can be provided. The focus is also on numeracy.

The Board's Professional Development Plan for Student Achievement and Well-being for 2017-18 (2017-18 PD Plan or Plan) was selected. We noted that development of the PD Plan is a collaborative process informed by input from students, teachers, principals, superintendents, trustees etc. Progress of the Plan is monitored and results are presented to Education Council and the Student Achievement Committee. The report outlines key professional learning initiatives to support achievement of goals established in the BLIP. The Plan used a variety of data sources such as EQAO results, surveys, cohort data etc. Based on our review, we noted that the Plan aligned with the BLIP. In addition, the Plan update is included in the BLIP Annual Report. Based on discussions with management, we understand that Trustees have requested more direct linkage between the PD activities and their impact on student achievement, including measuring the value of dollars spent. Given the manual nature of PD tracking and delivery, management has noted that it is difficult to provide direct linkage's at this time. Implementation of a new professional learning software system would help with this.

## **Finding**

### **3. Professional Development Tracking**

The tracking of professional development activities, delivery and attendance is currently a manual process. Therefore, it is difficult to track and analyze delivery and effectiveness of professional development activities. We understand that the Board is exploring the implementation of professional development software tool.

## **Impact**

*Better tracking of professional development activities will help the Board to better track professional development delivery, attendance and spending in order to assess their effectiveness as it relates to student achievement and well-being.*

## **Recommendation**

R3. The Board should prepare a business case, implementation plan and target date for a new professional development software tool.

### ***Management Response and Action Plan:***

The Board is exploring options for a PD tracking tool and will develop a business case and implementation plan as part of the project planning process. Approval has been received for this project as part of the new student information software purchase. The potential vendor the Board has been working with was recently acquired by another company and this may impact the timing and implementation of a PD tracking tool.

### ***Timeline:***

Timing for project implementation is to be determined. Management will provide an update on this project to Directors council in the fall of 2018.

## **Appendix A – Acknowledgement**

We would like to take this opportunity to thank the management and staff of the TCDSB for their assistance during this engagement.

### **Issued by:**

Viraj Trivedi, CPA, CA  
Manager, Regional Internal Audit Team



## **Appendix B – Report Distribution**

This report is intended primarily for the information and use of the individuals on the distribution list and should not be provided to any other individuals without the consent of the Manager, Regional Internal Audit Team, Toronto and Area

- Toronto Catholic District School Board Audit Committee
- Rory McGuckin, Director of Education
- Dan Koenig, Associate Director, Academic Services
- Lloyd Noronha, Chief Financial Officer and Executive Superintendent Business Services
- Paul DeCock, Comptroller (Business Services)

## Appendix C – AREAS OF RESPONSIBILITY

V. BURZOTTA	L. DIMARCO	G. IULIANO MARRELLO	C. FERNANDES
AEAC / SAFE SCHOOLS/ INTERNATIONAL EDUCATION	CURRICULUM LEADERSHIP & INNOVATION	STUDENT SUCCESS	SPECIAL SERVICES
<ul style="list-style-type: none"> <li>Achieving Excellence in Applied Courses (AEAC)</li> <li>Fraser Network Supervised Alternative Learning (SAL)</li> <li>Safe Schools/ Police Liaison</li> <li>Continuing Education</li> <li>International Education (Visa Students)</li> <li>Toronto Secondary Unit (TSU) Joint Safe Schools</li> <li>Toronto Elementary Catholic Teachers (TECT) Joint Safe Schools</li> </ul>	<ul style="list-style-type: none"> <li>MOE – Curriculum Initiatives               <ul style="list-style-type: none"> <li>Leading Student Achievement (LSA)</li> <li>School Effectiveness Framework</li> </ul> </li> <li>Leadership Development / Succession Planning</li> <li>International Languages</li> <li>Community Advisory Groups</li> <li>Code - Primary School, Summer Program</li> <li>Catholic Curriculum Consortium</li> <li>Toronto Elementary Catholic Teachers (TECT) Joint Professional Development</li> <li>Multi Year Strategic Planning (MYSP)</li> <li>System Calendar</li> <li>Board Learning &amp; Improvement Plan (BLIP)</li> </ul>	<ul style="list-style-type: none"> <li>Student Success Pathways High Skill Major</li> <li>Secondary Schools Staff Development</li> <li>Joint Toronto Secondary Unit (TSU) Professional Development</li> <li>Multi Year Strategic Planning (MYSP)</li> <li>Community Advisory Groups</li> <li>Catholic Curriculum Consortium</li> <li>Board Learning &amp; Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>Special Education Advisory Committee (SEAC)</li> <li>Social Work Services</li> <li>Psychological Services</li> <li>Speech and Language</li> <li>Autism</li> <li>Educational Assistants (EAs) / Child Youth Workers (CYWs)</li> <li>Special Education Early Years Support Response Team</li> <li>TSU Sp. Ed. Committee</li> <li>TECT Sp. Ed. Committee</li> <li>Employee Mental Health &amp; Well-Being</li> <li>Board Learning &amp; Improvement Plan (BLIP)</li> </ul>



REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO PERFORMANCE APPRAISAL: DIRECTOR OF EDUCATION POLICY (H.C.06)

*Remember your leaders, those who spoke the word of God to you; consider the outcome of their way of life, and imitate their faith.  
Hebrews 13:7*

Created, Draft	First Tabling	Review
May 8, 2018	May 17, 2018	
Angela Kennedy, Chair, Governance and Policy Committee Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development		
<b>RECOMMENDATION REPORT</b>		

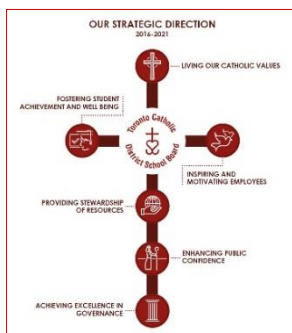
### Vision:

*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.*



### Members of the Committee:

Angela Kennedy, Chair  
Jo-Ann Davis, Vice Chair  
Nancy Crawford, Trustee Ward 12  
Ann Andrachuk, Trustee Ward 2  
Barbara Poplawski, Ex-Officio  
Maria Rizzo, Ex-Officio

## **A. EXECUTIVE SUMMARY**

This report recommends updates to the Performance Appraisal: Director of Education policy (H.C.06) including alternating annually between a limited review and a more fulsome review.

*The cumulative staff time required to prepare this report was 1 hour*

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

## **C. APPENDIX**

APPENDIX A: Performance Appraisal: Director of Education policy (H.C.06) with proposed amendments

## **D. COMMITTEE RECOMMENDATION**

That the Board accept the recommendation of the Governance and Policy Committee and approve the Performance Appraisal: Director of Education policy (H.C.06) as amended and proposed in Appendix A.



**POLICY SECTION:** HUMAN RESOURCES  
**SUB-SECTION:** COMPENSATION  
**POLICY NAME:** PERFORMANCE APPRAISAL:  
 DIRECTOR OF EDUCATION  
**POLICY NO:** H.C.06

<b>Date Approved:</b> October 4, 2006	<b>Date of Next Review:</b> <b>May 2020</b> (biennial)	<b>Dates of Amendments:</b> May 2013; September 2013; February 25, 2016-Board; <b>May 17, 2018</b>
<b>Cross References:</b> Multi-year Strategic Plan Director of Education's Term Employment Contract Trustee Code of Conduct Executive Search Committee Recommendation Report to Board, <b>March, 2017</b> Education Act, Section 283 (2) and 283.1, Section 169.1		
Appendix A - TCDSB Performance Review Process for the Director of Education Appendix B - Director of Education Candidate Profile, 2017		

## Purpose

The Board of Trustees and the Director of Education collaborate to provide each student at the Toronto Catholic District School Board with meaningful Catholic faith development experiences and exemplary education. This policy will establish a standardized, fair and transparent framework for the annual performance review process of the Director by the Board of Trustees. The process will measure the degree to which the director is fulfilling this mandate, and will provide a structured opportunity for the Director to receive feedback and identify concerns in a timely and supportive way to facilitate resolution.

## Scope and Responsibility

This policy applies to the Director of Education and is managed by the elected Trustees. The Board of Trustees is responsible for this policy.



<b>POLICY SECTION:</b>	<b>HUMAN RESOURCES</b>
<b>SUB-SECTION:</b>	<b>COMPENSATION</b>
<b>POLICY NAME:</b>	<b>PERFORMANCE APPRAISAL: DIRECTOR OF EDUCATION</b>
<b>POLICY NO:</b>	<b>H.C.06</b>

### **Alignment with MYSP**

Living Our Values

Achieving Excellence in Governance

Fostering Student Achievement and Well Being

### **Policy**

The Director of Education is responsible for implementing the Toronto Catholic District School Board's Vision, Mission and Multi-Year Strategic Plan. The Board of Trustees shall conduct an annual performance review of the Director through a fair process, providing constructive feedback in a manner that supports and strengthens the integrity of the roles performed by the Director and the Board.

### **Regulations**

1. The Trustees and the Director of Education will jointly develop the content, process and the methods of data collection and review. The Performance Review is not intended to encompass every aspect of the Director's work, but to focus on the goals determined for the year under review. (Appendix A)
2. The Performance Review Process will be developmental in its nature, providing for a joint learning opportunity between the Director and the Board of Trustees to affirm success and improve identified areas of need.
3. The process by which the Director's performance is reviewed and the occurrence of the review will be made known to the public.
4. The content of the review surveys, the feedback to the Director, discussions with the Trustees and subsequent documentation will be held in confidence.



POLICY SECTION: HUMAN RESOURCES  
 SUB-SECTION: COMPENSATION  
 POLICY NAME: PERFORMANCE APPRAISAL:  
 DIRECTOR OF EDUCATION  
 POLICY NO: H.C.06

The review surveys shall be based on the Director's areas of responsibility as outlined in the following sources:

- i. the Education Act;
- ii. the Ontario Leadership Framework for Supervisory Officers-five leadership practices;
- iii. the Candidate Profile from the recruitment of the Director of Education (Appendix A);
- iv. the goals established jointly for the year based on the above and the Multi-Year Strategic Plan

**5. The annual performance review process will alternate between a limited reviewer pool and a more fulsome reviewer pool:**

(a) Internal staff and external community reviewers are limited to twenty individuals, chosen randomly from selected groups.

**(b) The fulsome reviewer format will include an expanded reviewer pool and may involve a 360 degree format.**

6. The results of each annual review are linked to any salary changes in compliance with the Director's Term Employment contract.

7. The Director will be provided with a written copy of his/her performance review and will be permitted an opportunity to respond to it. ~~In the event there is~~ **Should** any significant disagreement concerning the performance review arises between the Director and the Board, the Director will provide the Chair of the Board with a written response outlining the area(s) of disagreement. Upon receipt of the Director's response, the Chair would present this response to the Trustees in **order** ~~an effort~~ to come to a reasonable resolution.



**POLICY SECTION: HUMAN RESOURCES**

**SUB-SECTION: COMPENSATION**

**POLICY NAME: PERFORMANCE APPRAISAL:  
DIRECTOR OF EDUCATION**

**POLICY NO: H.C.06**

8. The Board of Trustees will approve a public motion confirming that the Director's performance review process has been completed in accordance with this policy.
9. Before the review occurring at the end of the second to last year of the Director's contract, the Chair will initiate separate succession planning discussions with the Board of Trustees and with the Director to determine preliminary interest in extending the Director's Term Employment Contract. This will provide direction on the requirement to initiate an executive search process in sufficient time. (Appendix B)

## **Definitions**

### **Board of Trustees**

The twelve elected officials charged with governing the TCDSB.

### **Chair of the Board**

The Trustee elected by the Board of Trustees to serve as Chair of the Board for the year, shortened to The Chair.

### **Director of Education**

The Chief Executive Officer and Secretary to the Board, shortened to The Director.

### **Term Employment Contract**

The terms and conditions of the Director of Education's employment, shortened to Contract.





**POLICY SECTION: HUMAN RESOURCES**  
**SUB-SECTION: COMPENSATION**  
**POLICY NAME: PERFORMANCE APPRAISAL:  
DIRECTOR OF EDUCATION**  
**POLICY NO: H.C.06**

### **Evaluation and Metrics**

The effectiveness of this Policy will be evaluated by the Board of Trustees after each performance review cycle in October of each year. The criteria will include ease of implementation and achievement of the Policy objectives.



## Director of Education Performance Review

**Guiding Principles**

1. The Performance Review Process is developmental in nature, it is a joint learning opportunity between the Director and the Board of Trustees to affirm success and improve identified areas of need.
2. The process and its annual occurrence are transparent and available for public information. The process is well understood and communicated to stakeholders.
3. The content of the review surveys, the feedback to the Director and discussions with the Trustees are held in confidence and the documents are stored confidentially
4. The Process is conducted in a respectful and collaborative manner.
5. The Director and the Trustees jointly develop the content (the goals to be reviewed each year), the process and the methods of data collection and review.
6. The Director and the Trustees share information frequently and schedule at least two formal updates throughout the year.
7. Limited Number of Goals to be reviewed each year: The Performance Review will focus on a limited number of results-oriented goals determined for the year under review.
8. Evidence, both qualitative and quantitative, is to be observed by Trustees and internal and external reviewers throughout the year.
- ~~9. Review of the Director's performance may serve to determine performance-related pay in the Board's Executive Compensation Plan.~~**



## Director of Education Performance Review

**Performance Review Process**

The Annual Performance Appraisal period is considered to be the calendar year from October 1 to September 30. The review cycle is conducted yearly, with the formal review activities occurring within the first two weeks of October. The following process will form the basis of the Director of Education's Performance Review:

**First Week of October – Progress Report and Questionnaires**

- Director will provide a progress report in a meeting with Trustees
- Questionnaire based on previously-established goals for the Director's performance is distributed to Trustees
- Questionnaires will be completed anonymously on the evening of distribution
- Different, parallel performance appraisal provided to selected staff members at various levels in the organization and community members (including external, prominent Catholic community leaders) for completion
- One week later, the Chair provides the Director with a copy of the different Questionnaires

**Middle of October – Review of Questionnaire Results**

- Chair summarizes the results of both sets of Questionnaires and presents results to the Trustees
- Chair meets with the Director to discuss the performance feedback
- Director presents Performance Goals for the upcoming year to Trustees and consensus about the nature of the performance Goals is sought

**May – Ad Hoc Director Performance Appraisal Committee**

- Ad Hoc Committee Composition: Chair, Vice-Chair, Chairs of the Standing Committees, and one Trustee elected at the May Board meeting
- Design the next Performance Review Questionnaire based on the Director's performance goals established in October, previous



## Catholic Director of Education Profile 2017

The following profile represents the qualities and competencies sought for a Director of Education at the Toronto Catholic District School Board. The profile has been adapted from the following sources:

- Council of Ontario Directors of Education, *Role of Director*, 2005
- Ontario Education Services Corporation Trustee Development Program Modules
- Institute for Catholic Education, Profile for a Catholic Director of Education in 21<sup>st</sup> Century
- ~~PROMEUS, Partners in Executive Search,~~ **Odgers Berndtson, Executive Search Firm, Candidate Profile**
- **Ontario Catholic Leadership Framework for System Leadership**

**Role of the Toronto Catholic District School Board Director of Education**

The Toronto Catholic District School Board Director of Education is called upon to be an exemplary Catholic educator with a deep and abiding commitment to the Catholic faith, community and culture. The role requires the knowledge, skills and political acuity to lead the learning of trustees, senior staff, school and system leaders, parents, students, and the broader community in an environment informed by the Ontario Catholic School Graduate Expectations and Ministry of Education curriculum through the lens of faith, hope, love, community, dignity of persons, excellence, justice and stewardship for creation.

Under the *Education Act* the director is the “chief education officer” and “chief executive officer” and is required to “develop and maintain an effective organization and programs required to implement board policies” (s.283).

**Responsibilities of the Director of Education**

The director is hired by and responsible to the board of elected trustees of the TCDSB. The director is accountable to the Ministry to ensure compliance with provincial law and curriculum. In addition, the Director of the TCDSB has a responsibility to ensure faithfulness to the teachings of the Catholic Church throughout the board and to maintain a positive and effective relationship with the Archdiocese.

## Catholic Director of Education Profile 2017

The director is the sole employee who reports directly to the elected board. All authority delegated by the elected board to staff is delegated through the Director of Education.

**Job Description**

The following template offers a job description for the role of Director of Education. The criteria ~~we expected in an individual~~ **a system leader** is one who supports 21<sup>st</sup> century learning, demonstrates a commitment to Catholic education **and equity of outcomes**, is a practicing Catholic and will facilitate achievement of the Toronto Catholic District School Board's current and future priorities.

**The Director of Education and Chief Executive Officer of the Toronto Catholic District School Board, as outlined in the *Education Act*: 283.1, will fulfill the following roles:**

- within policies established by the board, develop and maintain an effective organization and the programs required to implement such policies;
- annually review with the board the multi-year plan;
- ensure that the multi-year **strategic plan** developed establishes the board's priorities and identifies specific measures that will be applied in achieving those priorities and in carrying out its duties under the *Education Act*, in particular its responsibility for student achievement;
- implement and monitor the implementation of the multi-year plan;
- report periodically to the board on the implementation of the multi-year plan;
- act as secretary to the board;
- immediately upon discovery bring to the attention of the board any act or omission by the board that in the opinion of the director of education may result in or has resulted in a contravention of the *Education Act* or any policy, guideline or regulation made under the *Education Act*; and
- if a board does not respond in a satisfactory manner to an act or omission brought to its attention advise the Deputy Minister of the Ministry of Education of the act or omission.

## Catholic Director of Education Profile 2017

In addition to the requirements of the Education Act, the ideal candidate will have demonstrated expertise, experience, knowledge, leadership skills in providing Catholic leadership, commitment, and direction in the following areas by focusing on:

- Catholic faith, Community and Culture;
- Leading Vision into Organizational Practice;
- Effective and Proactive Media Relations;
- Building Relationships Among Staff and Internal and External Stakeholders;
- An innovative approach to problem solving.

**Student Achievement and Well-being**

The Director of Education:

- builds and communicates a shared vision of Catholic education, rooted in Gospel values and focused on improving the achievement and well-being of all students, staff and parents in the TCDSB community.
- promotes, protects and provides excellence in academic, physical and spiritual well-being of students.
- inspires, motivates and encourages trustees, senior staff and all members of the TCDSB community to continually learn and innovate and strive for excellence in Catholic education.
- takes the necessary steps to provide a safe, caring, ~~ee-~~inclusive learning environment that promotes a sense of collective responsibility for the worth and dignity of all members of the community. Provides advice and leadership to the board in setting goals for leading practices in student achievement and in promoting the value that all children can learn.
- ensures that every student has the opportunity to work toward meeting the Ontario Catholic School Graduate Expectations and the standards of education mandated by the Ministry of Education.
- ensures a consistent and continuous board-wide focus on student achievement, using system and school data to monitor progress, and supports and encourages the same for schools.
- ensures that the student is at the centre of planning and resource management.

## Catholic Director of Education Profile 2017

- develops Catholic learning communities in collaborative and growth-oriented cultures.
- recruits, hires and retains staff with the interest and capacity to further the Board's goals.
- provides resources in support of curriculum instruction and the Ontario Catholic School Graduate Expectations.
- allocates resources so that superintendents and principals can implement strategies which secure high standards of behaviour and attendance.
- takes the necessary steps to provide facilities to accommodate students.

### **Educational Leadership**

The Director of Education:

- provides leadership and direction in all matters relating the Catholic education in the district.
- develops and maintains positive and effective relations with staff at the provincial and local government levels.
- establishes and facilitates a process that promotes systematic and comprehensive program links that support school, parish and family life.
- ensures policies and procedures and embedded with the fundamental concepts of human dignity, social justice and environmental stewardship reflective of our Catholic beliefs and traditions.
- in accordance with the director's responsibility to the Ministry of Education through the Deputy Minister provides a director's annual report to the Ministry.
- promotes and encourages the use of new and emerging technologies to support teaching and learning.
- demonstrates a strong vision that supports 21<sup>st</sup> century learning.

### **Director/Board Relations**

The Director of Education:

- establishes and maintains positive working relations with the Board of Trustees
- provides leadership in ensuring effective governance practices that foster excellence in Catholic education.

## Catholic Director of Education Profile 2017

- supports the Board of Trustees in performing its role and facilitates the implementation of its role as outlined in board policy.
- provides ongoing learning opportunities for trustees to deepen their knowledge and skills regarding their governance role.
- support the role of trustees in advocacy role for excellence in publically funded Catholic education.
- provides opportunities for ongoing faith formation of trustees
- communicates effectively with the governing board and individual trustees

**System Leadership**

The Director of Education:

- demonstrates visionary and strategic leadership that has support of the senior staff, school and system leaders, parents, students and the larger community.
- develops effective approaches for succession planning at all levels of the system beginning with the Directorship.
- demonstrates a willingness to participate on provincial executive committee to execute the vision of the board.

**Fiscal Responsibility**

The Director of Education:

- ensures that the fiscal management of the district is in accordance with the Ministry's Student Focused Funding Model, other applicable grant regulations, and in accordance with the provisions of the *Education Act* and Regulations.
- ensures that the fiscal management of the district is in alignment with the elected board's multi-year strategic plan and the mandate of a Catholic school system.

**Organizational Management**

The Director of Education:

- demonstrates effective organizational skills that result in district compliance with all legal, Ministerial and Board mandates and timelines.



## Catholic Director of Education Profile 2017

- reports to the Minister with respect to matters identified in and required by the *Education Act* and Regulations.
- bring to the attention of the board any act or omission by the board that in the opinion of the Director of Education may result in or has resulted in a contravention of the *Education Act* or any policy, guideline or regulation made under the Act; and if the board does not respond in a satisfactory manner to an act or omission brought to its attention, advise the Deputy Minister of the Ministry of the act or omission.
- nurtures partnership with organizations to benefit student achievement and the goals of the board.

**Planning**

The Director of Education:

- provides leadership for the development of the board's multi-year plan and annual review of the multi-year plan.
- ensure the multi-year plan establishes board priorities rooted in the gospel and Catholic social teachings as well as evidenced based and exemplary educational practices.
- identifies specific actions that will be taken to achieve those priorities, specifically with regard to the board's responsibility for student achievement.
- ensures appropriate involvement of the board of trustees (approval of process and timelines, establishment of board strategic priorities, key results and final board approval).
- reports regularly on implementation and results achieved in relation to the board's multi-year strategic plan and district improvement plans.

**Personnel Management**

The Director of Education:

- models acceptance of the responsibility to spiritual leadership and pastoral care and situations within the context of a Catholic faith community and school system.

