

OUR MISSION

*The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ..
We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity*

OUR VISION

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



ADDENDUM
REGULAR MEETING OF THE MEETING OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
PUBLIC SESSION

Angela Kennedy, Chair

Frank D'Amico, Vice-Chair

Thursday, October 20, 2016

7:00 P.M.

| | Pages |
|--|----------------|
| 7. Notices of Motions | |
| 7.a From Trustee Del Grande, regarding Parent/Student Bill of Rights | 1 - 2 |
| 10. Presentations | |
| 10.c Monthly Report from the Student Trustee(s) | 3 - 4 |
| 11. Delegations | |
| 11.a Annalisa Crudo-Perri, representing OAPCE, regarding OAPCE Toronto Commissioning Ceremony. | 5 |
| 11.b Tim Sinclair, representing St. Margaret Catholic School Parent Council, regarding a replacement school for St. Margaret. | 6 |
| 11.c Jerrylyn Guevarra, St. Margaret Catholi School | 7 |
| 11.d Kassiya Anderson, St. Margaret Catholic School | 8 |
| 11.e Aimee Gomez, St. Margaret Catholic School | 9 |
| 11.f Ana Bela Da Silva, St. Margaret Catholic School | 10 |
| 17. Reports of Officials Requiring Action of the Board of Trustees | |
| 17.h Revised Draft LTAPP for Elementary and Secondary Schools [See | 11 - 18 |

Item 17g)]

17.i Revised Trustee/Staff Strategic Planning Sessions [See item 17d)]

19 - 36



Michael Del Grande
Trustee, Ward 7

Email: michael.delgrande@tcdsb.org

Voicemail/Fax: (416) 512-3407

To: Angela Kennedy, Chair of the Board

Re: Notice of Motion – Parent/Student Bill of Rights

From: Michael Del Grande, Trustee Ward 7

Date: October 20, 2016

Whereas: A parent/Student Charter Committee was struck by the Board in 2013 with approved terms of reference

Whereas: The committee made up of trustees, staff, parents and students met several times throughout 2014

Whereas: The final output and recommendation of the committee did not report back to the Board of Trustees

Be It Resolved that:

That the Director bring forward to the Board the final committee submission as vetted by the Board's legal counsel to the Board of Trustees and that the documents be sent out for public feedback before coming back to the Board.

<https://www.tcdsb.org/FORPARENTS/Pages/Parent-Student-Charter-of-Rights-Committee.aspx>

80 Sheppard Avenue East, Toronto, Ontario M2N 6E8 Tel. (416) 222-8282

October Student Trustee Board Report:

September General Assembly: On Tuesday, September 27th, 2016, CSLIT hosted its September General Assembly. There was an outstanding attendance of 100 students, with 25 high schools from across the board represented. The students heard from a variety of speakers: Michael Consul gave a brief introduction about CSLIT and how students can improve as leaders. Rory McGuckin welcomed our student leaders and discussed the 5 pillars CSLIT would like to focus on this year. Greg Rogers and a few student leaders gave a presentation on the Tanzania service trips and how our students can sign up and make a global change. We also, had a keynote speaker from UNITY who came to talk to our student leaders about mental health and how the arts can be a positive outlet for students looking to “express their stress”. Students then, had a chance to network amongst each other and discuss the leadership opportunities presented to them at this meeting. We wrapped up the evening with CSLIT’s executive team who called the leaders to take action by signing up for a sub-committee(s).

Subcommittee Review:

Equity: The Director of Equity will be in charge of facilitating the upcoming **L’Arche Daybreak** retreat on November 7th. L’Arche Daybreak is an international organization that provides communities and homes for individuals with disabilities and their caretakers. This retreat will bring together student leaders and l’arche community members through dialogue, games, and various activities in a safe and positive way. Additionally, they are planning and gathering resources for the Inclusion and Belonging Retreat that they will be held in December.

Social Justice: This month, the social justice committee will have their first meeting to plan and discuss the potential social justice events that CSLIT would like to host, in partnership with **Development and Peace**.

Elementary Affairs: E-CSLIT held their first meeting at the CEC, on Thursday, October 6th, 2016 with 156 elementary students and 26 teachers. The amazing Glendale Reyes (The Learning Partnership and Universal B-Boy League) was their guest speaker. Glendale gave a presentation on the importance of finding and staying true to your passions. The students created dynamic paper planes as part of their monthly teamwork challenges. They concluded the meeting by asking all the students to collect cans for We Scare Hunger as part of their next challenge. The next meeting will be held on Thursday, November 3rd, 2016.