## Catholic Director of Education Profile 2017

- demonstrates respect for the dignity of all through inclusive practices, whereby each individual is valued, diversity is celebrated, and belonging is nurtured.
- understands the director's overall authority and responsibility for all hiring, monitoring, evaluation and termination of personnel.
- ensures effective systems are in place for the recruitment, selection, supervision, development and performance review of all staff.
- ensures ongoing capacity building, professional learning and succession planning throughout the organization.
- utilizes performance appraisal process to foster ongoing formation and growth in Catholic leadership practices.
- ensures compliance with human rights and labour relations legislation.

**Policy**

The Director of Education:

- provides leadership in the planning, development, implementation and evaluation of board policies.
- ensures policies reflect the *Education Act*, other pertinent legislation and are anchored in evidence based best practices and Catholic social teachings.
- ensures policies and procedures are embedded with the fundamental concepts of human dignity, equity, social justice and environmental stewardship.

**Communications and Community Relations**

The Director of Education:

- establishes effective communication strategies to keep the district informed of key monitoring reports, student and staff success, local issues and board decisions.
- ensures that open, transparent and positive internal and external communications are in place.
- ensures that Catholic School Advisory Councils, the Catholic Parent Involvement Committee and the Special Education Advisory Committee have the opportunity to provide appropriate advice and support as required in the regulations and/or board policy.

## Catholic Director of Education Profile 2017

- ensure positive relationship with Archdiocese and supports school communities in nurturing close relationships with local parishes.
- participates in community affairs in order to enhance and support the district.
- develops and maintains strong community presence through strategic planning, use of social media communication tools.
- establish a strong communications protocol and successfully execute strategy.

### **Student, Staff and District Recognition/Public Relations**

The Director of Education:

- establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, staff and district successes.

### **Leadership Practices**

Within the context of the requirements set out in legislation, Ministry of Education policy and guidelines, and the director's local job description, the six leadership practices with from the basis of the Catholic director's performance review are:

- Catholic faith, community and culture
- Setting directions
- Building relationships and developing people
- Developing the organization
- Leading the instructional program
- Securing accountability

### **Accountability of the Board of Trustees under Provincial Interest Regulation**

The Director of Education for the Toronto Catholic District School Board must also be knowledgeable about the Provincial Interest Regulation (PIR). This regulation sets out actions that can be taken by the Minister of Education if the Minister has concerns about a school board in one or more of the following areas:

- Academic achievement of students
- Student health and safety



- Good governance of the school board
- Performance of the board and of the Director of Education in carrying out their responsibilities under the *Education Act*
- Parent involvement

### **~~TCDSB Director of Education Candidate Profile~~**

~~Based on the characteristics below, the ideal candidate for Director of Education at TCDSB:~~

- ~~• is a transformational leader who demonstrates, in both word and deed, a passion for Catholic Education and a commitment to the gospel values and teachings of Christ and the Catholic Church;~~
- ~~• inspires the continued growth of our students, dedicated staff and communities;~~
- ~~• possesses the know-how to provide effective strategic leadership and support in implementing the Board's goals and objectives;~~
- ~~• has clearly demonstrated, that while a board must be run with business acumen, the business of the board is education;~~
- ~~• has a proven history of successful educational innovation;~~
- ~~• brings demonstrated success in dealing with complexity, turning challenges and conflict into opportunities for progress;~~
- ~~• possesses a highly regarded reputation for integrity;~~
- ~~• has the ability to relate respectfully and effectively with people of widely diverse backgrounds ensuring that diversity is a major asset;~~
- ~~• will be a superb communicator within the board and bring experience about how to develop and implement new and creative ways for all internal stakeholders to work effectively together in common cause for a better future for students and the community;~~
- ~~• has demonstrated skills in developing effective relationships with all external stakeholders, including the municipal and provincial governments and the media;~~
- ~~• is able to confidently and effectively manage the internal and external political challenges associated with the high level requirements of a chief executive officer;~~
- ~~• has the know-how to actively support and lead the development of a strong and effective approach to governance, the confidence and ability to "speak truth to power" in an appropriate, respectful and consistent manner in ensuring that the Board's Code of Conduct is an effective and living document;~~
- ~~• will be in good standing with the Ontario College of Teachers, and hold Supervisory Officer's qualifications consistent with those outlined per the *Amendments to Ontario*~~



Catholic Director of Education Profile 2017

~~Regulation 309: Supervisory Officers Qualifications and Appointment of Supervisory Officers and Directors of Education.~~



REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO LOGO USE POLICY (T.16)

*Let no evil talk come out of your mouths, but only what is useful for building up, as there is need, so that your words may give grace to those who hear.*  
Ephesians 4:29

### Created, Draft

May 8, 2018

### First Tabling

May 17, 2018

### Review

Angela Kennedy, Chair, Governance and Policy Committee  
Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development

## RECOMMENDATION REPORT

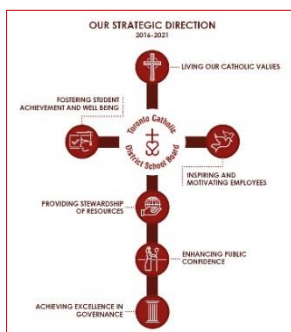
### Vision:

*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.*



## Members of the Committee:

Angela Kennedy, Chair  
Jo-Ann Davis, Vice Chair  
Nancy Crawford, Trustee Ward 12  
Ann Andrachuk, Trustee Ward 2  
Barbara Poplawski, Ex-Officio  
Maria Rizzo, Ex-Officio

## **A. EXECUTIVE SUMMARY**

This report recommends updates to the current Logo Use policy (T.16) in meta policy format including Logo Use Guidelines.

*The cumulative staff time required to prepare this report was 1 hour*

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

## **C. APPENDIX**

APPENDIX A: Logo Use policy (T.16) with proposed amendments and Logo Use Guidelines

## **D. COMMITTEE RECOMMENDATION**

That the Board accept the recommendation of the Governance and Policy Committee and approve the Logo Use policy (T.16) as amended and proposed in Appendix A.





POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: LOGO USE

POLICY NO: T.16

**Date Approved:**

January 29, 1977

November 19, 1987

**Date of Next Review:**

May 2023

**Dates of Amendments:**

November 19, 1987

October 25, 2012

May 17, 2018

**Cross References:**

Copyright Act R.S.C.1985 c. C042

Advertising (A.03)

**Appendix Corporate Logo Use Guidelines****Purpose:**

This Policy provides direction on the use of the Toronto Catholic District School Board's corporate logo.

**Scope and Responsibility:**

The policy governs all internal and external uses of the Board's corporate logo. The Director of Education is responsible for this policy. The Senior Coordinator of Communications and his/her communications staff are authorized to ensure adherence to the policy.

**Alignment with MYSP:**

Strengthening Public Confidence

Achieving Excellence in Governance

Inspiring and Motivating Employees

**Financial Impact:**



POLICY SECTION: TRUSTEES  
 SUB-SECTION:  
 POLICY NAME: LOGO USE  
 POLICY NO: T.16

~~Generally, there is no significant financial impact.~~

### **Legal Impact:**

~~Unauthorised use of the TCDSB logo is not permitted by the Copyright Act R.S.C. 1985 c. C 42.~~

### **Policy:**

The Toronto Catholic District School Board mandates the use of a logo which identifies it as a public, Catholic educational institution, distinguishable from other corporations.

As Canada's largest Catholic school board, the TCDSB corporate logo is an integral part of the Board's brand as a leader in building communities of faith, anchored in hope with heart and charity. The TCDSB corporate logo combines the cross, the anchor and the heart, representing the three theological virtues of faith, hope and charity, symbols used by the early Christians in the catacombs.

### **Regulations:**

1. The use of the TCDSB corporate logo shall be affixed to the following:
  - a. Official Board communications materials, publications and documents in both print, and web-based digital formats;
  - b. social media platforms;**
  - c. Board property;
  - d. Signs on construction sites;
  - e. Business cards for trustees and employees;
  - f. Official Board and trustee stationery;



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: LOGO USE

POLICY NO: T.16

- g. Other Board materials as authorized by the Board of Trustees, Director of Education or his/her designate (Board Communications Department); and—
- ~~h. As authorized by the Board of Trustees.~~
2. Trustees shall be authorized to use the logo on material they are distributing to their ratepayers but not on election material after nomination day.
  3. Approval for the use of the TCDSB corporate logo shall be made to the TCDSB Communications Department and must comply with the TCDSB Corporate Logo Use Guidelines.
  4. Action shall be taken against any person(s) or corporation(s) not authorized to use the TCDSB logo.
  5. Staff will develop and maintain the TCDSB Corporate Logo Use Guidelines.

**TCDSB Corporate Logos Approved for Use:**





POLICY SECTION: TRUSTEES  
 SUB-SECTION:  
 POLICY NAME: LOGO USE  
 POLICY NO: T.16

### Definitions:

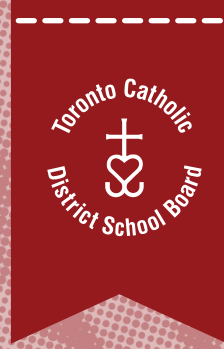
**Social media platform:** Websites and applications that enable users to create and share content or to participate in social networking on computer-based and other communications devices.

### Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

- The Communications Department will monitor and track appropriate use to ensure the TCDSB brand is maintained.
- The Communications Department will ~~report on~~ **assess** the effectiveness of the **Board** logo in extending the TCDSB's brand awareness among its ratepayers, school community and general public **as part of the annual Communications and Community Engagement Report to the Board of Trustees.**





# T C D S B CORPORATE LOGO USE GUIDELINES

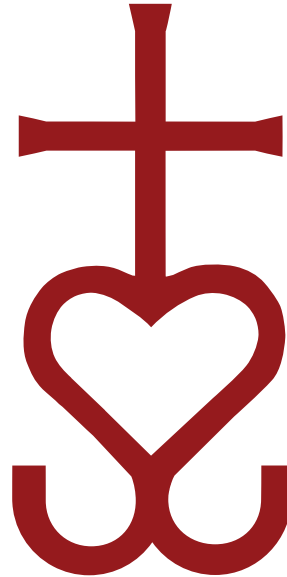


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# LOGO

*The logo was designed by renowned Canadian designer Allan Fleming in 1969. His other recognized works include the Ontario Hydro logo, the Ontario Science Centre logo and, most famously, the Canadian National Railway Logo (or, "CN")*



The official symbol of the Toronto Catholic district School Board combines the cross, the anchor, and the heart representing the three theological virtues of faith, hope and charity. It is based on the cross and anchor symbol used by the early Christians in the catacombs, the added heart representing humanity.



# LOGO

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## VARIATIONS



The circular version of the logo, with the full TCDSB name present, is the current standard for official board use. All official materials resonating from the board must include this logo.



In a few rare instances, this stacked version of the logo is also acceptable, though the circular variation is the preferred choice.



# LOGO

DO NOTS



Do not squash  
or stretch



Do not alter the  
colour



Do not place  
the dark logo  
on a dark  
background



Do not change  
or try to  
recreate in any  
way



Do not resize  
any individual  
components



Do not add  
gradient



Do not place on  
any image that  
is too "busy"



Do not crop in  
any way



Do not rotate



Do not  
use a poor  
reproduction

# LOGO

## CLEAR SPACE & SIZING

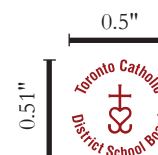


When using the TCDSB logo, there should be a distinct space surrounding the logo where no text or images should overlap on top.

The size of the space should be directly related to the size of the "T" in Toronto, creating a border around the overall logo.



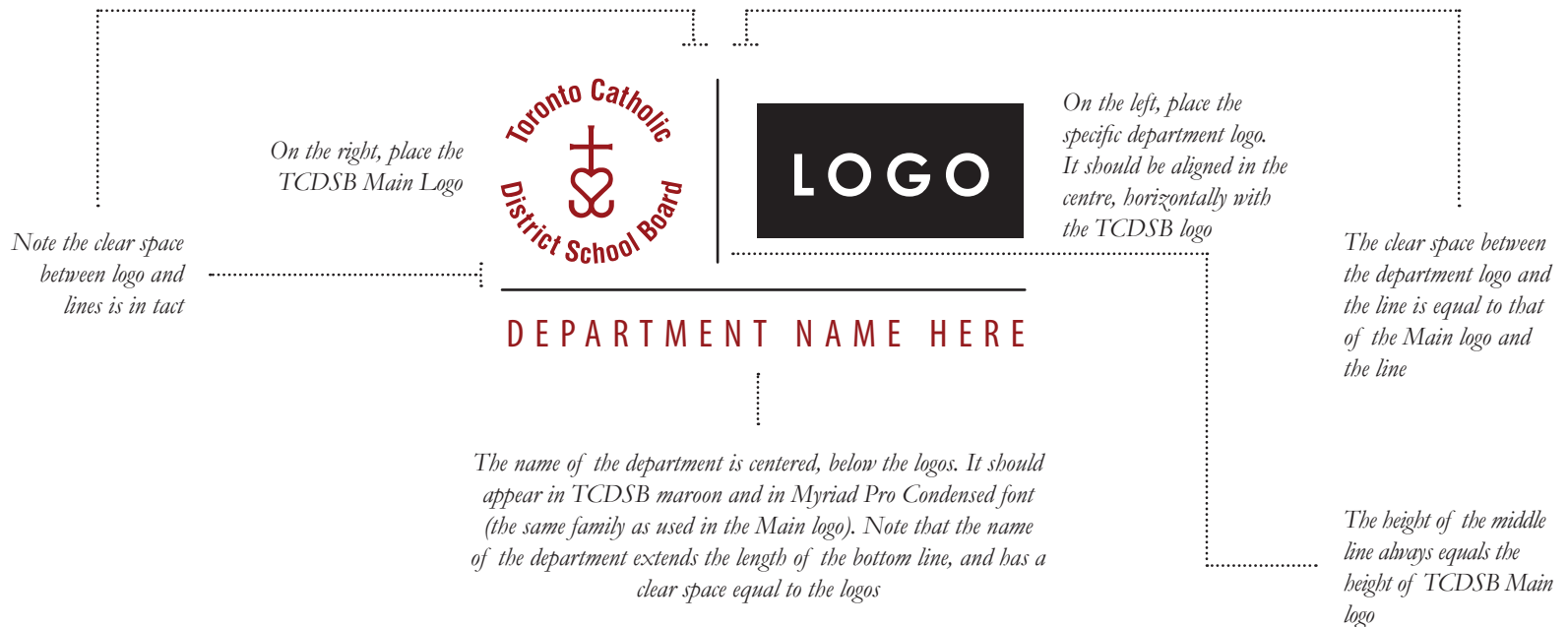
The logo itself should never be any smaller than 0.5 inches on either side. There is no restriction on the maximum size, but use your judgement.



# LOGO

## DEPARTMENT ADAPTATIONS

A number of departments within the TCDSB utilize separate logos from the main “cross, heart, anchor” symbol used for the main board. In order to emphasize a better brand identity, department logos should start to be presented with the following layout:



# LOGO

## DEPARTMENT EXAMPLES



### CONTINUING EDUCATION



### SAFE SCHOOLS



### INTERNATIONAL EDUCATION PROGRAM

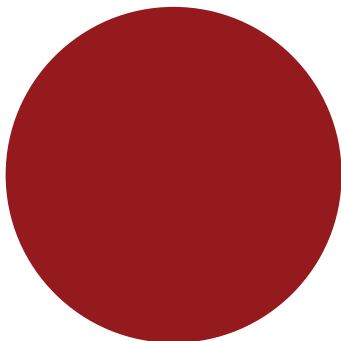
*The tracking of the department title should not exceed +300. In this instance, the name extends only as far as that will allow, and remains centred*

*If the department name is too long to fit on a single line, it can be broken up into two stacked lines*

# COLOUR

---

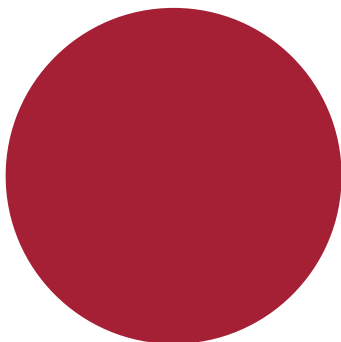
## VALUES



C 26  
Y 100  
M 100  
K 26

R 151  
G 25  
B 21

HEX  
#971915



**PANTONE**  
**201 C**

The PANTONE® swatch  
should only be used for  
spot colour situations



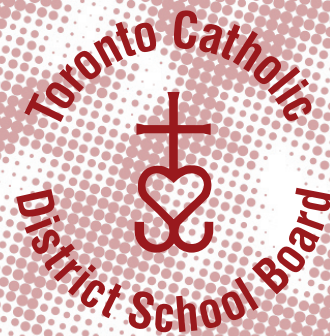
C	0
Y	0
M	0
K	0



C	26
Y	100
M	100
K	26



C	50
Y	100
M	100
K	50



C	26
Y	100
M	100
K	26



C	0
Y	0
M	0
K	0

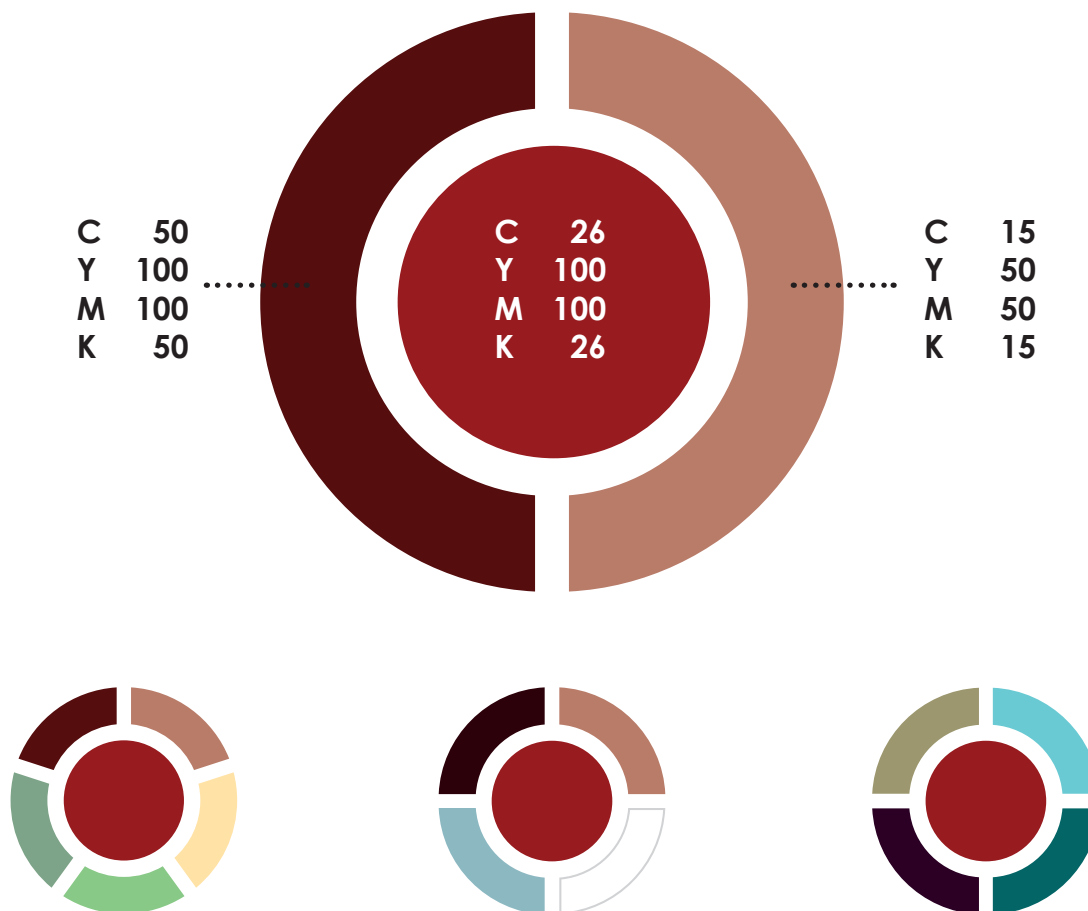


C	0
Y	0
M	0
K	100

# COLOUR

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## PALETTES



These palettes are merely suggestions on how to compliment the TCDSB maroon brand colour. None should be taken as canon when producing designs, and should only be used to better reflect the official TCDSB colour.



# TYPOGRAPHY

## TYPEFACES

### CENTURY GOTHIC

The five boxing wizards jump quickly.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz 1234567890

AaBbCc

*ITALIC*

**AaBbCc**

**BOLD**

**AaBbCc**

**BOLD ITALIC**

*Intended as competition for the typeface Futura, Century Gothic was created by Monotype Imaging in 1991. It was based on their own previous creation of the font Twentieth Century which was drawn by Sol Hess between 1937 and 1947.*

### Garamond

The five boxing wizards jump quickly.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz 1234567890

*AaBbCc*

*Italic*

**AaBbCc**

**Bold**

*There have been many modern revivals of the Garamond typeface over the years, but generally speaking most are based on the original works of designers Claude Garamond, Jean Jannon and the italicized variant on Robert Granjon. Garamond is a classic font that pairs well with the modern look and geometric shape of Century*

# TYPOGRAPHY

## HIERARCHY

*Century Gothic Bold should be used for headlines.*

*The colour may vary with the design, but should typically be represented in All Caps format.*

*Subheadings are the one area that typefaces may vary depending on design. Here, Myriad Pro Condensed Bold is used as the complimentary font and should be put into the back pocket for possible additional typefaces to use.*

*Century Gothic Bold (in All Caps) is also suitable for subheadings.*

*Garamond should be used for body copy.*

# HEADLINE GOES HERE

The deck goes right here and gives a further explanation to what this document might go on to say

## SUBHEAD ONE

Fernatur amus rempore,  
aut hil ma volorum  
eum qui corent qui  
autemporatem faciis et  
hillore pudigni endandit,  
sit perae lab ium fugia qui  
cum doluptatem saecaes  
tiore, cum aliciuntis il  
min rerum venimi, tem  
dolupturem reption nihit  
experit fuga. Catemol  
uptium andeles remquis  
cimenis anduciis dolutem  
porempo rentissus.

Elicipsum everum eatios  
rehendem vit is et res eiur?  
Qui doluptus.  
Rum veligni milicim harum  
et ullent, sum faccumq  
uiatus qui dolorem rem.  
Et aut volorest ex eostis  
el exped quunt et arcipid  
istibusdamus aligendis  
eum aut

## SUBHEAD TWO

Earuptatio di aliqui aut  
et litisci issinctur? Qui re et  
millent et ommodis autem  
qui volecae tent, videlibus

*Decks and explanation text should be Century Gothic Regular or, sometimes, Italic. For outright body text however, the Century Gothic typeface should not be used:*

“Century Gothic is fine for large sizes. It is poor for body text. Assertions that its high x-height ‘means it has good legibility’ are incorrect. An ample x-height within reason contributes to legibility. But Century Gothic also has very closed apertures on key characters that make them hard to distinguish from others. Its extreme geometric design does not help.”

– **Thomas Phinney**  
Vice President,  
FontLab

# STYLE

## RESEARCH

*Upper Canada College has a clean and solid look across their school's advertising campaigns. This a good example of an educational brand that knows its audience and what it wants to convey.*



*TFC uses similar colours to the Toronto District School Board. Their use of the red and tone on tone is something to be admired. A good example of how to effectively, and subtly, express your branding.*



*Thankyou's annual report uses photos/videos very well. Overlaying brand colours and allowing copy to stand out. It also has a very non-imposing essence with it's use of white text vs. something darker.*

### UPPER CANADA COLLEGE

<https://www.behance.net/gallery/6170047/Upper-Canada-College>

### TORONTO FC

<https://www.behance.net/gallery/37077345/Toronto-FC-2016-Season-Tickets>

### THANKYOU

<https://thankyou.co/built-on-stories/>

# STYLE

## RESEARCH

*Catholic Art is so ingrained in the core of history that it should not be ignored as a contributing design inspiration for the branding of TCDSB.*

*It doesn't have to be prominent, but the influence should also not be forgotten.*



### OUR LADY OF SORROWS

by Tahnja Wolter

### VARIOUS ICONS

by Filipe Guimarães (see also madebyelvis)



*Simplistic, geometric icons are both professional and at the same time, have a childlike quality. This is a line that the school board should attempt to walk, with it's branding, presenting the business side of operations but not forgetting that's it's key is reaching students and parents. This type of iconography can be useful.*



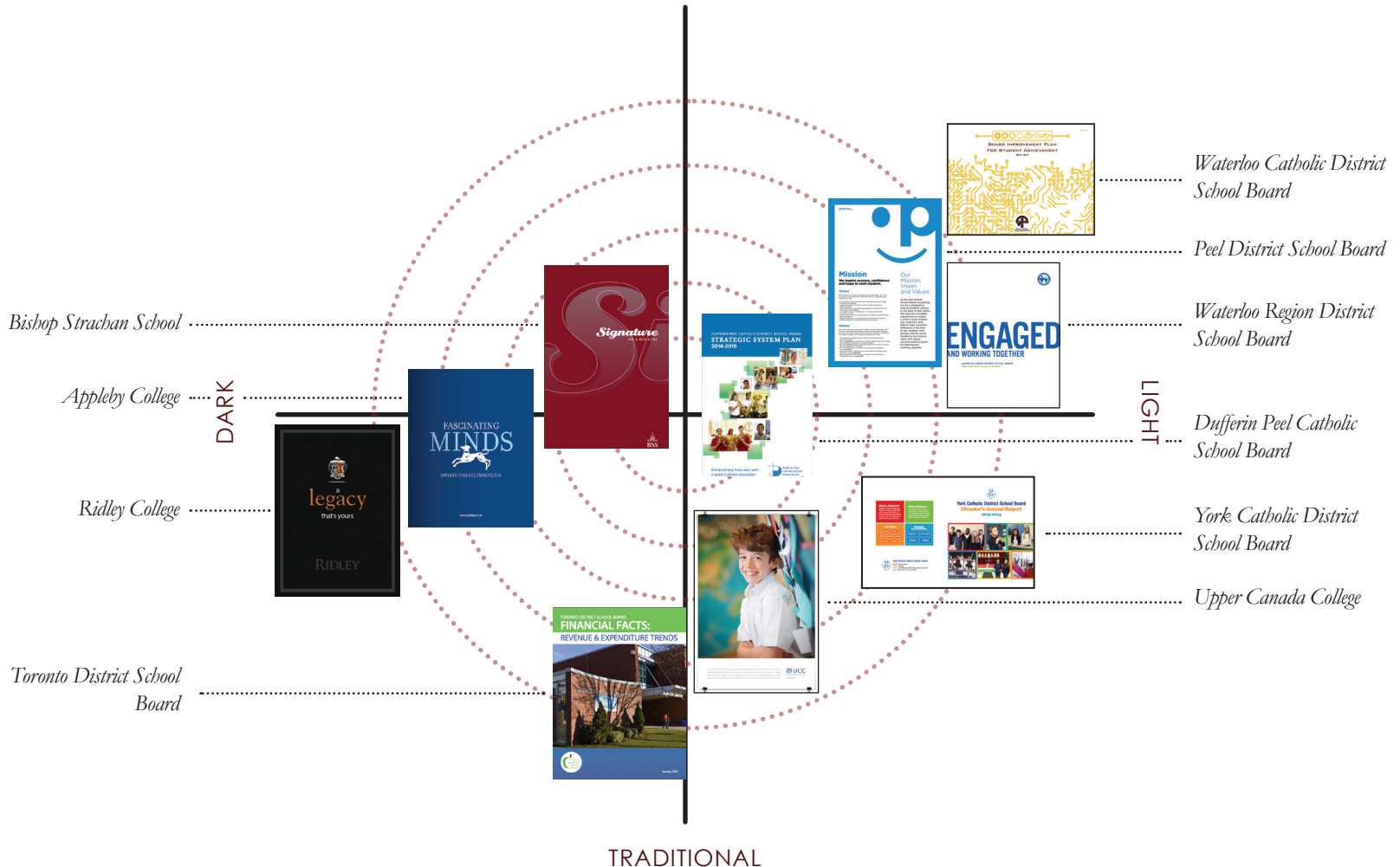
# STYLE

## VISUAL AUDIT

Looking at schools and boards in the surrounding area, two things can be observed by looking at their identities: private schools tend to use a darker and more traditional style, whereas district boards are more inclined towards a lighter tone (but kind of treads the line of modern/traditional feel)

### RECENT SCHOOL IDENTITY TRENDS

MODERN



TRADITIONAL

The TCDSB has a number of different projects that require design preparation. Here are a few of them from a wide array of assignments to better reflect the presence of the Board's visual identity.

# STYLE

## VISUAL AUDIT

### TCDSB RECENT DESIGN PROJECTS

MODERN

DARK

LIGHT



TRADITIONAL

Page 93 of 199

# STYLE

## ANALYSIS

- i. School Boards are trending towards lighter branding with a skew towards modernity which compliment their traditionalism.
- ii. TCDSB relies on darker layouts and tends to lean on traditional design strategies

i. The private school brands seem to push their history within their designs as they have an avid base to go off of. The district boards have adapted softer and typically lighter colours/layouts to push the unifying school theme across.

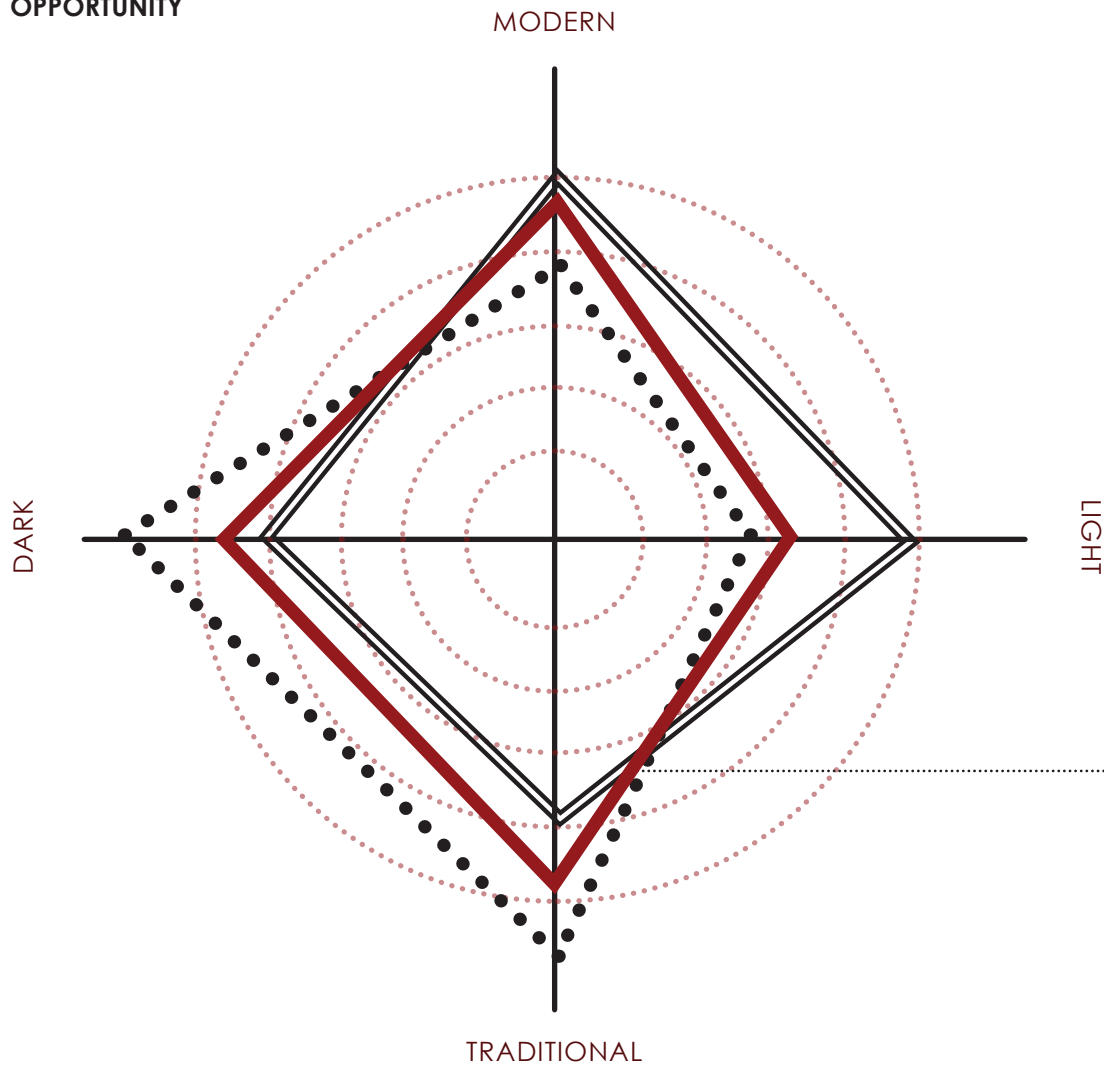
More often than not, these examples employ a minimal photo/text combination, with a sans serif typeface and very little in the way of illustration. Illustration that does show up is simplistic and often vector based.

ii. The Catholic School Board identifies closer with the private schools rather than the other district boards. While different in essence, the same kind of styles and use of colours are prevalent in the private and TCDSB designs. In comparison to other district boards, Toronto Catholic is distinctly darker in its execution of it's materials. In this way, it could be interpreted as less welcoming and slightly more intimidating than its counterparts.

# STYLE

## POSITION

===== SCHOOL IDENTITIES  
 ..... TCDSB DESIGNS  
 ————— OPPORTUNITY



The middle, red area represents the “best of both worlds”. The audit allows the argument to be made that successful designs moving forward would be best suited to fit within this boundary.



# ICONOGRAPHY

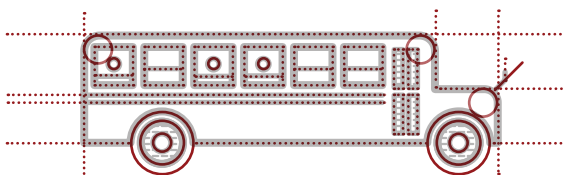
## ICON DESIGN

To suit the style outlined in the previous section, icons for the TCDSB should reflect a professionalism seeped in a lighter, simplistic tone.

Since children and students are a huge part of our corporation, having clean icons that vaguely resemble “doodles” done in the corners of kids’ notebooks is the aesthetic goal.

Some tips:

*Icons should use simple geometric shapes. Straight horizontal and vertical lines combines with circular curves. Diagonal lines can be utilized, but sparingly.*



*Icons should not use traditional “fill” colours. This pattern, using a smaller-weighted dash, employs a better reflective style technique and meshes better with the overall feel of the icons.*

*Lines should be weighted at a 2:3 ratio. Key lines should typically be 1/3 of the weight greater than lines used for inner detail on icons.*

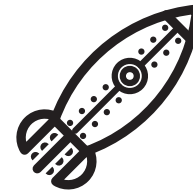
*The example below uses **3pt** lines...*



*...with **2pt** lines for the “door handles”.*

# ICONOGRAPHY

EXAMPLES



# ICONOGRAPHY

## IN ACTION



SAL  
PICCININNI



## YOUR TRUSTEE'S REPORT



416-512-3403 Trustee Services 416-222-8282  
Amanda Condello ext. 2660  
Colin Johnston ext. 2659



[sal.piccininni@tcdsb.org](mailto:sal.piccininni@tcdsb.org)

### WELCOME TO THE 2016-2017 SCHOOL YEAR

First, I want to thank all the parents who contacted me in June regarding the bus transportation cuts needed to balance our 2016-2017 budget. Trustees heard you loud and clear and reversed the decision to cut bussing to students who live within 1.5 km of their school. There are NO changes to bus service and we apologize for any confusion and uncertainty this may have caused. However, I should point out the TCDSB is seriously underfunded by the Ministry of Education for student bus transportation by almost \$10 million dollars this year alone. I will update you on any



compiled/created by  
**WADE THOMPSON**





## REPORT TO

## REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO FAIR PRACTICE IN HIRING AND PROMOTION POLICY (H.M.40)

*For our sake he made him to be sin who knew no sin, so that in him we might become the righteousness of God.  
2 Corinthians 5:21*

Created, Draft	First Tabling	Review
May 8, 2018	May 17, 2018	

Angela Kennedy, Chair, Governance and Policy Committee  
Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development

### 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.*



### Members of the Committee:

Angela Kennedy, Chair  
Jo-Ann Davis, Vice Chair  
Nancy Crawford, Trustee Ward 12  
Ann Andrachuk, Trustee Ward 2  
Barbara Poplawski, Ex-Officio  
Maria Rizzo, Ex-Officio

## **A. EXECUTIVE SUMMARY**

This report recommends updates to the current Fair Practice in Hiring and Promotion policy (H.M.40) with an Operational Procedures document.

*The cumulative staff time required to prepare this report was 1 hour*

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

## **C. APPENDIX**

APPENDIX A: Fair Practice in Hiring and Promotion policy (H.M.40) with proposed amendments

APPENDIX B: Operational Procedures Document with proposed amendments

## **D. COMMITTEE RECOMMENDATION**

That the Board accept the recommendation of the Governance and Policy Committee and approve the Fair Practice in Hiring and Promotion policy (H.M.40) as amended and proposed in Appendix A with the Operational Procedures Document as amended and proposed in Appendix B.



**POLICY SECTION:** HUMAN RESOURCES

**SUB-SECTION:** MISCELLANEOUS

**POLICY NAME:** FAIR PRACTICE IN HIRING AND PROMOTION

**POLICY NO:** H.M. 40

**Date Approved:**  
September 26, 2013- Board

**Date of Review:**  
May 2023

**Dates of Amendment:**  
May 17, 2018

**Cross Reference:**

Ontario Human Rights Code, 24 (1) (a)

*Education Act*, Ontario Regulation 274/12, Hiring Practices

PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

*Municipal Conflict of Interest Act*

TCDSB By-law # 175

Employment Equity H.M.11

Catholic Equity and Inclusive Education Policy H.M. 24

Catholicity And School Support H.M.08

QUALIFICATIONS - CATHOLICITY H.T.01

**APPENDIX A: Operational Procedures—Staff Recruitment & Selection**

**Purpose:**

This Policy affirms the Board's commitment to providing fair, equitable and transparent hiring processes at the Toronto Catholic District School Board consistent with its denominational rights and in accordance with the Ontario Human Rights Code. Offers of employment and promotion will be based on the merit of the applicant, free from the practices of nepotism and cronyism.

**Scope and Responsibility:**

The policy extends to the hiring process for all applicants to any position of employment at the TCDSB, and for employees seeking promotion. The Director of



**POLICY SECTION: HUMAN RESOURCES**

**SUB-SECTION: MISCELLANEOUS**

**POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION**

**POLICY NO: H.M. 40**

Education and the Superintendent of Human Resources are responsible for this policy.

### **Alignment with MYSP:**

Inspiring and Motivating Employees  
Strengthening Public Confidence

### **Financial Impact:**

~~Funding for positions of employment is derived from the Ministry of Education's Grants for Student Needs (GSN).~~

### **Legal Impact:**

~~There may be liability that is associated with the influences of nepotism and cronyism in hiring practices.~~

### **Policy:**

The TCDSB is committed to hiring and promoting the best, most qualified individuals supportive of its Multi Year Strategic Plan, subject to its denominational rights and in accordance with the Ontario Human Rights Code. The application, interview, hiring and promotion of individuals at TCDSB will be based on ability and qualifications and will be conducted in a fair and transparent manner, free from discrimination, nepotism and cronyism.





POLICY SECTION: HUMAN RESOURCES  
 SUB-SECTION: MISCELLANEOUS  
 POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION  
 POLICY NO: H.M. 40

### Regulations:

1. Recruitment practices and application processes used at TCDSB will be open and transparent, free from nepotism and cronyism, ensuring no partiality or preferential treatment as a result of personal relationships.
2. Any applicant for employment or promotion at TCDSB will not be advantaged or disadvantaged as a result of a relationship with an immediate family member or relative employed at TCDSB.
3. The procedures followed for the review of applications for employment will allow for equal opportunity for all applicants, free from conflicts of interest. (*hyperlink to Appendix A*).
4. **Any TCDSB employee charged with responsibilities for recruiting and selecting staff, including interviewing, hiring, placement or promotion of applicants, must take steps, including excluding themselves from the decision-making process if applicable, to ensure that they are free from any real or perceived conflicts of interest prior to fulfilling their duties.**
5. A Trustee or a TCDSB employee in a position of leadership will not influence the hiring or promotion process through unsolicited promotion and recommendations of candidates.
6. Placement of employees through the transfer process shall be fair, transparent and respectful of collective agreements and/or terms and conditions of employment contracts.
7. **Internal** Applicants **who have been interviewed and** unsuccessful in their attempt to gain employment or promotion at TCDSB will be afforded the



POLICY SECTION: HUMAN RESOURCES  
 SUB-SECTION: MISCELLANEOUS  
 POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION  
 POLICY NO: H.M. 40

opportunity to request ~~descriptive~~ feedback from the Sr. Manager of Recruitment **no later than 3 weeks after the date from which they received notification of the assessment/interview results.** If the unsuccessful candidate is not satisfied with the response or the recruitment process, he or she can contact the Sr. Coordinator of Academic Services, Human Resources to discuss the matter further.

8. **External candidates who have unsuccessfully interviewed for a designated executive position will be afforded an opportunity to request feedback from the Director of Education or designate no later than 3 weeks after the date from which they received notification of the interview results.**

### Definitions:

#### Conflict of Interest

This is a situation in which the impartial exercise of the duty of an individual acting for an organization is compromised by that person's self-interest and position, often undermining the public trust. **In the context of this policy, a conflict of interest occurs when family members have direct reporting relationships.**

#### Cronyism

The act of showing partiality to friends or close colleagues, especially in the application, hiring, placement and promotion stages of employment, without regard to qualifications or ability. In the context of this policy, cronyism can occur when an individual within the organization influences the decision to hire or promote a friend or colleague.



**POLICY SECTION: HUMAN RESOURCES**

**SUB-SECTION: MISCELLANEOUS**

**POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION**

**POLICY NO: H.M. 40**

### **Immediate Family**

Members consist of a person's spouse, child(ren), step child(ren) or parent, **parent-in-law, grandchild, brother or sister, son-in-law, daughter-in-law, a former legal guardian, or ward and fiancé** of an employee.

### **Nepotism**

The act of showing favouritism or providing preferential treatment to a family member or close relative, especially in the application, hiring and placement stages of employment. In the context of this policy, nepotism can occur when an individual within the organization influences the decision to hire or promote a close family member, or supervises that subordinate family member.

### **Relative**

Members consist of **a person's** ~~siblings, step-children,~~ nieces, nephews, grandparents, cousins ~~and in-laws.~~ **uncles, aunts, grandparents, brothers-in-law and sisters-in-law.**

### **Evaluation and Metrics:**

1. The Director of Education will monitor and review hiring and promotion procedures.
2. ~~An annual report will be provided to the board about employment statistics, and be added to the rolling calendar.~~

**Fair Practice in Hiring & Promotion Policy**

**APPENDIX A**

**OPERATIONAL PROCEDURES:  
STAFF RECRUITMENT & SELECTION**

**1. PURPOSE**

The purpose of this procedure is to identify the recruitment and selection process for employing staff at the Toronto Catholic District School Board.

**2. SCOPE**

This procedure applies to all applicants to any position of employment at the TCDSB and for employees seeking promotion. Certain sections apply only to candidates for teaching positions.

**3. RECRUITMENT PROCEDURES**

3.1. A potential candidate for a position will not be involved in the recruitment process for that job. This includes acting as the contact person for potential candidates, framing advertisements or conducting reference checks.

3.2. Any applicant wishing to work for the TCDSB must submit an application of employment through the established channels. In general, this means through the “Apply to Education” website or in response to a job posting advertised either internally throughout the system or externally in various media.

3.3. All job postings must be signed off by the appropriate **Superintendent, Human Resources and Labour Relations or his or her delegate.**

3.4. Full and accurate records of decision making processes must be maintained.

3.5. Personal information and supporting documents submitted with applications will be used in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

3.6. No persons shall influence the hiring process through unsolicited promotion and unauthorized recommendations of candidates.

3.7. Recruitment and selection procedures shall be established for each employee group in accordance with collective agreement(s) where applicable, the Ontario Human Rights Code, Employment Standards Act, and Board policies.

3.8. Filling of long-term occasional and permanent teaching positions shall be consistent with collective agreement and legislative requirements.

**4. SELECTION**

4.1. Selection will be based on merit, which is determined through an assessment of an applicant's qualifications, experience, standard of work performance and personal qualities relevant to the requirements for the position ~~and relative to the credentials and attributes of other applicants.~~ Additional **job-related** factors ~~required to~~ **that may** be taken into account by **include** collective agreement language or legislative requirements ~~shall be considered.~~

- 4.2. Role profiles and competencies are to be developed **by the Recruitment unit and other sections of the Human Resources department as appropriate**, in consultation with the relevant administrators **and hiring managers**.
- 4.3. Selection criteria should be reviewed before recruitment action is taken to ensure they adequately reflect the requirements of the position and attract the widest field of applicants.
- 4.4. All interviews must be conducted by a minimum of two individuals. Where possible, the same interview team must interview all candidates for a given position and the same questions must be asked of all candidates.
- 4.5. Applicants should be asked similar core questions based on the requirements for the position. Supplementary questions may be asked to clarify issues or to obtain further information deemed by the selection committee to be relevant to identifying the best applicant.
- 4.6. No persons related by blood or marriage or where the appearance of a conflict of interest exists may be placed in a position of interviewing one-another. Individuals who find themselves in this situation must declare their conflict and remove themselves from the interview. **In addition, no person shall place themselves in a position where their relative (by blood or marriage) is considered for a position within the scope of their responsibility where the position in question involves a direct reporting relationship (between the individual and the candidate/relative).**
- 4.7. All teaching personnel and others who work directly with children shall be Catholics unless otherwise approved by the TCDSB or specifically exempted by legislation.
- 4.8. Before employment each applicant for positions which relate directly to students is to be recommended by a priest with pastoral responsibility through a favourable report in the prescribed form on the applicant's commitment to the Catholic faith.