Angel Foundation For Learning: The directors of AFL attended the October 19th AFL meeting. They discussed the board wide civvies day and the AFL Gala. The student leaders set general goals for the year such as, promoting AFL more prominently in the TCDSB. This would be done through AFL apparel or a “colour festival” inspired event. Their first subcommittee meeting will be taking place early November, in order to discuss how to implement these key

goals this year. Additionally, The CSLIT executive will be attending and volunteering their time to set up for the AFL Gala.

Social Affairs: The social affairs committee is hoping to organize a talent show for the month of November. Additionally, they are in the beginning stages of planning the Christmas Social for the month of December. The funds raised from both events will go towards the Angel Foundation For Learning.

Faith: The Faith Ambassador plans to start recruiting members for the subcommittee. In the upcoming month, the committee plans to take a trip to St. Francis' table to help the homeless who struggle to find every day meals. They also, plan to incorporate quick lessons or "faith talks" into our monthly CSLIT GA's, touching upon the subjects of inclusion and belonging and virtues that Jesus teaches us as Catholics to live by.



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
☐ Five (5)
Minutes

| | | |
|--|---|--|
| Name | Annalisa Crudo-Perri | |
| Committee | Regular / Special Board | |
| Date of Presentation | 10/20/2016 | |
| Topic of Presentation | OAPCE Toronto Commissioning Ceremony | |
| Topic or Issue | OAPCE Toronto Representatives | |
| Details | OAPCE Toronto would like to discuss our Representatives and the Commissioning, as well as the Parent Volunteer and Principal of Excellence Recognition Ceremony on Monday November the 7, 2016. | |
| Action Requested | Help ensure all CSPC's appoint an OAPCE Representative and attend our Ceremony. | |
| I am here as a delegation to speak only on my own behalf | | |
| I am an official representative of the Catholic School Advisory Committee (CSAC) | {2} I am an official representative of the Catholic School Advisory Committee (CSAC) {CSAC Position} | |
| I am an official representative of student government | | |
| I am here as a spokesperson for another group or organization | Yes OAPCE TORONTO | |
| Submittal Date | 10/16/2016 | |



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
☐ Five (5)
 Minutes

| | | |
|--|---|--|
| Name | Tim Sinclair | |
| Committee | Regular / Special Board | |
| Date of Presentation | 10/20/2016 | |
| Topic of Presentation | St. Margaret replacement school status report | |
| Topic or Issue | Re-enforce the communities understanding and wishes. | |
| Details | Re-enforce the communities understanding and wishes. | |
| Action Requested | St Margaret replacement school for 640 students be built at Carmichael site. | |
| I am here as a delegation to speak only on my own behalf | | |
| I am an official representative of the Catholic School Advisory Committee (CSAC) | {2} I am an official representative of the Catholic School Advisory Committee (CSAC)} br>St Margaret {CSAC Position} | |
| I am an official representative of student government | | |
| I am here as a spokesperson for another group or organization | | |
| Submittal Date | 10/16/2016 | |

**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

☐ Five (5)
Minutes

| | | |
|--|--|--|
| Name | Jerrylyn Guevarra | |
| Committee | Regular / Special Board | |
| Date of Presentation | 10/20/2016 | |
| Topic of Presentation | St. Margaret | |
| Topic or Issue | St. Margaret CES Replacement School Status Report | |
| Details | Parent/community feedback | |
| Action Requested | For consideration | |
| I am here as a delegation to speak only on my own behalf | | |
| I am an official representative of the Catholic School Advisory Committee (CSAC) | {2} I am an official representative of the Catholic School Advisory Committee (CSAC) St Margaret {CSAC Position} | |
| I am an official representative of student government | | |
| I am here as a spokesperson for another group or organization | | |
| Submittal Date | 10/19/2016 | |



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
☐ Five (5) Minutes

| | | |
|--|--|--|
| Name | Kassiya Anderson | |
| Committee | Regular / Special Board | |
| Date of Presentation | 10/20/2016 | |
| Topic of Presentation | St. Margaret | |
| Topic or Issue | St. Margaret replacement school | |
| Details | St. Margaret student | |
| Action Requested | For consideration | |
| I am here as a delegation to speak only on my own behalf | Yes | |
| I am an official representative of the Catholic School Advisory Committee (CSAC) | {2} I am an official representative of the Catholic School Advisory Committee (CSAC)} {CSAC Position} | |
| I am an official representative of student government | | |
| I am here as a spokesperson for another group or organization | | |
| Submittal Date | 10/19/2016 | |