## 5. ASSIGNMENT & OFFERS OF EMPLOYMENT

- 5.1. All offers of employment shall be subject to the applicant providing the board with:
  - a) a satisfactory criminal reference check with vulnerable sector screening;
  - b) a negative tuberculosis test; and
  - c) a satisfactory reference check.
- 5.2. In the interest of fairness and good staff relations, supervisors must avoid having under their immediate supervision (i.e., within the same department or school), members of their immediate family or other relations, as appropriate.
- 5.3. **In addition, also within the interest of fairness, administrators, managers and supervisors must avoid having under their immediate supervision individuals who they have a personal (instead of a professional) relationship with given that a personal relationship may adversely impact or be perceived to adversely impact, their ability to objectively and professionally discharge their supervisory responsibilities. In this context, a professional relationship involves a relationship between individuals that is governed by organizational**

**policies and procedures within the confines of the work environment (including the workplace or a work-sanctioned event) whose sole purpose is to facilitate the completion of job specific tasks and organizational objectives.**

## **6. POST SELECTION ADVICE TO APPLICANTS**

6.1. ~~The presiding officer~~ **Recruitment section, in collaboration with the appropriate hiring administrator or manager,** will coordinate feedback to all internal candidates and to external candidates **for designated executive positions** on request, **assuming that the request is made no later than 3 weeks after the date that the interview results were communicated to the applicant.**

6.2. **Applicants who were interviewed** will be advised in writing of the outcome of their application by the Human Resources Department.



## 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	<a href="#">Click here to enter a date.</a>
Gina Iuliano Marrello, Superintendent of Education, Student Success Dan Koenig, Associate Director, Academic Services		
<b>INFORMATION REPORT</b>		

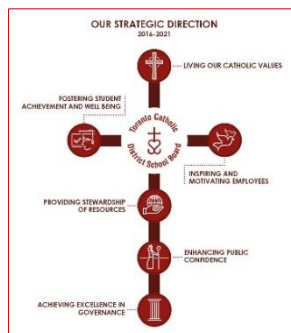
### Vision:

*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

T.B.D.  
Associate Director  
of Planning and Facilities

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 21<sup>st</sup> 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:**

<b>Implemented 2017 – 18</b>	<b>To be Implemented 2018 – 2019</b>	<b>Later Phase (year)</b>
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"> <li>• Staff is engaging in a facility design process with the architects; consideration of general arts programming in the layout of the school</li> </ul>
Staff Recommendation and Next Steps	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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

Program Consideration: Bishop Macdonell CS	
Staff Action:	<ul style="list-style-type: none"> <li>• Throughout the last year, discussions have taken place with the following: Trustee, SO, central curriculum staff, facilities staff, contracted architects, and the community.</li> <li>• May 3: Community Meeting to discuss school vision took place.</li> </ul>
Staff Recommendation and Next Steps:	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

#### 4. International Baccalaureate (IB) Programs

##### SECONDARY

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

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

### 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"><li>• STEAM TEAM - An interdisciplinary team of resource staff from the Curriculum Leadership &amp; Innovation Department and the Student Success Department has been formed to plan for offering STEAM-related professional learning opportunities beginning in 2018-2019.</li></ul>

<p>Staff Recommendation and Next Steps:</p>	<p>The STEAM Team:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• will work with secondary schools that already have a STEAM-specialized program to provide opportunities for sharing of promising practices</li> <li>• will offer workshops that focus on Innovation and interdisciplinary, curriculum-related approaches to the integration of STEAM into the classroom (Elementary and Secondary)</li> </ul>
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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

<b>Program Consideration: Robotics</b>	
Staff Action:	<ul style="list-style-type: none"> <li>• 21C Team has collaborated with various staff to provide support for schools in this area</li> <li>• Elementary and secondary schools were asked to complete a survey that will be used to inform future PD and program planning</li> <li>• 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.</li> </ul>
Staff Recommendation: Next Steps:	<ul style="list-style-type: none"> <li>• 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>.</li> <li>• Each of our elementary schools will be receiving a Code &amp; Go Robot Mouse, through Ministry sponsored Innovation Learning Funds to assist with the introduction of coding to our primary students.</li> <li>• 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.</li> <li>• The STEAM Team will be incorporating Robotics and coding into their work as we move forward. (See STEAM section in #5. above)</li> <li>• Central Resource Staff will work with STEAM Team to integrate opportunities into all curriculum area.</li> </ul>

**7. Incorporate 21<sup>st</sup> century fluencies, STEAM, and other Technology programs for interested schools (Secondary)**

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

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

<b>Program Consideration: Expansion of Specialist High Skills Major (SHSM) programs in secondary schools.</b>	
Staff Action:	<ul style="list-style-type: none"><li>• 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.</li></ul>
Staff Recommendation: and next Steps:	<ul style="list-style-type: none"><li>• 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.</li></ul>

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)

<b>Program Consideration: Support for Hospitality/Culinary Arts programs (Secondary)</b>	
Staff Action:	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
Staff Recommendation: and next Steps:	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 10. High Performance Sports Programming (Secondary)

Program Consideration: High Performance Sports Programming (Secondary)	
Staff Action:	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Staff has reviewed various models and consulted with school staff.</li> <li>• Elite athletes have training agreements that do not allow them to participate in some sports activities (e.g. school teams).</li> </ul>
Staff Recommendation: and next Steps:	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The creation of an elite athlete program at one school is not the preferred model.</li> <li>• Consistent support of student athletes in every school in our system on a case-by-case model.</li> <li>• This will ensure that all students are supported in all of our schools in a more equitable and effective way.</li> <li>• Elite athletes will continue to access senior level e-Learning credits to accommodate their schedules.</li> </ul>

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

<b>Program Consideration: Business Studies and Advanced Placement (AP) opportunities (Secondary)</b>	
Staff Action:	<ul style="list-style-type: none"> <li>• Staff reviewed current secondary programming and discovered the following: <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Students who attend any secondary school may opt to write Business-related AP exams, such as Calculus, Microeconomics, Macroeconomics, and Statistics.</li> </ul> </li> </ul>
Staff Recommendation: and next Steps:	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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)**

<b>Program Consideration: Expansion of Congregated Advanced Placement programs (every third secondary school)</b>	
Staff Action:	<ul style="list-style-type: none"> <li>• Staff consulted with school administrators to review need for CAP programs and discovered the following: <ul style="list-style-type: none"> <li>- Congregated Advanced Placement Programs are offered throughout the city</li> <li>- 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.</li> <li>- Schools do not require a CAP program in order for students to write Advanced Placement examinations.</li> <li>- Students are provided with opportunities to write Advanced Placement exams at any TCDSB secondary school should they select to do so.</li> </ul> </li> </ul>
Staff Recommendation: and next Steps:	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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).

<b>Program Consideration: Plan for late start pilot program (Secondary).</b>	
Staff Action:	<ul style="list-style-type: none"> <li>• Central staff conducted a survey for administrators related to late start.</li> <li>• 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.</li> <li>• 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.</li> </ul>
Staff Recommendation: and next Steps:	<ul style="list-style-type: none"> <li>• Staff does not recommend piloting a late start at this time.</li> <li>• Further consultation will take place with school students, staff, and parents.</li> </ul>

### 14. Plan for year-long learning pilot project

<b>Program Consideration: Plan for year-long learning pilot project</b>	
Staff Action:	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
Staff Recommendation: and next Steps:	<ul style="list-style-type: none"> <li>• 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</li> </ul>



	<p>change to year-round schooling, or balanced-year schedule.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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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.

## *Appendix A*

### **International Baccalaureate Programs**

**1. Primary International Baccalaureate Program (ages 3 – 12)**

Students in the Primary IB Program would take part in a program that would engage them in a program comprised of five essential elements:

- Knowledge
- Concepts
- Skills
- Attitudes
- Actions

**2. Middle Years International Baccalaureate Program (ages 11 – 16)**

Students in the Middle Years IB Program would complete 50 hours a year in each of the following eight subject groups:

- Language Acquisition
- Language and Literature
- Individuals and Societies
- Sciences
- Arts
- Physical and Health Education
- Design

Students also take part in one interdisciplinary unit per year and complete a long-term project.

Students also take part in one interdisciplinary unit per year and complete a long-term project.

**3. The International Baccalaureate Diploma Program (ages 16-19)**

The curriculum for the IB Diploma program consists of 3 core elements and six subject groups. The core elements broaden students' educational experience and encourage them to apply their knowledge.

The three core elements are:

- Theory of knowledge
- Extended Essay
- Creativity, activity, service

The six subject groups are:

- Studies in language and literature
- Language acquisition
- Individuals and societies  
Sciences
- Mathematics
- The Arts

Students may take a variety of courses within each subject group.

Students also take part in one interdisciplinary unit per year and complete a long-term project.

**3. School Financial Requirements:**

- \$23,000 initial start
- \$10,000 annual registration fee
- Approximately \$1300 per student to complete assessments
- Teacher training fees

## APPENDIX B

### May 2018 Toronto CDSB SHSM Programs (sorted by Ward)

(New Programs beginning in September 2018 – highlighted in yellow)

Sector	School Name	Age of Program for 2018-19	Ward
1. Arts and Culture	Father Henry Carr Catholic	6	1
2. Business	Monsignor Percy Johnson	5	1
3. Health and Wellness	Monsignor Percy Johnson	4	1
4. Health and Wellness	Father John Redmond	4	2
5. Health and Wellness	Michael Power/St Joseph	5	2
6. Justice, Community Safety and Emergency Services	Bishop Allen Academy	5	2
7. Business	Chaminade College	9	3
8. Business	St. Basil-the-Great College	8	3
9. Environment	Chaminade College	6	3
10. Information and Communications Technology	Chaminade College	4	3
11. Arts and Culture	James Cardinal McGuigan	5	4
12. Business	Madonna Catholic	1	4
13. Health and Wellness	James Cardinal McGuigan	1	4
14. Health and Wellness	Madonna Catholic	10	4
15. Business	Dante Alighieri Academy	4	5
16. Business	Loretto Abbey	3	5
17. Health and Wellness	Dante Alighieri Academy	4	5
18. Information and Communications Technology	Loretto Abbey	2	5
19. Information and Communications Technology	Marshall McLuhan	7	5
20. Business	Blessed Archbishop Romero	4	6
21. Construction	Blessed Archbishop Romero	9	6

22.Health and Wellness	Loretto College	5	6
23.Arts and Culture	Brebeuf College	4	7
24.Arts and Culture	Jean Vanier	1	7
25.Construction	Mary Ward	5	7
26.Health and Wellness	Brebeuf College	4	7
27.Health and Wellness	Jean Vanier	4	7
28.Health and Wellness	Mary Ward	8	7
29.Information and Communications Technology	Brebeuf College	6	7
30.Information and Communications Technology	Jean Vanier	1	7
31.Arts and Culture	St Mother Teresa	5	8
32.Environment	Francis Libermann	6	8
33.Health and Wellness	Francis Libermann	3	8
34.Hospitality and Tourism	St Mother Teresa	12	8
35.Health and Wellness	St Joseph's College	7	9
36.Arts and Culture	Bishop Marrocco/Thomas Merton	9	10
37.Business	Bishop Marrocco/Thomas Merton	1	10
38.Construction	Bishop Marrocco/Thomas Merton	6	10
39.Business	Senator O'Connor	10	11
40.Construction	St Patrick	10	11
41.Hospitality and Tourism	St Patrick	1	11
42.Information and Communications Technology	Notre Dame	3	11
43.Arts and Culture	St John Paul II	2	12
44.Business	St John Paul II	2	12
45.Construction	Neil McNeil	4	12
46.Health and Wellness	Neil McNeil	8	12
47.Health and Wellness	St John Paul II	2	12

48.Information and Communications Technology	Blessed Cardinal Newman	6	12
49.Justice, Community Safety and Emergency Services	Father Henry Carr	6	1
50.Non-profit	Dante Alighieri Academy	4	5
51.Non-profit	Jean Vanier	4	7
52.Non-profit	Loretto Abbey	6	5
53.Non-profit	Madonna	4	4
54.Non-profit	Marshall McLuhan	6	5
55.Non-profit	Neil McNeil	6	12
56.Sports	Blessed Archbishop Romero	6	6
57.Sports	Blessed Cardinal Newman	6	12
58.Sports	Chaminade College	6	3
59.Sports	Marshall McLuhan	5	5
60.Sports	Michael Power/St Joseph	9	2
61.Sports	Senator O'Connor College	6	11
62.Sports	St John Paul II Catholic	6	12
63.Sports	St. Basil-the-Great College	6	3
64.Transportation	Bishop Marrocco/Thomas Merton	3	10
65.Transportation	Father Henry Carr	10	1
66.Transportation	James Cardinal McGuigan	11	4
67.Transportation	Jean Vanier	11	7
68.Transportation	St Mary Catholic Academy	11	10

## APPENDIX B

### May 2018 Toronto CDSB SHSM Programs (sorted by Sector)

(New Programs beginning in September 2018 – highlighted in yellow)

Sector	School Name	Age of Program for 2018-19	Ward
1. Arts and Culture	Bishop Marrocco/Thomas Merton	9	10
2. Arts and Culture	Brebeuf College	4	7
3. Arts and Culture	Father Henry Carr	6	1
4. Arts and Culture	James Cardinal McGuigan	5	4
5. Arts and Culture	Jean Vanier	1	7
6. Arts and Culture	St John Paul II	2	12
7. Arts and Culture	St Mother Teresa	5	8
8. Business	Bishop Marrocco/Thomas Merton	1	10
9. Business	Blessed Archbishop Romero	4	6
10. Business	Chaminade	9	3
11. Business	Dante Alighieri Academy	4	5
12. Business	Loretto Abbey	3	5
13. Business	Madonna	1	4
14. Business	Monsignor Percy Johnson	5	1
15. Business	Senator O'Connor	10	11
16. Business	St John Paul II	2	12
17. Business	St. Basil-the-Great	8	3
18. Construction	Bishop Marrocco/Thomas Merton	6	10
19. Construction	Blessed Archbishop Romero	9	6
20. Construction	Mary Ward	5	7
21. Construction	Neil McNeil	4	12
22. Construction	St Patrick	10	11
23. Environment	Chaminade	6	3
24. Environment	Francis Libermann	6	8
25. Health and Wellness	Brebeuf College	4	7
26. Health and Wellness	Dante Alighieri	4	5
27. Health and Wellness	Father John Redmond	4	2



28.Health and Wellness	Francis Libermann	3	8
29.Health and Wellness	James Cardinal McGuigan	1	4
30.Health and Wellness	Jean Vanier	4	7
31.Health and Wellness	Loretto College	5	6
32.Health and Wellness	Madonna	10	4
33.Health and Wellness	Mary Ward	8	7
34.Health and Wellness	Michael Power/St Joseph	5	2
35.Health and Wellness	Monsignor Percy Johnson	4	1
36.Health and Wellness	Neil McNeil	8	12
37.Health and Wellness	St John Paul II	2	12
38.Health and Wellness	St Joseph	7	9
39.Hospitality and Tourism	St Mother Teresa	12	8
40.Hospitality and Tourism	St Patrick	1	11
41.Information and Communications Technology	Blessed Cardinal Newman	6	12
42.Information and Communications Technology	Brebeuf College	6	7
43.Information and Communications Technology	Chaminade	4	3
44.Information and Communications Technology	Jean Vanier	1	7
45.Information and Communications Technology	Loretto Abbey	2	5
46.Information and Communications Technology	Marshall McLuhan	7	5

47.Information and Communications Technology	Notre Dame	3	11
48.Justice, Community Safety and Emergency Services	Bishop Allen Academy	5	2
49.Justice, Community Safety and Emergency Services	Father Henry Carr	6	1
50.Non-profit	Dante Alighieri Academy	4	5
51.Non-profit	Jean Vanier	4	7
52.Non-profit	Loretto Abbey	6	5
53.Non-profit	Madonna	4	4
54.Non-profit	Marshall McLuhan	6	5
55.Non-profit	Neil McNeil	6	12
56.Sports	Blessed Archbishop Romero	6	6
57.Sports	Blessed Cardinal Newman	6	12
58.Sports	Chaminade College	6	3
59.Sports	Marshall McLuhan	5	5
60.Sports	Michael Power/St Joseph	9	2
61.Sports	Senator O'Connor	6	11
62.Sports	St John Paul II	6	12
63.Sports	St. Basil-the-Great	6	3
64.Transportation	Bishop Marrocco/Thomas Merton Catholic	3	10
65.Transportation	Father Henry Carr	10	1
66.Transportation	James Cardinal McGuigan	11	4
67.Transportation	Jean Vanier	11	7
68.Transportation	St Mary	11	10

## ***Appendix C***

### **Late Start Time Administrator Survey**

### **May 2018**

- Administrators from all 32 schools responded to the survey.
- 3 responses were from Vice-Principals, 29 were from Principals
- Average start time reported by the administrators was 8:37
- The most common current start time reported by principals was 8:30 (13 schools); the next most common start time was 8:40 (9 schools)
- When asked about the impact of a late start on school life, 16 Administrators provided primarily negative consequences, 10 administrators provided positive consequences, 6 administrators were not sure or provided both positive and negative comments
  - The most common negative consequences listed by administrators included conflicts with after school jobs, sports, night school, family commitments
  - Administrators also commented on possible negative effects on school athletics, coop programs, attendance, special education bussing, and student achievement
  - Administrators also mentioned TTC concerns travelling out of rush hour, with fewer connections, and reduced safety
  - The most common negative responses mentioned by administrators included better attendance, students better rested and more alert, possible better transportation, opportunities for morning sports and arts practices
- When asked about the impact of a late start on student achievement, 20 administrators reported that they thought that it would have a positive effect, 6 thought that it would have a negative effect, and 6 thought that it would have no effect
  - The most common comment listed by administrators was that this policy would help with improved sleep/rest, reduce stress and allow

- students to be more aligned with their internal clocks – as well as improved time on work and improved achievement
- Some administrators commented that late starts would help with student transportation
  - Some administrators commented that current occasional late starts have no impact on student sleep, attendance or achievement
  - When asked about the impact of a late start on home life, 15 administrators said that it would have a negative effect, 12 were neutral and 5 said that it would have a positive impact
    - The most common from administrators was that a late start would have a negative impact on students taking care of younger siblings
    - Some administrators also commented on negative effects on student jobs and after school activities (sports, dance)
    - Some administrators commented that a late start would help to facilitate balancing part time jobs with school work (being able to sleep in), as well as taking care of siblings (e.g., taking younger siblings to school, then being on time for class)
  - When asked about the impact a late start would have on staff and if there would be union implications, administrators were mixed on whether teachers would see this as a positive or negative change, although, most administrators indicated that this would cause concerns with teachers unions
    - Some administrators commented on the negative effects this might have on childcare, others commented that this might alleviate pressures dropping off children in the morning to child care
    - Some administrators commented that late starts (and subsequent late finish) might have a negative impact on staff volunteering for after school activities and sports
    - Some administrators commented that this might help staff avoid morning traffic – more staff might be on time more often
    - Many administrators commented on equity issues – some teachers may want to go to one school or another due to the start time – also, within schools, current collective agreement conditions would need to continue to be enforced
  - When asked if they would be in favour of a late start, 6 administrators said yes, 16 said no and 10 were not sure

- When asked to suggest a proposed late time, the average time was 9:38, with the most common time being 10:00
- When asked if the administrators thought that their school communities would be in favour of a late start, 3 said yes, 8 administrators thought that their communities would not be in favour, and 21 were not sure.
- When asked about reasons why the community would be in favour of not in favour of changing school time, several administrators commented on the impact of change and the fact that many people do not like significant change
  - Most administrators indicated that they were really not sure how their community would react to a late start
  - Some administrators indicated that a change would not have a significant impact on the school
  - Several administrators commented that a late start would negatively impact after school sports, jobs, activities and child care
  - Some administrators commented that an early start allows for a more balanced life for staff (not driving home in the dark)



## REPORT TO

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

## WORKING CONDITIONS OF PRINCIPALS AND VICE PRINCIPALS

*“He armed each of them not so much with confidence in shields and spears as with the inspiration of brave words, and he cheered them all by relating a dream, a sort of vision, which was worthy of belief.”*

2 Maccabees 15:11

Created, Draft	First Tabling	Review
May 22, 2018	May 31, 2018	<a href="#">Click here to enter a date.</a>

Adrian Della Mora – Superintendent of Education, Human Resources & Employee Relations

## 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

T.B.D.  
Associate Director  
of Planning and Facilities

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

## **A. EXECUTIVE SUMMARY**

This report responds to a Board motion, requesting a staff report on the working conditions of Principals and Vice Principals within TCDSB schools. This report provides a summary of the issues related to the working conditions of Principals and Vice Principals in the TCDSB. It is informed by a survey recently completed by our TCDSB Principal and Vice Principal Associations as well as timely research completed in Ontario. It provides insights into how administrators spend their day, the barriers that prevent them from managing their workload and suggestions that could be implemented to allow administrators to better manage their work. Given the critical role that administrators play in leading our schools, this information must deliberately inform the requisite strategic support and training to further support our academic leaders.

*The cumulative staff time required to prepare this report was 20 hours*

## **B. PURPOSE**

1. At the Student Achievement and Well Being Meeting on Thursday, April 5, 2018, Trustees approved the following motion:

*That staff bring a report back to the May 31, 2018 Student Achievement & Well Being Catholic Education & Human Resources Meeting, which describes the current working conditions for Principals and Vice Principals within TCDSB schools.*

2. The purpose of this report is to provide insight into the context of the work of Principals and Vice-Principals in both the Elementary and Secondary panels particularly as it impacts the contribution to student achievement, school improvement and succession planning in the TCDSB. Specifically, this report aims to capture the sources of Principal and Vice-Principal workload and the influences that impact the nature of their work. Finally, this report aims to identify how workload demands may be mitigated to further enable a continued focus on student learning and achievement and address challenges associated with succession planning.

## C. BACKGROUND

1. As demonstrated in the table below, there is a noted decline in the number of applications submitted in response to postings for administrative academic positions. In addition, in light of work-related and personal reasons, it is important to note that we have seen one principal return to the role of vice principal and three vice principals return to the role of teacher since September 2015. This data is concerning as it suggests some leaders may not be satisfied with these leadership roles.

### **SUMMARY OF SCHOOL ADMINISTRATOR APPLICATIONS RECEIVED (2015-2018)**

<b>SUMMARY OF APPLICATIONS FOR SCHOOL ADMINISTRATOR (2015-2018)</b>				
<b>Posting's Deadline</b>	<b>ES VP</b>	<b>SS VP</b>	<b>ES Principal</b>	<b>SS Principal</b>
9-Jan-15	36	18		
2-Oct-15			22	n/a
1-Apr-16	55	33		
28-Oct-16			26	21
30-Mar-17	20	23		
28-Sep-17			15	n/a
9-Mar-18	17			
15-May-18		11		
25-May - 18			6	
	<b>64% decrease 2016 to 2017</b>	<b>30% decrease 2016 to 2017</b>	<b>42% decrease 2016 to 2017</b>	

2. There is a significant amount of research at the local level as well as at the Provincial level that has been completed by the Ministry of Education in conjunction with the Catholic Principals' Council of Ontario (CPCO) and the Ontario Principal Council (OPC) outlining issues associated with the work intensification of our Principals and Vice Principals. This research is summarized in greater detail in Appendix A and it has informed the summaries that are highlighted in the Evidence/Research/Analysis component of this report.



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

1. A survey completed by the **Toronto Catholic Elementary and Secondary Principals and Vice-Principals Associations in the Fall of 2017**, found the following examples to be factors that increased the work intensification of Principals and Vice-Principals in TCDSB schools.
  - Dealing with staff-related concerns associated with hiring staff, shortage of staff (lack of Occasional Teacher coverage) and issues related to workplace health and safety
  - Implementing School Board/Ministry mandated projects involving curriculum, equity and student success priorities (Renewed Math Strategy implementation and other Ministry reporting)
  - Addressing student concerns related to behaviour investigations, student absenteeism and addressing the needs of special education students
  - Dealing with safety issues involving transportation (anaphylaxis protocols, changes in excursion related safety precautions, concussion protocols, other prevalent medical conditions and the requirement for mandatory staff in-servicing)
  - Managing issues related to enhancing community engagement
  - Operational issues (chairing IPRC meetings and having to organize professional development/instructional leadership since the removal of 14 program coordinators who previously supported this work)
  - Academic leadership challenges (greater accountability imposed on school boards due to reporting requirements – Auditor General, Ministry of Education, Regional Internal Audit Team)
2. Research conducted by Dr. Katina Pollock with Dr. Fei Wang and Cameron Hauseman in October 2014 and June 2017 provides significant insights into the working conditions for Ontario-based Principals and Vice Principals respectively.

The following graphics highlight daily challenges identified in this research, which prevent Ontario Principals and Vice Principals from managing their workload.

Enforcement of policies including Reg. 274 (hiring practices), Growing Success, and Safe Schools Act are cited as having the most influence on what administrators do on a daily basis.

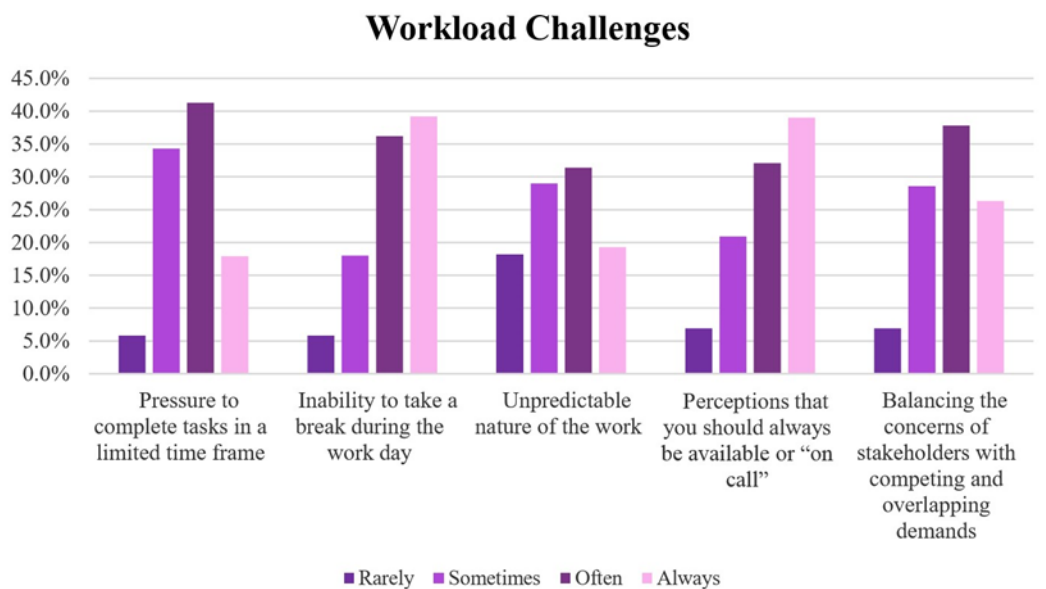
On average, the task on which principals spend the greatest amount of time is dealing with student discipline concerns, which takes up 7.6 hours per week.

On average, Ontario principals spend 11 hours reading and writing e-mail every week and 88.3% of principals are involved in school-based programs designed to support student mental health, while 87% administer programs aimed at improving the social skills of their students.

On average, vice-principals indicated being involved in curriculum and instructional leadership for 2.7 hours per week. ***Instructional leadership was the 10th most frequent task in which participants engaged.***

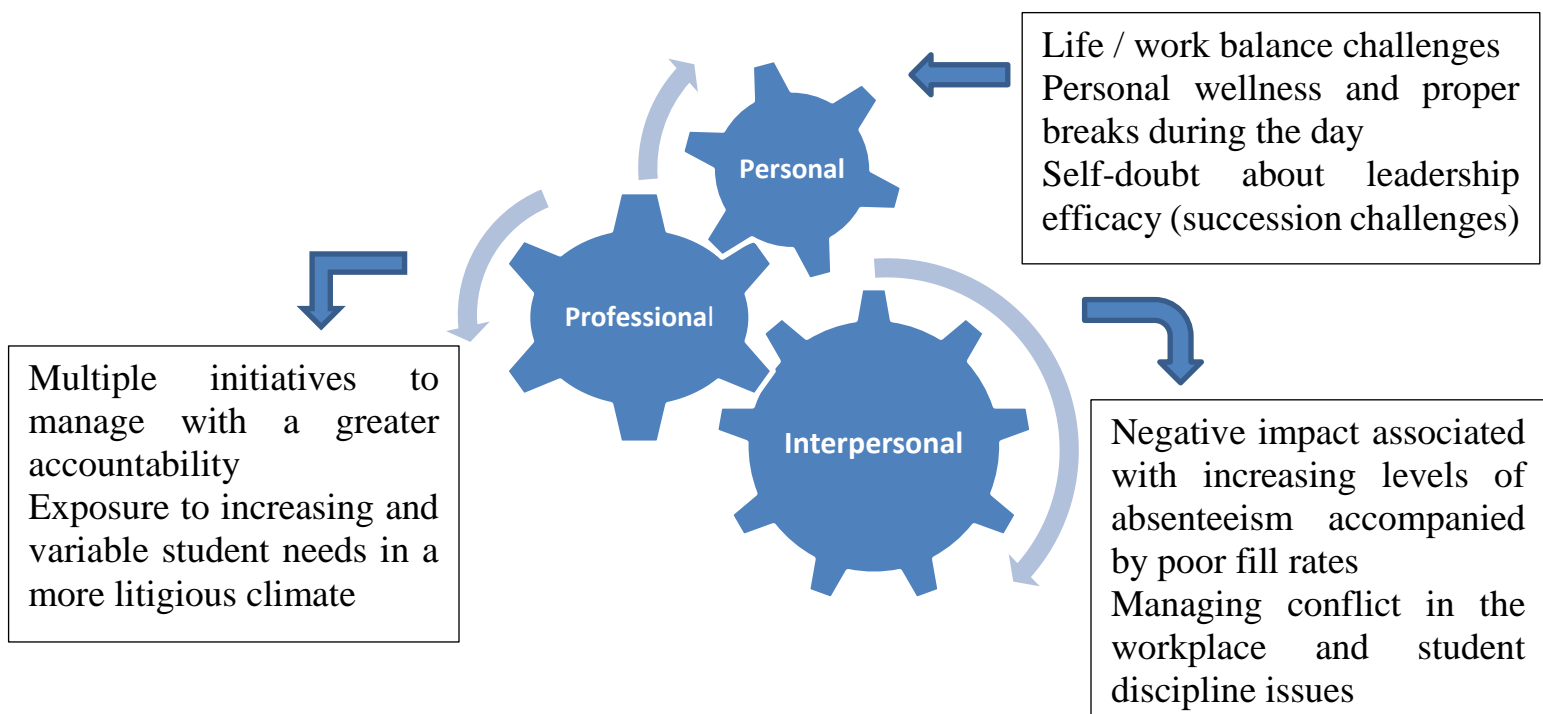
A total of 46.4% of participating vice-principals highlighted how mental health concerns among students often lead to emotionally draining days.

Research highlights the fact that teachers requiring high levels of support always cause emotionally draining situations for 6.7% of participating vice-principals and often cause emotionally draining situations for 30.3% of participating vice-principals.



The previous figure demonstrates how VPs struggle to adapt to an expanded workload. For example, 75.4% of participating VPs indicated often (36.2%) or always (39.2%) experiencing emotionally draining situations because the nature of their work does not allow them to take breaks during the workday.

- Qualitative feedback attained through attendance at monthly TCDSB Principal meetings and feedback received from two plenary leadership strategy events conducted in the 2017 – 2018 academic year suggests that the following three categories are most significantly impacted by a school administrator's working conditions:



## E. METRICS AND ACCOUNTABILITY

1. In their October 2014 research entitled Elementary and Secondary Principals' and Vice Principals' Workload Studies, Kenneth Leithwood and Vera N. Azah Leithwood identified seven categories that represent possible actions a school board could undertake to reduce the extent of principal and vice-principal workload particularly as it impacts the perception of the role by future leaders. The seven categories listed in the table below are extracted directly from their study. These suggestions can inform the TCDSB's approach and TCDSB strategies to address these suggestions are also included in the table below.

<b>Ways to reduce the extent of Principal and Vice Principal Workload</b>	
<b>Research Categories</b>	<b>Implemented TCDSB initiatives</b>
Review district expectations	Use Leadership Strategy plenary sessions (two per year) to articulate system goals and align priorities around the TCDSB MYSP
Align and balance what the system/district is expecting of its schools and school leaders	Field Superintendent and central team alignment through mid-point check exercises, SLIP visits and refined Professional Learning Forms
Increase efficiencies and streamline work processes	Reduce the number of offsite Principal meetings, use Skype sessions and transfer learning from specialized student success programs to all school leaders
Reduce principals' and vice-principals' tasks and provide other forms of relief	Use government provided resources to release administrators to use their time to build leadership capacity and professional learning networks (see page 8)
Add support for principals and vice-principals to do their jobs	Use of Code 83 and Code 92 Ministry of Education release days to schedule targeted staff professional development (challenges in light of poor Occasional Teacher fill rates)

Professional learning	Creation of Professional Learning Networks supported by board resources and Ministry of Education Student Achievement Officers
Provide individual consultation and counselling	Superintendent mentoring and Issues/Succession/Renewal series seeking to implement formal succession planning processes

## 2. Provincial government interest in addressing these challenges.

In recognition of the leadership role that Principals and Vice-Principals play in the publicly funded education system, the Ontario government made a system investment for Principals and Vice-Principals of \$4,281,163 province-wide in 2017-18, which shall continue, in a further equal amount for 2018-19.

The TCDSB and Association Executives are currently finalizing mutually agreed upon local priorities and ways to use the above-noted Ministry funding to target identified urgent needs. The top five priorities that were identified by the SSPA, SSVPA, TCPVA (Principals) and TCPVA (VPs) to disburse these funds were:

- Provide itinerant administrative coverage positions
- Assign administrative days dedicated to management tasks
- Provide opportunities for administrators to shadow, collaborate or learn with colleagues from other sites or in school leadership teams.
- Provide collaboration time off-site to plan with administrative team members, with coverage provided where needed
- Hire system/Family of Schools administrative support to manage budget and/or management tasks to allow the school leader to focus on student learning and achievement.

The TCDSB continues to invest in leadership discernment activities and is exploring sponsorship opportunities to complement the existing array of mentorship and leadership programs provided to our new and experienced leaders. We are also endeavouring to refine our overall Leadership Development program to address the need to enhance capacity, develop and support leader networks, deliberately address issues of diversity and streamline administrative tasks wherever possible.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

## APPENDIX A – Supporting research

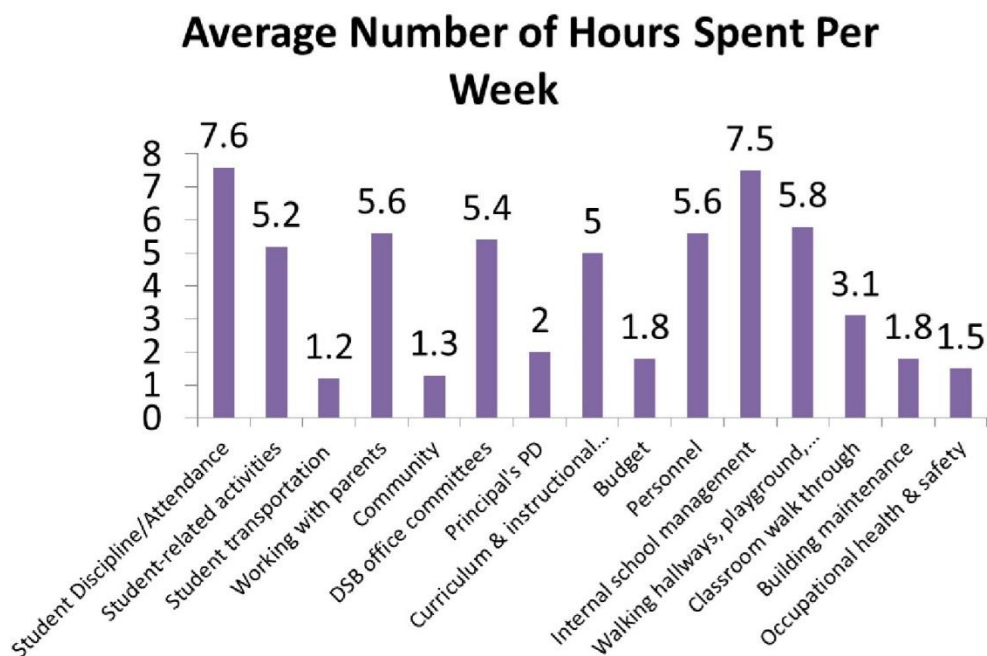
1. Research conducted by Dr. Katina Pollock with Dr. Fei Wang and Cameron Hauseman in October 2014 and June 2017 provides significant insights into the working conditions for Ontario-based Principals and Vice Principals.

Research link: <https://www.edu.uwo.ca/faculty-profiles/docs/other/pollock/OME-Report-Principals-Work-Contemporary-Times.pdf>

A key summary of findings (exact extracts from the report) from the October 2014 study entitled *The Changing Nature of Principals' Work* is outlined below. This study examines the changing nature of Ontario principals' work. It seeks to provide a more accurate picture of what principals do on a daily basis, and the challenges and possibilities inherent in their work.

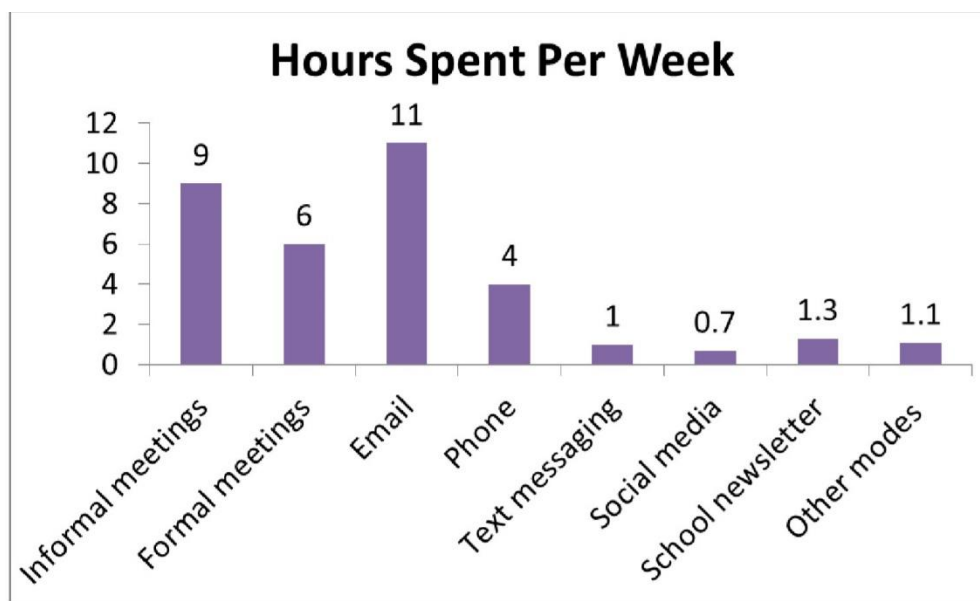
- Policies have a significant influence on what principals actually do at work, and in particular on their duties and responsibilities. Regulation 274/12 (77.7%), which deals with hiring practices and regulations, Growing Success (77.4%), and the Safe School Act – Bill 212 (69.1%), were cited by the participating principals as having the most influence on what they do on a daily basis.

Hours Spent on Different Tasks, Duties, and Responsibilities – Per Week



As demonstrated in the above graphic, on average, the task on which principals spend the greatest amount of time is dealing with student discipline concerns, which takes up 7.6 hours per week. On average, principals spend 7.5 hours per week on other management-related tasks, described below as “internal school management.” The majority of the sample (55%) indicated that they would like to spend less time on internal school management issues. Similarly, principals indicated that, on average, they spend 5.6 hours per week on issues surrounding personnel, while 29% of the sample would like to spend less time on these activities.

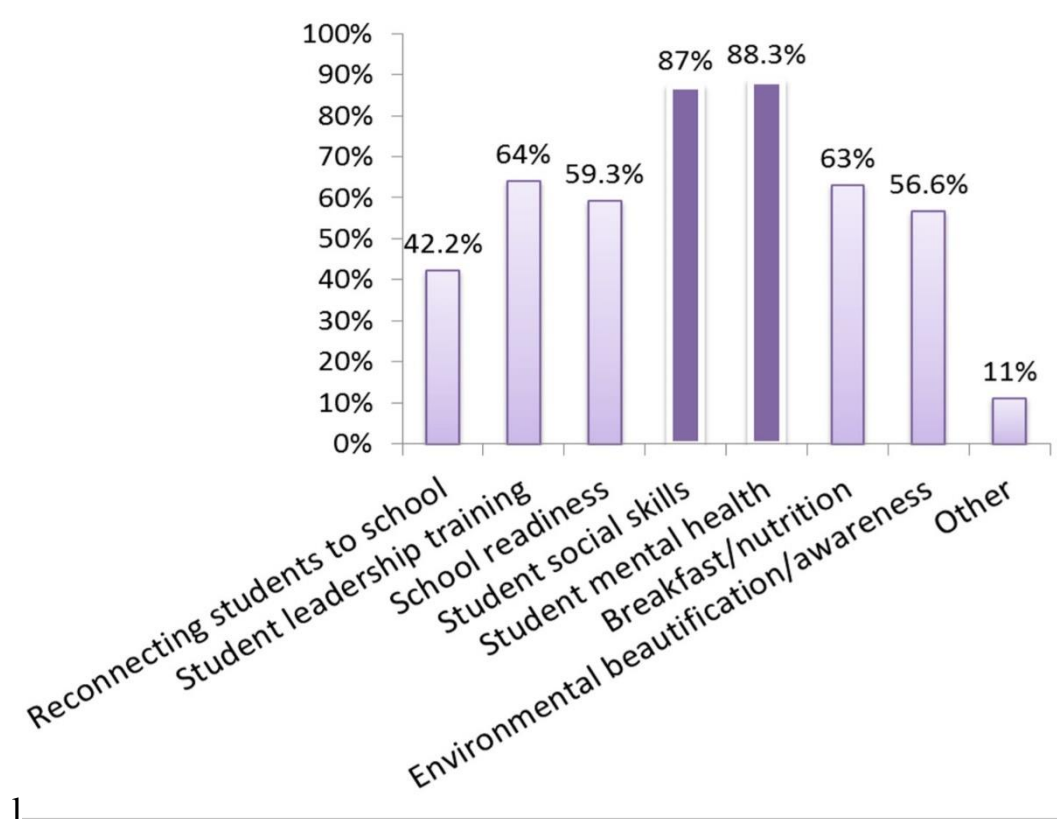
- Hours Spent on Different Forms of Communication – Per Week



The above graphic reveals that, on average, Ontario principals spend 11 hours reading and writing e-mail every week. A total of 83.7% of the sample (83.8% of elementary principals and 82.3% of secondary principals) would like to spend less time on e-mail. Principals also spend nine hours each week participating in informal meetings, while they spend an average of six hours per week engaging in formal, pre-scheduled meetings. Phone calls account for four hours of work each week, while principals spend less time using other modes to communicate with stakeholders.



- School-based Programs that Influence Principals' Work



As displayed in the above figure, 88.3% of principals are involved in school-based programs designed to support student mental health, while 87% administer programs aimed at improving the social skills of their students.

- Provincial legislation that influence principals' work

	None	A lot	N/A
Regulation 274/12 (Hiring Practice)	0.7%	79.6%	1.0%
Growing Success	0.1%	77.4%	0.3%
Safe School Act - Bill 212	0.2%	69.1%	0.4%
Bill 13 (Anti-bullying)	0.3%	65.7%	0.3%
Bill 115 (Putting Students First Act)	1.0%	65.4%	0.1%

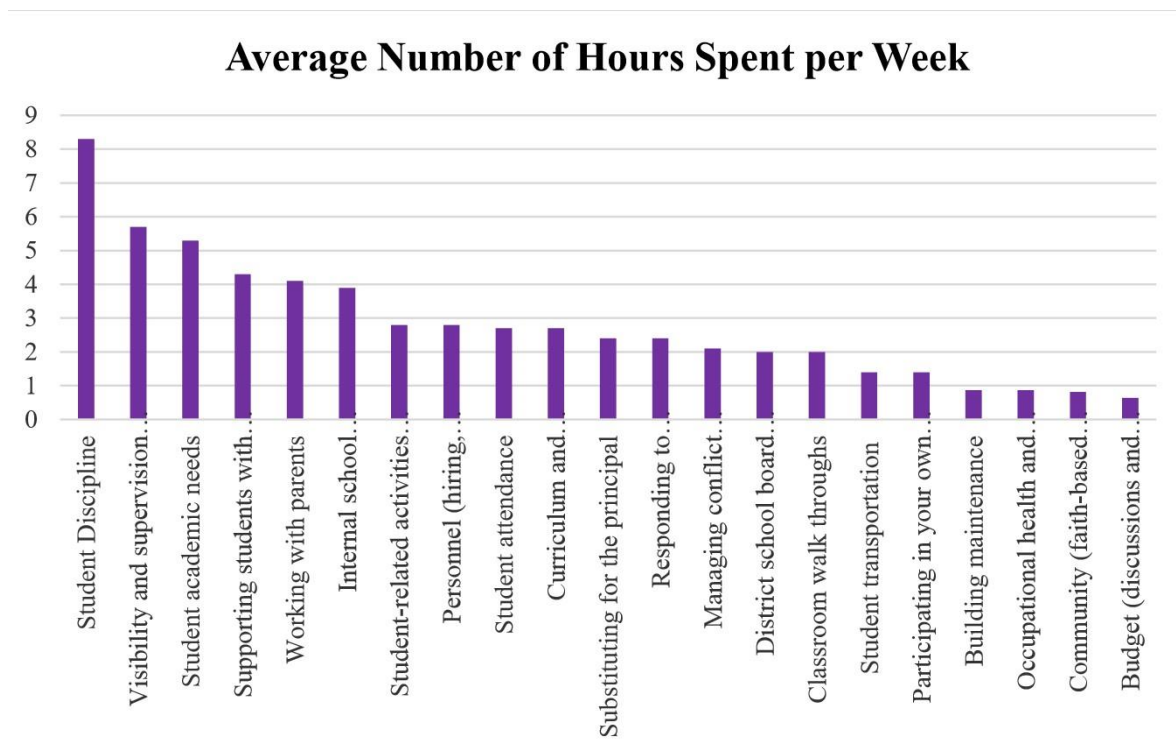
Regulation 274/12 – Hiring Practices (77.6%), Growing Success (77.4%), and the Safe Schools Act – Bill 212 (69.1%) are the three current provincial policies that are having the greatest influence on principals’ work in Ontario. The implementation of these policies restrict a Principal’s available discretionary time thus limiting his/her ability to adequately address other critical functions, which influence student achievement.

2. A key summary of findings (exact extracts from the report) from the June 2017 study entitled *The Changing Nature of Vice Principals’ Work* are outlined below. This study examines the changing nature of vice-principals’ work in Ontario public schools. It sought to develop a more comprehensive understanding of vice-principals’ work in changing times. This included determining the types of duties, activities, and practices vice-principals engage in on a daily basis, as well as the challenges and possibilities they face in their current work. Key findings are summarized below:

Research link:

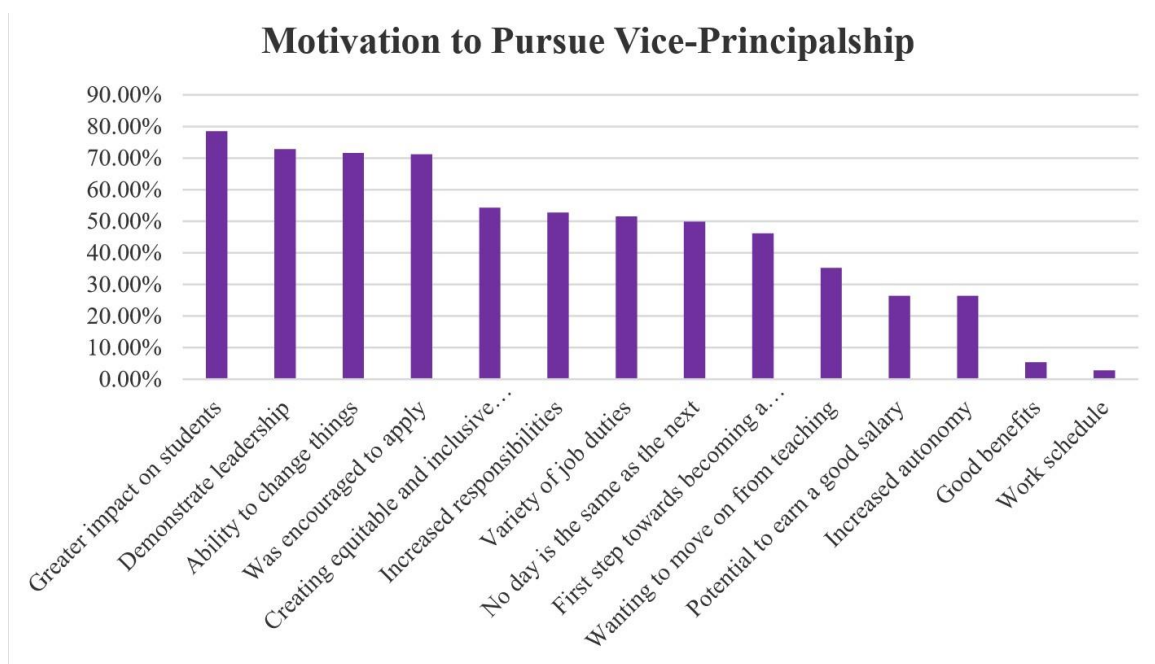
<https://www.principals.ca/Documents/Pollock%20VP%20Report%20Final%20Jun%2017.pdf>

- Hours VPs spend on different tasks, duties, and responsibilities: Per week.



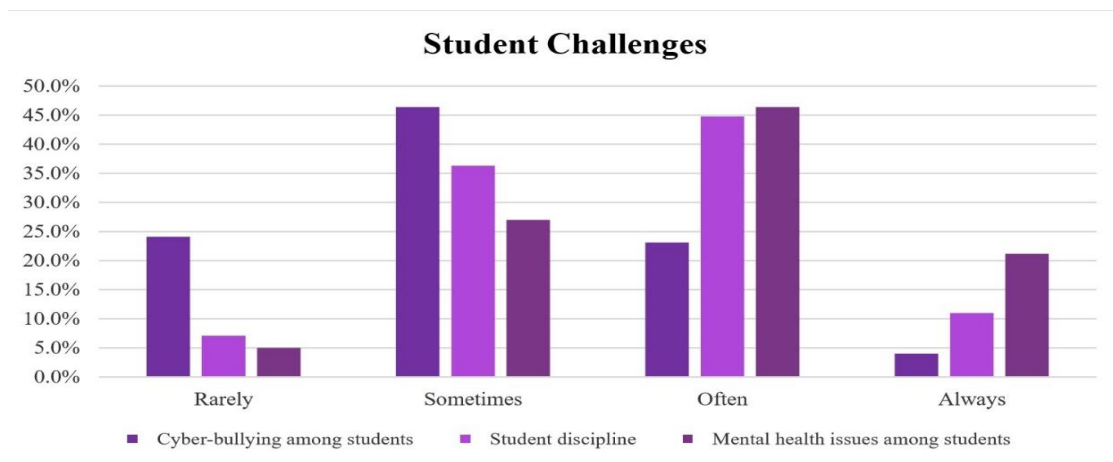
As demonstrated in the previous graphic, on average, vice-principals indicated being involved in curriculum and instructional leadership for 2.7 hours per week. ***Instructional leadership was the 10th most frequent task in which participants engaged.*** At 88.1%, the vast majority of vice-principals indicated wanting to spend more time on tasks and activities associated with instructional leadership. Similarly, participating vice-principals ***spent an average of two hours per week on classroom walkthroughs, an area where 86.9% would like to spend more time.*** Another area that vice-principals indicated that they would like to spend more time is their own professional learning. These vice-principals engaged in their own professional learning for an average of 1.4 hours per week, providing little opportunity to be involved in a sustained professional learning plan or program.

- Participants' motivations to pursue a career as a vice-principal.



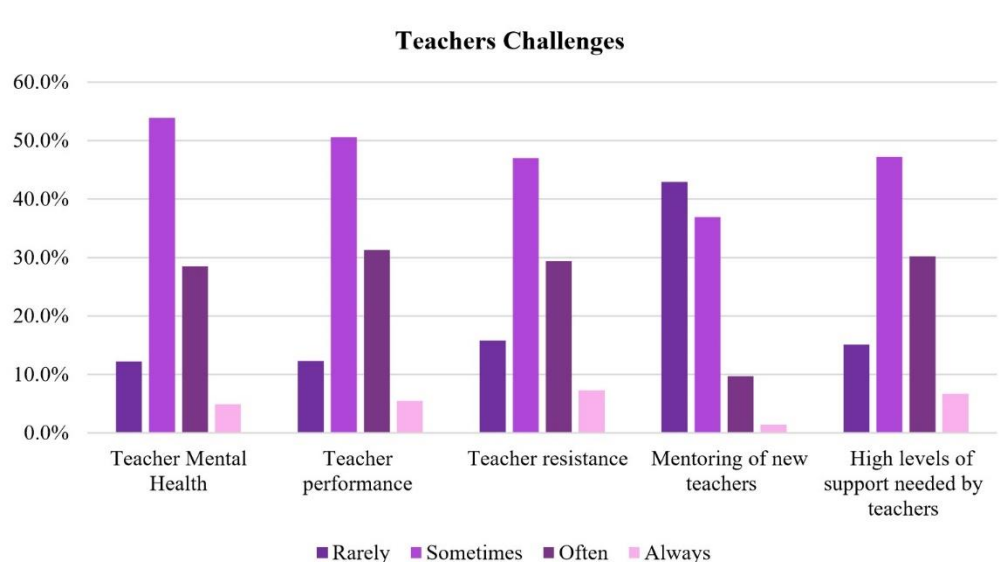
The above figure highlights the fact that vice principals site the ability to have a greater impact on students as the highest motivating factor for entering the vice-principalship among 78.5% of the sample. A further 72.9% viewed the vice-principalship as an opportunity to demonstrate leadership, and 71.6% thought the position would allow them greater ability to affect change. ***This presents an obvious problem for the vice principal's perception of their effectiveness given the previous figures conclusion that they report only being able to spend a small number of hours on this task per week.***

- The frequency of student challenges that lead to emotionally draining days for VPs.



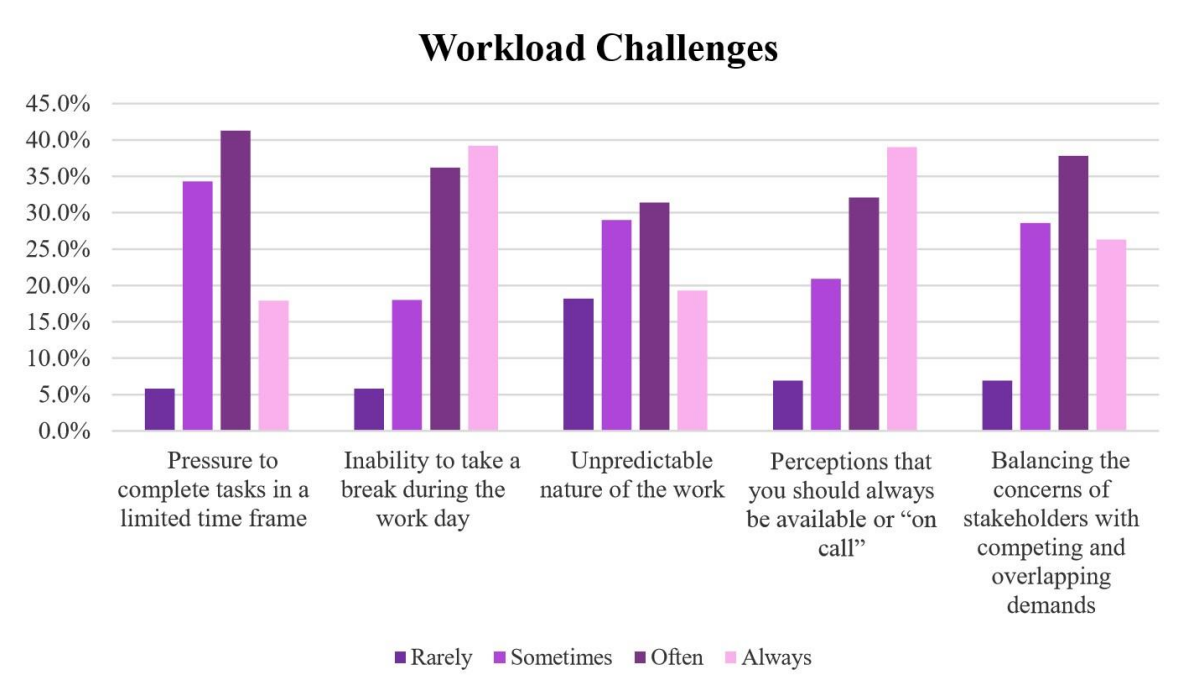
As demonstrated in the previous graphic, *a total of 46.4% of participating vice-principals highlighted how mental health concerns among students often lead to emotionally draining days*. Managing mental health concerns among students was also cited by a further 21.2% of the sample. Another issue with students that leads to emotionally draining days is discipline. For example, over half of respondents indicated that managing student discipline often (44.8%) or always (11.0%) led to emotionally draining days. Cyber-bullying among students was another issue, but not as often as student discipline or mental health concerns among students.

- The frequency of teacher challenges that lead to emotionally draining days for VPs.



The previous graphic highlights the fact that teachers requiring high levels of support always cause emotionally draining situations for 6.7% of participating vice-principals and often cause emotionally draining situations for 30.3%. A total of 31.3% of vice-principals in this study often experience, and 5.5% always experience, emotionally draining situations when addressing concerns about teacher performance. A further 7.3% of the sample responded always when asked if teacher resistance leads to emotionally draining situations, while 29.4% of the sample often shared that experience.

- The frequency of workload concerns that lead to emotionally draining days for VPs.



The above figure demonstrates how participating vice-principals struggle to adapt to work intensification and an expanded workload. For example, 75.4% of participating vice-principals indicated often (36.2%) or always (39.2%) experiencing emotionally draining situations because the nature of their work does not allow them to take breaks during the workday. Further, for 71.1% of participating vice-principals, emotionally draining situations are often (32.1%) or always (39.0%) caused by their perceptions that they should always be available or "on call."



REPORT TO

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

### UPDATE ON THE STATUS OF FRENCH TEACHER STAFFING

*“Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ”*

*1 Corinthians 12:12*

Created, Draft	First Tabling	Review
May 22, 2018	May 31, 2018	<a href="#">Click here to enter a date.</a>

Adrian Della Mora – Superintendent of Education, Human Resources & Employee Relations

Mark Moffett – Senior Coordinator Academic Services

Jelena Malenica – Senior Manager of Recruitment, Human Resources

### INFORMATION REPORT

#### **Vision:**

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Executive Superintendent  
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## **A. EXECUTIVE SUMMARY**

This report responds to a Board motion, which requested an action plan to address the recruitment of teaching staff for French language teaching positions. It provides a summary of the current challenges associated with a rapidly growing local and provincial demand for French teachers. The report will also highlight concerns related to projected TCDSB demand for French teachers, which are compounded by recent and projected TCDSB French teacher retirement rates. Finally, it will endeavour to delineate other anticipated challenges as well as strategies to improve the TCDSB's ability to attract and retain qualified and dedicated French teachers.

*The cumulative staff time required to prepare this report was 10 hours*

## **B. PURPOSE**

1. At the April 5<sup>th</sup> Student Achievement & Well Being Committee Meeting, Trustees approved the following motion:

*That staff bring a report back to the May 31, 2018 Student Achievement & Well Being Meeting that presents an action plan to address the recruitment of teaching staff for French positions.*

## **C. BACKGROUND**

1. The TCDSB has always supported core French instruction in our schools, and has deliberately advocated for the enhanced value associated with the role that specialized French programs (Immersion and Extended French) play in our Board.
2. In the 2017-2018 school year, all of our secondary schools offered a French program with a total of FTE 85.17 French teachers allocated to the secondary panel. In this same year, FTE 289 core French teachers and FTE 145 Extended French and French Immersion teachers were allocated to the elementary panel.
3. In the 2017-18 academic year, the TCDSB had three secondary French Immersion school programs and seven secondary Extended French school



programs. In this same year, the TCDSB had 32 elementary French Specialty (Immersion and Extended) school programs.

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

The information included below summarizes the elementary Extended French/French Immersion programs introduced in September 2017 and those scheduled to begin in September 2018.

### **ELEMENTARY FRENCH IMMERSION PROGRAMS INTRODUCED IN 2017/2018:**

1. Cardinal Leger
2. St. Benedict
3. St. Eugene
4. St. Gerald
5. St. Jerome

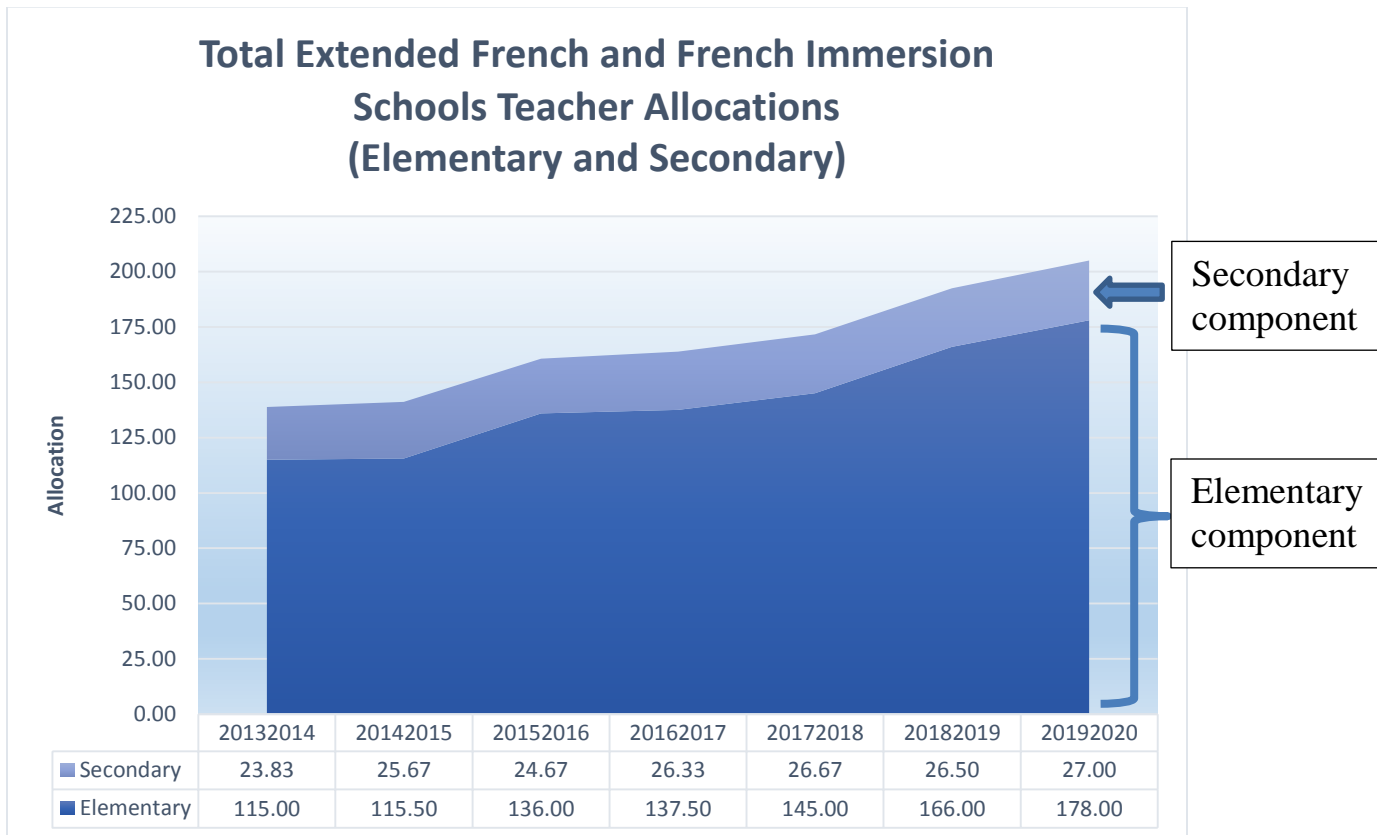
### **NEW ELEMENTARY FRENCH IMMERSION PROGRAMS FOR 2018/2019:**

1. St. Mary Catholic School
2. St. Alphonsus Catholic School
3. St. Brigid Catholic School
4. St. Louis Catholic School
5. Holy Name Catholic School

The above noted data reflects a **33% increase in the number of elementary French Immersion programs introduced by the TCDSB since September 2017.**

2. The graph on the following page summarizes the **current and projected Extended French / French Immersion program teacher need (elementary and secondary) extended out to the 2019 – 2020 academic year.**





The above table reveals a projected *increase of 30% in Extended French / French Immersion elementary French teachers required and a 10% increase in Extended French / French Immersion secondary French teachers required from 2015-2016 to 2019-2020.*

3. The data highlighted below summarizes recent and projected French teacher retirement rates.

<b>Retirement Year: 2014/2015 (as of June 30/2015)</b>	<b>FTE French Teachers</b>
ELEMENTARY	30
SECONDARY	10
<b>Retirement Year: 2015/2016(as of June 30/2016)</b>	<b>FTE</b>
ELEMENTARY	9
SECONDARY	3

<b>Retirement Year: 2016/2017 (as of June 30/2017)</b>	<b>FTE</b>
ELEMENTARY	9
SECONDARY	4
<b>TOTAL French Retirements 2014-2017</b>	<b>65</b>

The above noted figures suggest a consistent attrition rate, which will further compound our demand for French teachers.

4. In response to the above noted decisions to introduce new programs and demand for new teachers, the TCDSB Human Resources recruitment team has used its staff to recruit and on-board new French qualified teachers. The information below summarizes both recruitment statistics for the last two years as well as data, which summarizes the TCDSB's ability to on-board French, qualified teachers over this same period.

**RECRUITMENT STATISTICS (OCCASIONAL TEACHER ROSTER) –  
LAST SCHOOL YEAR AND CURRENT (UP TO MAY 4, 2018):**

	<b>2016/2017</b>		<b>2017/2018</b>	
	Actual Numbers	%	Actual Numbers	%
Total number of French interviews	109		84	
Total number that successfully passed the interview	68	62%	54	64%
Total number that were unsuccessful in passing the interview	40	37%	23	27%
Number of candidates that did not show up for the interview	1	1%	7	8%
<b>Total number of French hires (those onboarded)</b>	54	50%	29	35%
<b>Total number of retained French Teachers (those currently on the OT Roster)</b>	44	40%	29	35%

## **FRENCH TEACHERS HIRED INTO PERMANENT POSITIONS:**

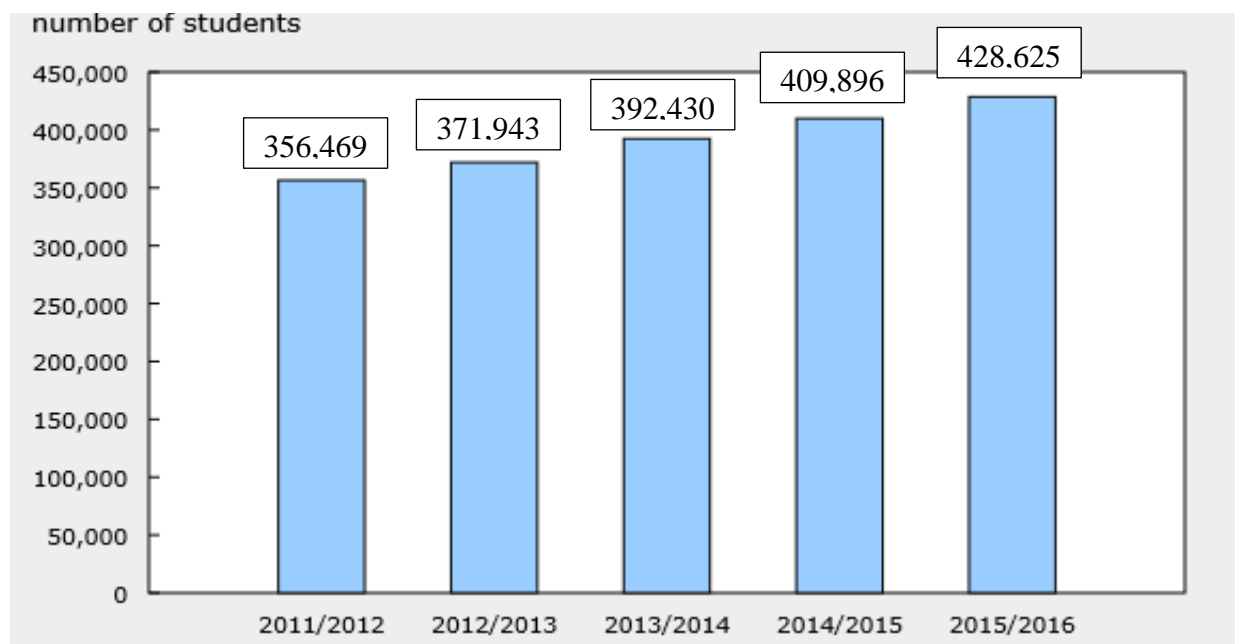
- 2016/2017 – total of FTE **36.90** French Teachers hired
- 2017/2018 – total of FTE **35.40** French Teachers hired

Note that the Board continues to deal with the challenge of attracting qualified French teachers to interview for positions at the Board (approximately 100 interviewed per year). It also highlights the low success rate for candidates who are interviewed by French speaking recruitment staff. Significant to note is the dramatic decrease in the TCDSB's on-boarding rates.

## **E. METRICS AND ACCOUNTABILITY**

1. Canadian Stats show that enrolments in French immersion programs have increased over the years across Canada: <https://www.statcan.gc.ca/daily-quotidien/171103/cg-c001-eng.htm> (see graph below)

### **Enrolments in French Immersion programs, public elementary and secondary schools, Canada**



2. Ontario experiences similar trends which compound the French demand dilemma (See statistics summarized below - The French Presence in Ontario)

<http://www.officiallanguages.gc.ca/en/statistics/infographics/french-presence-ontario>

Sources: Statistics Canada, 2016 Census of Population

- 979,269 children are learning French in publicly funded English-language school boards in Ontario (2015–2016)
  - 766,555 students are enrolled in core French (40.6% of eligible enrolment) (2015–2016)
  - 212,714 students are enrolled in French immersion (11.3% of eligible enrolment) (2015–2016)
  - Over 103,490 students are enrolled in French language schools (kindergarten to grade 12) in 12 school boards (2015–2016)
  - Number of French-language educational institutions: 351 elementary schools, 104 high schools
3. The TCDSB competes with other Ontario schools boards as well as other provinces for qualified French teachers. Of particular concern is the fact that provinces like British Columbia are offering financial incentives (i.e. paying for housing and moving expenses) to attract Ontario French qualified teachers.
  4. The Ontario Ministry of Education (November 2017) is pursuing a new collaborative approach to recruitment, supply, and retention of French teachers, which will involve the Ministry of Education, the Ministry of Advanced Education and Skills Development, as well as provincial agencies involved in Francophone immigration. Actions will include promotion and refinements to FSL teaching career paths and support for FSL teachers as well as broad outreach that will look not just to human resources within Canada but also internationally as well. It has also established a new French as a Second Language Teacher Supply Working Group. The working group is being created to foster greater collaboration within the system and to inform the next steps.
  5. As a strategic response to this situation, the TCDSB HR Recruitment Team has posted a job advertisement in 3 Francophone churches within the GTA

(Mississauga, North York, Oshawa), in the last month. We are working on connecting with 2 more Francophone churches within the GTA. An advertisement was approved for the Catholic Register newspaper – this will be released in the May 13th issue. We are also collaborating with the Toronto Star on getting an ad drafted and priced.

6. The Human Resources department is supporting the introduction of several French experiential learning programs for TCDSB French teachers designed to enhance French language proficiency, French instructional practice and a passion for French instruction among existing and aspiring French teachers. This will include a French Conversation Program offered to teachers in the summer of 2018 and two intensive experiential programs in Quebec in 2019. The TCDSB is also aggressively pursuing the option of having our French teachers deliver the French As A Second Language (FSL) Part 1 additional qualification within our board by the summer of 2019. The department is also exploring Canadian (Quebec and Nova Scotia) and international sources that may provide additional qualified French qualified applicants.
7. There exist regulatory restrictions to hiring, as the TCDSB continues to diligently adhere to regulatory requirements (Regulation 274) relating to rules associated with hiring French teachers to permanent positions. French teachers who are competing for permanent teaching positions must wait until the job posting cycles through the staged posting process (three rounds of posting) until they can apply for the position. This has limited our ability to aggressively hire qualified French teachers into permanent positions.
8. The Human Resources Department continues to intensively utilize HR staff to conduct maximum number of interviews in order to bolster the supply pool for all employee groups. Staff have included in preliminary 2018-2019 budget estimates a request to hire two new Talent Acquisition Specialists to enhance the department's ability to recruit and onboard various new employees.
9. The HR Department continues to liaise directly with University program coordinators to ensure that we are attracting and inviting new French qualified graduates to interviews at the CEC.
10. HR Department staff are completing all Ministry requirements that will allow us to hire, if necessary, uncertified French teachers for the 2018 – 2019 academic year.

## **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

## ANNUAL REPORT ON SMOKE & VAPOUR FREE SPACE POLICY B.B. 04

*Let the wise listen and add to their learning, and let the discerning get guidance. (Proverbs 1:5)*

Created, Draft	First Tabling	Review
May 22, 2018	May 31, 2018	<a href="#">Click here to enter a date.</a>

D. Koenig, Associate Director of Academic Affairs

### INFORMATION REPORT

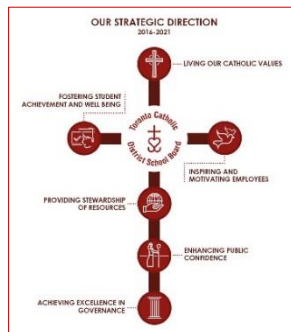
#### Vision:

*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

T.B.D.  
Associate Director  
of Planning and Facilities

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

## **A. EXECUTIVE SUMMARY**

According to the TCDSB Policy B.B. 04 Smoke and Vapour Free Space, the TCDSB is committed to the provision of a smoke, vapour and tobacco free environment in all premises and on all properties, owned and/or operated by the Board. The data indicates a significant decline in the number of incidents recorded and suspensions issued over the last 5 years.

*The cumulative staff time required to prepare this report was 10 hours*

## **B. PURPOSE**

1. Consistent with Policy B.B. 04, an annual report is presented to the Board of Trustees by staff detailing the compliance and infractions of this particular policy.

## **C. BACKGROUND**

1. TCDSB Policy B.B. 04 was revised in May 2016 to include under the evaluation and metrics section requiring an annual report detailing compliance and infractions of this particular policy.
2. The Tobacco Enforcement Department of the Toronto Public Health Department does not publically release the total number of school infractions under the Smoke Free Ontario Act.
3. Data was collected from the Safe School Progressive Discipline Platform in order to provide an analysis of smoking-related discipline imposed over time on students.
4. TCDSB principals responded to a survey containing questions related to the compliance and number of infractions associated with this policy (Appendix A).



## D. EVIDENCE/RESEARCH/ANALYSIS

1. Data collected over the last five years indicates almost a 50% reduction in the number of incidents and suspensions recorded in the progressive discipline platform for students who have been disciplined for smoking. The chart below indicates the number of incidents and suspensions for the last five years in both elementary and secondary schools:

Secondary School Totals

2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
Incidents	Suspension	Incidents	Suspension	Incidents	Suspension	Incidents	Suspension	Incidents	Suspension
120	88	113	69	78	66	65	47	64	44

Elementary School Totals

2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
Incidents	Suspension	Incidents	Suspension	Incidents	Suspension	Incidents	Suspension	Incidents	Suspension
5	1	2	2	3	2	4	1	0	0

2. Highlights from the survey sent to school administrators are included below:
  - The survey was completed by 194 administrators (Vice Principals or Principals) in 177 schools
  - 51% of respondents indicated a requirement for additional signs at the entrances and exits of their locations
  - In the 2017-2018 school year, there have been a total of 10 infractions under the Smoke Free Ontario Act for TCDSB students, employees or visitors this past school year (5 students, 5 staff members)
  - There have been a total of 11 calls from administrators to the Tobacco Enforcement Department to enforce the Smoke Free Ontario Act at their school
  - There have been a total of 64 student discipline issues recorded into the Progressive Discipline Incident Log for the 2017-2018 school year
  - A total of 44 student suspensions were issued related to smoking or vaping on school property
  - Schools communicate the policy on smoking/vaping mainly through the following channels:

- Student Agenda books (43% of respondents),
- Staff meetings (42%),
- Assemblies (26%),
- PA announcements (26%) and
- Newsletters (25%)

3. The Facilities department will work with all area Service Quality Supervisor (SQS) to provide the proper signage at each entrance and location for their school building.

#### **E. METRICS AND ACCOUNTABILITY**

1. An annual report as required by Policy B.B. 04 is presented to the Board.

#### **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

**Policy B.B.04 Smoke & Vapour Free Space** , states:

*"The Toronto Catholic District School Board recognizes the benefits of a smoke, vapour and tobacco-free learning, playing and working environment. This is achieved by prohibiting smoking, vaping or usage of tobacco products, anywhere on Board property, in Board premises and all locations where Board or School sanctioned activities take place.*

*This policy applies to all employees of the Toronto Catholic District School Board and individuals who use Board buildings, facilities or Board-owned property."*

Please complete this brief survey for your school. Results of this survey, along with other data, will be used in the annual report to the Board.

Thank you,  
Dan Koenig

1. School name:

2. I am a:

- ☐ Principal
- ☐ Vice-Principal
- ☐ Other (please specify)

3. Have "No smoking" signs been placed at each entrance and exit of your school buildings?

- ☐ Yes
- ☐ No
- ☐ Not sure

4. Do you require any additional signage for your building?

- ☐ Yes
- ☐ No
- ☐ Not sure

5. If you require additional signage, how many signs do you require?

6. Have any students, visitors or TCDSB employees been charged with an infraction for smoking tobacco or vaping on your school property?

- ☐ Yes
- ☐ No
- ☐ Not sure

7. If so, how many infractions have you had for this current school year?

	Students	Visitors	TCDSB employees
Total per category:	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>

8. Have you had to call the enforcement department for any concerns related to smoking or vaping on school/Board property?

- ☐ Yes
- ☐ No
- ☐ Not sure

9. If so, how many calls to enforcement have you had to make for this current school year?

10. Have you had any student discipline issues, this school year, related to smoking or vaping on school property?

- ☐ Yes
- ☐ No
- ☐ Not sure

11. If so, how many student discipline issues have you had for the current school year?

12. Have you had any student suspensions, this current year, for use of tobacco or vaping on school property?

- ☐ Yes
- ☐ No
- ☐ Not sure

13. If so, how many student suspensions have you had for the current school year?

14. How do you communicate the Smoke & Vapour Free Space policy with your staff and students?  
(Select all that apply)

- ☐ Assemblies
- ☐ Agenda books
- ☐ Announcements
- ☐ Newsletters
- ☐ Twitter
- ☐ Staff meetings
- ☐ Emails
- ☐ Other (please specify)

Do you have any suggestions related to this particular policy that you would like to share?

Thank you for your input!



**REPORT TO**

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

**PROCLAMATION OF SEPTEMBER AS UKRAINIAN  
CANADIAN HERITAGE MONTH AND SEPTEMBER 7  
AS UKRAINIAN CANADIAN HERITAGE DAY IN THE  
TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

*Happy is the nation whose God is the Lord, the people whom he has chosen as  
his heritage.  
Psalm 33:12*

Created, Draft	First Tabling	Review
May 15, 2018	May 31, 2018	<a href="#">Click here to enter a date.</a>
Nick D'Avella, Superintendent of Equity, Diversity, and Indigenous Education John Yan, Senior Coordinator, Communications Media and Public Relations		
<b>RECOMMENDATION REPORT</b>		

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*We educate students to grow in grace and knowledge to  
lead lives of faith, hope and charity.*



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Executive Superintendent  
of Business Services and  
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## **A. EXECUTIVE SUMMARY**

At the May 2 2018 meeting of the Student Achievement and Well Being, Catholic Education and Human Resources Committee of the Toronto Catholic District School Board (TCDSB), a delegation led by a representative of the Catholic School Parent Council of the three TCDSB Eastern Rite Ukrainian Catholic Schools and the Toronto Branch of the Ukrainian Canadian Congress petitioned the Board to proclaim the month of September Ukrainian Canadian Heritage Month. The request was expressed in a letter from the Ukrainian Canadian Congress, dated May 2, 2018, addressed to Trustees of the Toronto Catholic District School care of the Chair. (Appendix A)

The petition to designate September as Ukrainian Canadian Heritage Month in the Toronto Catholic District School Board was supported in a May 2, 2018 letter (Appendix B) to the Chair of the Board from The Ukrainian Catholic Eparchy of Toronto.

Further, in a letter, dated April 3 2018, to Trustees of the Toronto Catholic District School Board, care of the Chair (Appendix C), the Member of Provincial Parliament for Etobicoke Centre supported the request that September be proclaimed Ukrainian Canadian Heritage Month in the TCDSB.

Recommendations in this report outline the official proclamation and how the Board will use this important opportunity to raise cultural awareness of the Ukrainian Diaspora in Canada.

*The cumulative staff time required to prepare this report was 7 hours.*

## **B. PURPOSE**

At the May 2 2018 meeting of the Student Achievement and Well Being, Catholic Education and Human Resources Committee, the request to designate September Ukrainian Canadian Heritage Month and September 7 as Ukrainian Canadian Heritage Day in the Toronto Catholic District School Board was received and referred to staff to come back with a report as soon as possible and no later than May 31, 2018.

## **C. BACKGROUND**

1. The first wave of Ukrainian immigration to Canada began before 1891. In 2016, there were an estimated 1,359,655 persons of full or partial Ukrainian origin residing in Canada, making them Canada's eleventh largest ethnic group and giving Canada the world's third-largest Ukrainian population behind Ukraine itself and Russia. Over 140,000 live in the City of Toronto and many more reside in the surrounding Greater Toronto Area.
2. Ukrainian immigrants and their descendants have left a profound mark on the development of Ontario and Western Canada. They have made and continue to make remarkable contributions to Canada in the fields of culture, the economy, politics and sports. A Ukrainian Canadian, the late Senator Paul Yuzyk, is widely recognized as the "father of multiculturalism." Canada's policy of multiculturalism was announced at the Triennial Congress of Ukrainian Canadians by Prime Minister Pierre Elliot Trudeau in 1971.
3. From a faith perspective, the importance of the church in the life of Toronto's Ukrainian community maybe judged by the fact that the first building that Ukrainians erected in Toronto was a church. This was St. Josaphat's Ukrainian Catholic Church (now a cathedral) built in 1913-14. Today, there are more than ten Ukrainian Orthodox, Catholic, Pentecostal, and Evangelical Baptist churches in the Greater Toronto Area boasting active parish communities.
4. In recognition of the contributions of Ukrainians globally and to the fabric of our communities as well as TCDSB's commitment to educating students about social injustice, peace and sacredness of human life, the Toronto Catholic District School Board, proclaimed the 4th Friday of November as "Holodomor Memorial Day", a day dedicated to the loss of millions of Ukrainian lives at the hands of the Soviet Regime during the great famine of 1932-1933;
5. The Toronto Catholic District School Board has also benefited greatly from student enrolment from this community. The Ukrainian community in the TCDSB has made significant contributions to our schools by sharing Ukrainian values, cultural richness, language and diversity.

## **D. ACTION PLAN**

1. An official proclamation (Appendix D) designating September as Ukrainian Canadian Heritage Month and September 7 as Ukrainian Canadian Heritage



Day, coinciding with the Province of Ontario's establishment of September 7 as Ukrainian Heritage Day, will be signed by the Board Chair and the Director of the Board and distributed to the TCDSB community.

2. The Community Relations Department will partner with the Ukrainian Canadian Community Toronto Education Committee and other key members of the Ukrainian Canadian community to acquire resources to support the celebration of Ukrainian Canadian Heritage Month.
3. Information about Ukrainian Canadian Heritage, as well as educational and promotional materials that support the celebration of Ukrainian Canadian Heritage Month will be made available to school administrators, students, and parents via the Board portal.

#### **E. METRICS AND ACCOUNTABILITY**

1. The Communications and Community Relations Departments will monitor school participation in this initiative through mainstream media coverage, social media (Twitter), and online contributions received to our website in the form of tweets, photos, exhibits and other materials.
2. The Community Relations Department will monitor school community engagement in this initiative through school activities and programs that highlight the contributions of the Ukrainian Canadian community.

#### **F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. A communication plan will be implemented using all available communication tools to publicize and promote this proclamation to the entire TCDSB community via school newsletters, the exchange email system, to CSPCs CIPC, and OAPC-Toronto.
2. Strategic actions will focus on both mainstream media and community-based media (with a focus on Ukrainian Canadian media) supported by communications modalities including, but not limited to, online web custom designed micro-site, e-news, Twitter, and Instagram.

## **G. STAFF RECOMMENDATION**

Staff recommends that September be proclaimed Ukrainian Canadian Heritage Month and September 7 Ukrainian Canadian Heritage Day in the Toronto Catholic District School Board as outlined in Appendix D.

**Ukrainian  
Canadian  
Congress**  
Toronto Branch



**Конґрес  
Українців  
Канади**  
Відділ Торонто

May 2, 2018

Trustees of the Toronto Catholic District School Board  
c/o Barbara Poplawski, Chair

Dear Trustees of the Toronto Catholic District School Board,

Ukrainians have had a central role in building Canada for over 125 years. From the first settlers of the prairies between 1891 and the first world war, to the second wave between the wars, to the post WW2 city-based immigrations, to the newest members of the Ukrainian Canadian community since Ukraine regained its independence in 1991, the Ukrainian Canadian community has been a positive and productive member of Canada's multicultural fabric. Our community has created leaders in the areas of politics, business, education, sports, arts and many other parts of Canada's society. More than 25% of Canada's 1.4 million Ukrainian Canadians live in the Greater Toronto Area.

The Ukrainian Canadian community and the Eastern Rite Ukrainian Catholic Church have had a more-than-fifty-year relationship with the Toronto Catholic District School Board. This relationship has resulted in a vibrant symbiotic partnership in the Toronto Catholic community. The Eastern Rite Ukrainian Schools of the TCDSB were the pioneers of full-day kindergarten in Ontario, have a consistent track-record of excellence in academic achievement, and have provided a rich, faith-based learning environment for all generations of Ukrainian Canadians in the Toronto area.

Josyf Cardinal Slipyj, St. Demetrius and St. Josaphat have a combined enrolment of over 1,000 students. The education of our children at these schools is shepherded by administrations and staff who acknowledge, respect and become well versed in the Eastern Rite Ukrainian Catholic faith, regardless of whether they themselves are Eastern Rite Ukrainian Catholics. Furthermore, each school is supported by a nourishing community including engaged parents, overseeing parishes and many organizations and events providing an environment which augments the Ontario Ministry of Education curriculum with spiritual and cultural programming in many different manifestations.

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ. The TCDSB educates students to grow in grace and knowledge, to lead lives of faith, hope and charity. Among the many TCDSB Catholic values is that equity, diversity, accessibility and inclusivity are integral to the Catholic community (ref. [www.tcdsb.org](http://www.tcdsb.org)). There are at least eight designated heritage months at the TCDSB to date (see Appendix 1).

Tonight's delegation is led by the Catholic School Parent Council from the TCDSB's three Eastern Rite Ukrainian Catholic schools and the Toronto branch of the Ukrainian Canadian Congress. We are here to request the designation of the month of September as Ukrainian Canadian Heritage month at the TCDSB. Our request is supported by the bishop of the Eastern Rite Ukrainian Catholic Church Stephan Chmilar, and the three parishes overseeing the schools. It is also supported by MPP for Etobicoke Centre, Yvan



Baker, who himself was central in establishing September 7<sup>th</sup> as Ukrainian Heritage Day in the province of Ontario. Most importantly, it is supported by each school's administration, staff, and Catholic School Parents Councils.

Although September is the month when schools are busy getting the new academic year rolling, we believe September is the right month for Ukrainian Canadian Heritage month as it closely follows annual celebrations of Ukraine's Independence (August 24<sup>th</sup>), Ontario's Ukrainian Heritage Day (September 7<sup>th</sup>) and also includes Toronto's Bloor West Village Ukrainian Festival. Furthermore, we would ensure communications do not precede Ontario's Ukrainian Heritage Day (September 7<sup>th</sup>) and plan for related communications to be spread over the last two weeks of the month.

The Ukrainian Canadian community, through the UCC Toronto education committee, has been a positive and collaborative partner in discussions about student transportation, the international language program, full-day kindergarten, and attendance boundaries over the past several years. Upon the designation of the month of September as Ukrainian Canadian Heritage month at the TCDSB, the committee will work with key members of our community to create a robust and informative, yet succinct resource guide and references for all TCDSB stakeholders. This guide will enable them to celebrate Ukrainian Canadian Heritage month in the second half of September, once the schools' new academic years are underway.

There will be three main areas of focus in the guide to support Ukrainian Canadian Heritage month at the TCDSB: 1) Eastern Rite Ukrainian Catholicism (traditions, feast days, songs, etc.); 2) Ukrainian Canadian history (history of Ukraine, history and geography of Ukrainian settlement in Canada, political events, etc.); 3) Ukrainian culture and art (pysanky (Easter egg painting), embroidery, song, dance, cuisine, etc.).

We respectfully thank the TCDSB Board of Trustees and staff for their attention tonight and for their support of this designation and its implementation in the near future.

Yours in Catholic education,

Orest Sklierenko  
Chair, Education Committee  
Ukrainian Canadian Congress, Toronto branch Josyf Cardinal Slipyj School  
[opko@rogers.com](mailto:opko@rogers.com) (m): 905-467-8238

Lijana Shklar & Stephanie Soltys  
Co-chairs, CSPC

Taras Kalymon  
Chair, CSPC  
St. Demetrius School

Oksana Pikh  
Chair, CSPC  
St. Josaphat School

Enclosed:

Appendix 1: Current list of heritage months at the TCDSB

Appendix 2: Suggested topics for inclusion in TCDSB Ukrainian Canadian heritage month resource guide

Appendix 3: Support letter, His Excellency Stephen Chmilar, Bishop of the Ukrainian Catholic Eparchy of Toronto and Eastern Canada

Appendix 4: Support letter, Yvan Baker, Member of Ontario Legislature for Etobicoke Centre



## Appendix 1: Current list of heritage months at the TCDSB

### January

- Tamil Canada Heritage Month

### February

- African Canadian Heritage Month

### March

- Celtic Canadian Heritage Month

### May

- Asian Heritage Month

### June

- Italian Canadian Heritage Month
- Portuguese Canadian Heritage Month
- Indigenous Canadian Heritage Month

### October

- Latin-Hispanic Canadian Heritage Month



Appendix 2: Draft list of topics for inclusion in TCDSB Ukrainian Canadian heritage month resource guide (Resource Guide to be arranged and published upon confirmation of designation)

There will be three main areas of focus in the guide to support Ukrainian Canadian Heritage month at the TCDSB:

- I. Eastern Rite Ukrainian Catholicism (traditions, feast days, songs, etc.):
  - History of Christianity and the Catholic Church in Ukraine
  - History and information about the three parishes overseeing the TCDSB schools
  - Information on St. Demetrius, St. Josaphat, St. Nicholas and Josyf Cardinal Slipyj
  - Eastern Rite sacraments (e.g. timing of baptism, confirmation, confession, communion)
  - Eastern Rite mass (compare/contrast to other Catholic masses)
  - Eastern Rite notable feast days
  - Christmas and Easter religious traditions and observations
  - Icons
  - Ukrainian Saints
- II. Ukrainian Canadian history (history of Ukraine, history and geography of Ukrainian settlement in Canada, political events, etc.):
  - Brief history of Ukraine
  - History and geography of Ukrainian settlement in Canada
  - Canada's First World War Internment program
  - Famous Ukrainian Canadians
- III. Ukrainian culture and art (pysanky (Easter egg painting), embroidery, song, dance, cuisine, etc.):
  - Easter season traditions (pysanky (painted Easter eggs), blessing of baskets, church services, songs)
  - Christmas traditions (seasonal and religious songs (kolyady and shchedrivky), Christmas Eve and Christmas Day traditions, Malanka (New Year celebrations), Feast of Jordan)
  - embroidered art
  - other visual art
  - song and music
  - dance
  - Toronto area resources and art groups



### Appendix 3.



## Українська Католицька Єпархія Торонта The Ukrainian Catholic Eparchy of Toronto

May 2, 2018

Ms. Barbara Poplawski - Chairperson  
Toronto Catholic District School Board  
80 Sheppard Ave. E.  
Toronto, ON M2N 6E8

Dear Madam Chairperson and Board Trustees:

### Christ is Risen!

I greet you in the name of our Risen Lord, Jesus Christ. May the joy of the Resurrection remain with you always. May God continually bless you with love, wisdom and strength as you work to build His Kingdom on earth through Catholic Education. I commend you in your efforts and may your endeavours be rewarded a hundredfold.

### Re: Petition to designate September as *Ukrainian Canadian Heritage Month* in the Toronto District Catholic School Board

It is most commendable that the Toronto District Catholic School Board has for decades recognized, supported and provided for the education of children of the Byzantine Rite. Further, I also commend the parents of children in the Byzantine Rite schools, as well as the Ukrainian community at large, for their involvement and efforts to provide the highest quality of education for their children. We, as one Church breathing with two lungs, can learn from one another and grow into a stronger body of Christ. It is my belief that designating the month of September as *Ukrainian Canadian Heritage Month* would give all Catholic children the opportunity to learn and appreciate the Byzantine Rite customs and practices. I wholeheartedly support the petition currently before the Board to effect this designation.

May the grace of our Lord Jesus Christ, the love of God the Father and the fellowship of the Holy Spirit always be with you.

Yours in the Risen Christ,

+Stephen Chmilar  
Eparch







#### Appendix 4.



## YVAN BAKER, MPP

Etobicoke Centre

April 3, 2018

Trustees of the Toronto Catholic District School Board  
c/o Barbara Poplawski, Chair

Dear Trustees of the Toronto Catholic District School Board,

Over the past 4 years I have had the opportunity to work with some of you and TCDSB staff to strengthen the quality of education in our province and in my community of Etobicoke Centre.

It is in that vein that I am writing to you today. I am writing to lend my support to the request that has been made by students, parents, staff, administration and the spiritual leadership of the three Eastern Rite Ukrainian Catholic Schools that the TCDSB proclaim September as Ukrainian Canadian Heritage Month at the TCDSB.

I lend my support to this request for a number of reasons:

1. Ukrainian Canadians have left and continue to leave a historic mark on our country and it is important to recognize, celebrate and teach about these contributions. Their contributions are reflected in our economic, political, social and cultural life. Ukrainian Canadians have played an important role in the development of Ontario into one of the most desirable places in the world to live and have contributed to making Canada the great country that it is today.
2. Our province, city and the TCDSB is rich with Ukrainian heritage and traditions.
3. The Ukrainian Canadian community and the Ukrainian Catholic Church of Canada have had a long and productive working relationship with the TCDSB. An excellent example of this partnership is the education being provided at the three Eastern Rite Catholic schools within the TCDSB that augment the Ministry of Education curriculum through Ukrainian Canadian cultural and spiritual education.
4. These three schools have demonstrated excellence in academics, have been pioneers in Full Day Kindergarten and have provided a rich faith based learning environment.
5. September would be the appropriate month to designate as Ukrainian Canadian Heritage Month.

**Constituency Office**

Suite 106, 4800 Dundas Street West, Toronto, ON M9A 1B1  
Tel 416-234-2800 | Fax 416-234-2276 | Email [ybakermpp.co@liberal.ola.org](mailto:ybakermpp.co@liberal.ola.org)





## YVAN BAKER, MPP

Eto bicokeCentre

In 2011, the Ontario Legislature proclaimed September 7th of every year as Ukrainian Heritage Day in Ontario through the passage of the Ukrainian Heritage Day Act. As the President of the Ukrainian Canadian Congress - Ontario Provincial Council at the time, I was involved in drafting the bill and consulting with the community on the appropriate date to be designated as Heritage Day. September 7th received broad support in the community.

a. September 7, 1891 is the day when the first Ukrainian immigrants, Vasyl Efeniak and Ivan Pylypiw, arrived in Canada.

b. Every year Ukrainian Canadians in Toronto celebrate their heritage with Torontonians on the third Saturday of September at the Bloor West Village Ukrainian Festival.

c. September is the first month that schools are open after Ukrainian Independence Day is celebrated on Aug 24.

6. Ukrainian Canadian Heritage Month would provide an important and meaningful educational opportunity for all TCDSB students.

Should you support the creation of Ukrainian Canadian Heritage Month, I am confident that UCC-Toronto's Ukrainian Education Committee, which includes representation of all three schools CSPC executives and has been a positive and collaborative partner in discussions about transportation, international language programs, FOK, and attendance boundaries over the past several years; would work with you to identify individuals who will create a robust resource guide to enable the TCDSB to appropriately celebrate Ukrainian Canadian Heritage Month.

Thank you for your consideration. Should you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Yvan Baker, MPP



## УКРАЇНКА І (аТОАМІ)ЖКА ЄРПАХІ І ТопОТТ The Ukrainian Catholic Eparchy of Toronto

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May 2, 2018

Ms. Barbara Poplawski - Chairperson  
Toronto Catholic District School Board  
80 Sheppard Ave. E.  
Toronto, ON M2N 6E8

Dear Madam Chairperson and Board Trustees:

### **Christ is Risen!**

I greet you in the name of our Risen Lord, Jesus Christ. May the joy of the Resurrection remain with you always. May God continually bless you with love, wisdom and strength as you work to build His Kingdom on earth through Catholic Education. I commend you in your efforts and may your endeavours be rewarded a hundredfold.

### **Re: Petition to designate September as *Ukrainian Canadian Heritage Month* in the Toronto District Catholic School Board**

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May the grace of our Lord Jesus Christ, the love of God the Father and the fellowship of the Holy Spirit always be with you.

Yours in the Risen Christ,

+ ephen Chmilar  
Eparch





# YVAN BAKER, MPP

Etobicoke Centre

Appendix C

April 3, 2018

Trustees of the Toronto Catholic District School Board  
c/o Barbara Poplawski, Chair

Dear Trustees of the Toronto Catholic District School Board,

Over the past 4 years I have had the opportunity to work with some of you and TCDSB staff to strengthen the quality of education in our province and in my community of Etobicoke Centre.

It is in that vein that I am writing to you today. I am writing to lend my support to the request that has been made by students, parents, staff, administration and the spiritual leadership of the three Eastern Rite Ukrainian Catholic Schools that the TCDSB proclaim September as Ukrainian Canadian Heritage Month at the TCDSB.

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2. Our province, city and the TCDSB is rich with Ukrainian heritage and traditions.
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4. These three schools have demonstrated excellence in academics, have been pioneers in Full Day Kindergarten and have provided a rich faith based learning environment.
5. September would be the appropriate month to designate as Ukrainian Canadian Heritage Month.

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Tel 416-234-2800 | Fax 416-234-2276 | Email [ybaker.mpp.co@liberal.ola.org](mailto:ybaker.mpp.co@liberal.ola.org)



# YVAN BAKER, MPP

Etobicoke Centre

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- a. September 7, 1891 is the day when the first Ukrainian immigrants, Vasyl Eleniak and Ivan Pylypiw, arrived in Canada.
  - b. Every year Ukrainian Canadians in Toronto celebrate their heritage with Torontonians on the third Saturday of September at the Bloor West Village Ukrainian Festival.
  - c. September is the first month that schools are open after Ukrainian Independence Day is celebrated on Aug 24.
6. Ukrainian Canadian Heritage Month would provide an important and meaningful educational opportunity for all TCDSB students.

Should you support the creation of Ukrainian Canadian Heritage Month, I am confident that UCC-Toronto's Ukrainian Education Committee; which includes representation of all three schools CSPC executives and has been a positive and collaborative partner in discussions about transportation, international language programs, FDK, and attendance boundaries over the past several years; would work with you to identify individuals who will create a robust resource guide to enable the TCDSB to appropriately celebrate Ukrainian Canadian Heritage Month.

Thank you for your consideration. Should you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Yvan Baker, MPP

**Constituency Office**

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## Appendix D

### **OFFICIAL PROCLAMATION:**

### **September as Ukrainian Canadian Heritage Month and September 7 as Ukrainian Heritage Day in the TCDSB**

**WHEREAS** September is significant for Ukrainian Canadians as it closely follows annual traditional celebrations of Ukraine's Independence (August 24th), Ontario's Ukrainian Heritage Day (September 7th) and Toronto's Bloor West Village Ukrainian Festival in the City of Toronto;

**AND WHEREAS** more than 25 percent of Canada's 1.4 million Ukrainian Canadians live in the Greater Toronto Area representing the largest Ukrainian community outside of the Ukraine and Russia;

**AND WHEREAS** Ukrainians have had a central role in building Canada for over 125 years, playing an important role in the development of Ontario, and the City of Toronto into one of the most desirable places in the world in which to live through its community leaders who have contributed significantly to the nation's multicultural mosaic in the areas of politics, business, education, sports, music and the arts;

**AND WHEREAS** the Ukrainian Canadian community and the Eastern Rite Ukrainian Catholic Church have had a strong 50-plus year relationship with the Toronto Catholic District School Board resulting in a vibrant, synergistic partnership that created Eastern Rite Ukrainian Schools which pioneered full- day kindergarten in Ontario, while also establishing academic excellence based on a rich, faith-based learning environment for all generations of Ukrainian Canadians in the Toronto area;

**AND WHEREAS** the religious, cultural and academic traditions embodied by our Eastern Rite Ukrainian Schools of Josyf Cardinal Slipyj, St. Demetrius and St. Josaphat are supported by a nourishing and engaged community that has created learning environment that augments the Ontario Ministry of Education curriculum with spiritually rich and diverse cultural programming;

**THEREFORE**, the Toronto Catholic District School Board hereby proclaims September as Ukrainian Canadian Heritage Month and September 7th as Ukrainian Canadian Heritage Day.



REPORT TO

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

### REPORT ON NARCOLEPSY

And you will have confidence, because there is hope; you will be protected and take your rest in safety. Job 11:18

Created, Draft	First Tabling	Review
May 22, 2018	May 31, 2018	<a href="#">Click here to enter a date.</a>

C. Fernandes, Superintendent of Special Services

### 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

T.B.D.  
Associate Director  
of Planning and Facilities

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

## **A. EXECUTIVE SUMMARY**

This report outlines strategies to address students identified with Narcolepsy in schools

*The cumulative staff time required to prepare this report was 10 hours*

## **B. PURPOSE**

1. This report arose from a report to trustees at the Student Achievement and Well-Being Committee by Dr. Shelly Weiss from the Hospital for Sick Children, regarding Childhood Narcolepsy.
2. Trustees requested a report to see how we might be able to provide education to teachers and parents on the topic of Narcolepsy.

## **C. BACKGROUND**

1. On April 6, 2018, Dr. Shelly Weiss from the hospital for Sick Children presented to the Student Achievement and Well Being Committee information on Narcolepsy.
2. Narcolepsy is a serious, life-long disorder caused by the brain's inability to regulate sleep-wake cycles normally. The onset of narcolepsy is typically from age 10 to 17 but can occur at any age. Individuals with narcolepsy usually have Excessive Daytime Sleepiness (EDS) which are daytime sleep attacks that may occur without warning and which may be uncontrollable. It involves the need to sleep during the day and persistent drowsiness for prolonged periods during the day.
3. Symptoms of narcolepsy may also include other symptoms such as: cataplexy (brief loss of muscle tone that can happen when you feel a strong emotion); Disrupted/fragmented night-time sleep (involves multiple periods of awakening); hypnagogic hallucinations (vivid, realistic and frightening dreams or hallucinations during sleep onset or when waking); and, sleep paralysis (a temporary inability to move).

4. The known incidence of narcolepsy is 1 in 2000 individuals. Thus in approximately 92000 students, there may be about 46 individuals that may have the disorder.
5. Narcolepsy is not a well-known disorder but one that mimics other issues that students may have, which can have an impact on their learning. A student with narcolepsy can be misinterpreted by their peers and staff as lazy and unmotivated.
6. Narcolepsy is diagnosed through a primary care physician.

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

1. Students come to school with a variety of medical conditions. At registration, parents are provided with the opportunity to disclose any medical condition that requires the attention of school staff.
2. If upon registration, parents disclose a medical condition, the school is able to contact the Assessment Programming Teacher - APT (in elementary schools) or the Programming Assessment Teacher - PAT (in secondary schools) to assist in developing a plan of care for the student to address the medical condition.
3. Schools consult with the School Based Support Learning Team (SBSLT) members when students display behaviours that are outside of the regular behaviours of students. This is the process by which possible medical conditions such as narcolepsy can be discussed in light of a student's demonstrated behaviours.
4. It is also at the SBSLT that parents are able to offer information that can assist the school in supporting the student's needs.
5. The School Principal and Special Services support staff (specifically APTs and PATs as well as psychologists), would be the best candidates to receive information on Narcolepsy that could help school staff to understand student needs and identify potential symptoms. Information will be shared with these staff members via team meetings.



## **E. METRICS AND ACCOUNTABILITY**

1. As is the case for other medical conditions, an annual communication be sent to school administrators and special services staff to share some preliminary information on narcolepsy via the [www.learnaboutnarcolepsy.org](http://www.learnaboutnarcolepsy.org) site. This would afford schools a point of contact with respect to this rare disorder.
2. In circumstances where a student is diagnosed with narcolepsy, then both the principal/vice-principal and special services support staff are able to provide support through the development of a **student plan of care** for the individual student. This plan will outline student needs, including any necessary accommodations to support the student in the classroom.

## **F. CONCLUDING STATEMENT**

Staff recommends the following:

1. A **student plan of care** be developed for students with a diagnosis of narcolepsy as per the new medical conditions protocol (PPM 161- Other Medical conditions) to include any necessary accommodations.
2. That a communication be sent to principals/vice-principals and special education staff with respect to narcolepsy that may be used identify potential symptoms and support school staff with diagnosed students.



REPORT TO

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

**LIQUOR WAIVER FOR ST. MARY OF THE ANGELS**

*Deuteronomy 7:13 He will love you, bless you, and multiply you. He will also bless the fruit of your womb and the fruit of your ground, your grain and your wine and your oil, the increase of your herds and the young of your flock, in the land that he swore*

Created, Draft	First Tabling	Review
May 22, 2018	May 31, 2017	<a href="#">Click here to enter a review date</a>

Frank D'Amico, Trustee Ward 6

**RECOMMENDATION REPORT**

**Vision:**

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

**Mission:**

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*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

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

**A. EXECUTIVE SUMMARY**

Notification was received from Trustee Frank D'Amico that the Parish of St. Mary of the Angels is planning an event at St. Mary of the Angels on Saturday, August 18, 2018 and Sunday, August 19, 2018 .

**B. PURPOSE**

A request was received from Rev. Landorff J. Garcia Mariona, Parish Priest at St. Mary of the Angels, to serve alcohol at the Feast in Honour of our Patroness St. Mary of the Angels event, from 5:00pm to 11:00pm on Saturday, August 18, 2018 and 1:00pm to 10:00pm Sunday, August 19, 2018 .

**C. BACKGROUND**

Notification was received from Frank D'Amico to waive Regulation 6, of Appendix A of the Permits Policy B.R. 05, in order to be able to serve alcohol at St. Mary of the Angels on Saturday August 18, 2018 and Sunday August 19, 2018 for the Feast of St. Mary of the Angels event.

**D. STAFF RECOMMENDATION**

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

## REVISED LIST OF ANNUAL CALENDAR OF REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
3	January (Q)	Corporate Services	Financial Status Update Report #1	Executive SO Business Services
4	January (P)	Corporate Services	<u>B.R.01 Rental of Surplus School Space &amp; Properties</u> Policy Metric	Associate Director Planning & Facilities
5	February (A)	Corporate Services	Annual Investment Report	Executive SO Business Services
6	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
7	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
8	March (A)	Regular Board	Staffing Projections Report	Associate Director Academic Services
9	March (A)	Corporate Services	Budget Report: Financial Planning and Consultation Review	Executive SO Business Services
10	March (A)	Corporate Services	Planning Enrolment Projection	Associate Director of Planning and Facilities
11	March (A/P)	Corporate Services	Transportation Annual Report and <u>S.T.01Transportation</u> Policy Metric	Associate Director Planning & Facilities
12	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
13	April (Q)	Corporate Services	Financial Status Update Report #2	Executive SO Business Services

## REVISED LIST OF ANNUAL CALENDAR OF REPORTS & POLICY METRICS

14	April (A)	Regular Board	Education Development Charges Policy Review	Associate Director of Planning and Facilities
15	May (A)	Student Achievement	Staffing Status Report for Next School Year	Executive SO Business Services
16	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
17	May (P)	Corporate Services	<u>A.18 Development Proposals, Amendments and Official Plans and Bylaws Policy Metric</u>	Associate Director Planning & Facilities
18	June (P)	Student Achievement	<u>B.B.04 Smoke &amp; Vapour Free Policy Metric</u>	Associate Director Academic Services
19	June (Q)	Corporate Services	Financial Status Update Report #3	Executive SO Business Services
20	June (A)	Corporate Services	Report: Annual Budget Estimates	Executive SO Business Services
21	August (P)	Regular Board	<u>T.19 Electronic Participation in Meetings of the Board, Committees of the Board, and Committee of the Whole Board Policy Metric</u>	Regular Board
22	August (P)	Regular Board	<u>H.M. 19 Conflict Resolution Department</u>	Associate Director Academic Services
23	September (A/P)	Student Achievement	Annual Safe Schools Report <u>S.S.12 Fresh Start Policy Metric</u>	Associate Director Academic Services
24	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
25	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion Policy Metric</u>	Associate Director Academic Services
26	September (P)	Student Achievement	<u>T.07 Community Engagement Policy Report</u> <u>A.37 Communications Policy Metric</u>	Director of Education
27	October (A)	Student Achievement	Student Trustees: Voices that Challenge	Associate Director Academic Services

## REVISED LIST OF ANNUAL CALENDAR OF REPORTS & POLICY METRICS

28	October (A)	Student Achievement	ECLIST Report - Elementary Leaders	Associate Director Academic Services
29	October (P)	Student Achievement	<u>S.10 Catholic School Parent Council</u> Policy Metric	Associate Director Academic Services
30	October (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
31	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
32	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO) · Grade 9 Assessment of Mathematics and OSSLT Assessment (EQAO)	Associate Director Academic Services
33	October (A/P)	Corporate Services	Preliminary Enrolment Reports Elementary and Secondary Schools and S.A.01 <u>Elementary Admission and Placement</u> Policy Metric	Associate Director Planning & Facilities
34	October (A)	Corporate Services	Trustee Honorarium Report	Executive SO Business Services
35	October (P)	Regular Board	<u>H.M.33 Acceptance of Hospitality or Gifts</u> Policy Metric	Director of Education
36	October (A)	Regular Board	Annual Report on the Multi Year Strategic Plan	Associate Director Planning & Facilities
37	October (A)	Regular Board	Ongoing Exit and Entry Surveys for all students either changing schools within the Board or entering or exiting the Board	Associate Director Planning & Facilities
38	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
39	November (A)	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Services

## REVISED LIST OF ANNUAL CALENDAR OF REPORTS & POLICY METRICS

40	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
41	November (P)	Student Achievement	<u>S.22 Religious Accommodation Policy Report</u>	Associate Director Academic Services
42	November (P)	Student Achievement	<u>S.S.02 Opening or Closing Exercises Policy Report</u>	Associate Director Academic Services
43	November (A)	Corporate Services	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services
44	November (A)	Corporate Services	Legal Fees Report	Executive SO Business Services
45	November (Q)	Corporate Services	Financial Status Update #4 and Audited Financial Statements	Executive SO Business Services
46	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
47	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services
48	December (A)	Corporate Services	Budget Report: Revised Budget Annual Estimate	Executive SO Business Services
49	December (A)	Regular Board	Director's Annual Report	Director of Education

## STUDENT ACHIEVEMENT AND WELL BEING PENDING LIST TO MAY 31, 2018

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	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 ( <b>Review of Anaphylaxis Policy, Protocol and Guidelines</b> )	Associate Director Academic Affairs