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
☐ Five (5) Minutes

| | | |
|--|--|--|
| Name | Aimee Gomez | |
| Committee | Regular / Special Board | |
| Date of Presentation | 10/20/2016 | |
| Topic of Presentation | Filipino Canadian youth and students | |
| Topic or Issue | St. Margaret Replacement school | |
| Details | Filipino Canadian youth and students, social and cultural infrastructure | |
| Action Requested | For consideration | |
| I am here as a delegation to speak only on my own behalf | | |
| I am an official representative of the Catholic School Advisory Committee (CSAC) | {2} I am an official representative of the Catholic School Advisory Committee (CSAC)} {CSAC Position} | |
| I am here as a spokesperson for another group or organization | Yes Kapwa Collective | |
| Submittal Date | 10/19/2016 | |



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

☐ Five (5)
Minutes

| | |
|-----------------------|--|
| Name | Ana Bela Da Silva |
| Committee | Regular / Special Board |
| Date of Presentation | 10/20/2016 |
| Topic of Presentation | St. Margaret Replacement School |
| Topic or Issue | Community is still waiting for a replacement school. |
| Details | There are more delays and no actual plan. Community met with the ministry and have been asked to keep waiting while they now look into the feasibility of building replacement school at Baycrest. Parents face multiple barriers to participating in the type of advocacy that is required and need more support. |
| Action Requested | |



REPORT TO

REGULAR BOARD

REVISED DRAFT LONG TERM PROGRAM PLAN FOR ELEMENTARY AND SECONDARY SCHOOLS

Be diligent in these matters; give yourself wholly to them, so that everyone may see your progress." I Timothy 4:15 (NIV)

| Created, Draft | First Tabling | Review |
|--|------------------|--------|
| October 3, 2016 | October 20, 2016 | |
| S. Souter, Senior Coordinator Long Term Planning and Programming J. Volek, Senior Coordinator Planning Services M. Silva, Comptroller Planning and 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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board (TCDSB) is nearing the completion of its next Long-Term Accommodation and Program plans. After fulsome consultation with Trustees over a number of months, the plan identifies various educational programs that can be implemented in both elementary and secondary schools, with particular emphasis on French Immersion (FI) programs, equitably distributed across the system

This draft plan will serve as a blueprint for various programming initiatives in selected schools to be implemented over a 15-year period. It is intended to be flexible and responsive to changing needs. Once approved, this draft plan will be made available to the broader community for consultation beginning in November 2016.

A final report will be considered by the Board in February 2017, reflecting the input received in the consultation phase.

Development of this report was extremely process-oriented, involving a considerable amount of time in collaboration. The cumulative staff time dedicated to this endeavour was 504 hours.

B. PURPOSE

This report presents the Board with an overview of proposed Program plans in alignment with the Long Term Accommodation Plan after consultation between academic and planning staff, and available Trustees.

C. BACKGROUND

1. **September 2007** -Board approved the previous Long Term Accommodation Plan (LTAP), intended for 10 years. Many of the recommendations in the previous LTAP were implemented.
2. **January 2015** -staff began the process of developing a new LTAPP to replace the current LTAP, with a greater emphasis on balancing Capital investments and necessary consolidation studies with a strong Program focus—the long-term Program plan is intended to fully align with the long-term Accommodation plan, so that a cohesive system approach is adopted.

3. **March 2016-October 2016** – Staff engaged in fulsome conversations with Trustees, Principals and key internal staff. The plan identifies various educational Programs that can be implemented in both elementary and secondary schools across the system, with a particular emphasis on French Immersion (FI), equitably distributed across the City.
4. Staff coordinated meetings with individual Trustees to review both the Accommodation plans and considerations for Program plans for their respective Wards. Wherever possible, staff incorporated Trustees' input into the overall plan.
5. Staff are committed to making further Program recommendations in the LTAPP during the stakeholder and community consultation process, following approval in principle of the LTAPP.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The overarching assumptions of the Program plan are as follows:
 - Increased enrolment
 - Increased Catholic Service Factor in schools
 - Increased utilization of our schools
2. The Long Term Accommodation Program Plan (LTAPP) will provide greater equity of access to programs for all students served by the TCDSB.
3. Current Catholic Service Factor estimates indicate that the Board services approximately 93% of eligible Catholic students, therefore there is opportunity to attract new students to TCDSB through this Program plan.
4. The Program plan is intended to align with the Accommodation plan so that a cohesive and comprehensive system approach is adopted.
5. A consultation plan will be developed and shared with Trustees prior to the commencement of stakeholder consultation.
6. While there were many conversations about a variety of programs that could be implemented across the TCDSB, the focus on implementing French Immersion programs in elementary schools became the predominant program choice. Below are the recommended program offerings:

FRENCH IMMERSION PROGRAMS

7. The rationale for implementing French Immersion Programs is as follows:

- a. Ontario Ministry of Education data indicates that the average annual growth rate for FI enrolment is 5.7% over the past ten years. FI enrolment represents 10.5% of the total elementary and secondary student body in the 60 English school boards in Ontario.
- b. TCDSB is not offering FI Programs to the same degree as TDSB. Over the past 10 years, the TCDSB has had an increase of 1705 students in both FI and EF programs. TDSB, on the other hand, experienced an increase of approximately **10,000** FI and EF students over the same period.
- c. TCDSB begins FI programming in JK, while TDSB begins FI programming in SK. There is an opportunity to attract potential students from TDSB because of the earlier start in the FI program.
- d. TCDSB has 9 elementary FI programs and 2 secondary FI programs, whereas TDSB has **64** FI programs and 10 secondary FI programs.
- e. TCDSB has 19 elementary EF programs and 12 secondary EF programs, whereas TDSB has **46** elementary EF programs and 11 secondary EF programs.
- f. There was an increase of 77 students in FI Kindergarten classes, as evidenced in the chart below:

| School Name | 2015-16 | 2016-17 | Variance |
|--|----------------|----------------|-----------------|
| Blessed Pier Giorgio Frassati | 29 | 49 | 20 |
| Holy Rosary | 48 | 57 | 9 |
| James Culnan | 77 | 84 | 7 |
| Our Lady of Peace | 101 | 102 | 1 |
| Our Lady of Wisdom | 80 | 93 | 13 |
| St. Agatha | 57 | 69 | 12 |
| St. Cecilia | 90 | 97 | 7 |
| St. Cyril | 85 | 86 | 1 |
| St. Leo | 47 | 54 | 7 |
| French Immersion (Board Total): | 614 | 691 | 77 |

- g. Evidence suggests that a greater percentage of TCDSB grade 8 students in FI or EF programs continue to enrol in secondary school FI or EF programs. For example, in 2007-2008, out of 513 grade 8 students in French programs, 66.5% continued to take either FI or EF in grade 9, whereas in 2015-2016, out of 592 grade 8 students in French programs 83.8% continued to take either FI or EF in grade 9.
- h. The increased retention of students in FI or EF programs is a compelling argument to develop further programs.
- i. The Ontario Institute for Studies in Education has submitted to EQAO that by Grade 6, French Immersion students achieved better overall results on the Grade 6 EQAO reading, writing and mathematics tests.

OTHER PROGRAMS – ELEMENTARY SCHOOLS

Subject to further consultation and analysis, the following educational programs are considered:

- 8. An additional Extended French (EF) program.
- 9. Provide an Arts focus (audition-based) program for grades 7 and 8 students in an elementary school.
- 10. Provide a Multi-language program in an elementary school beginning in FDK.
- 11. Provide a Reggio Emilia program in an elementary school beginning in FDK.
- 12. Explore a Middle Years International Baccalaureate (IB) program in an elementary school.

OTHER PROGRAMS – SECONDARY SCHOOLS

Subject to further consultation and analysis, the following educational programs are considered:

13. Provide opportunities to both expand existing Specialist High Skills Major (SHSM) programs in secondary schools, and introduce new SHSM programs based on needs and current trends.
14. Explore a variety of opportunities for technology-based programs through the development of new, or expansion of existing STEM (Science/Technology/Engineering/Mathematics) programs and STEAM (Science/Technology/Engineering/Arts/Mathematics) programs.
15. Introduce a fourth International Baccalaureate Diploma Program in the northern part of the city.
16. Explore the expansion of secondary school Hospitality (culinary) programs in partnership with local Community Colleges.
17. Consider a new secondary school in the downtown core that can offer unique programming in partnership with St. Michael's College at the University of Toronto.
18. The need to acquire a new secondary school site in central Etobicoke to deal with enrolment pressures of existing secondary schools in the area, will provide the opportunity to explore unique programming opportunities.

D. ACTION PLAN

ELEMENTARY SCHOOLS

1. It is recommended that the implementation of French Immersion (FI) programs in elementary schools occur in three (3) phases, as outlined in the table below. This proposal will be consulted with TECT as per provisions in the Collective Agreements.

| 2017 | 2018 | Later Phase (year) |
|---------------------|------------------|--------------------------------------|
| Cardinal Leger | St. Alphonsus | Railway Lands elementary (2019) |
| St. Benedict | St. Brigid | St. Monica (2024) |
| St. Eugene | St. Gerald | Bloor-Dundas elementary (2025) |
| St. Jerome | St. Jane Francis | Beaches-Waterfront elementary (2029) |
| St. John | St. Mary | |
| St. Vincent de Paul | The Holy Trinity | |

2. It is recommended that an Extended French program be implemented at St. Angela C.S. in 2017.
3. It is recommended that a Multi-language school be established at St. Maximillian Kolbe in 2017-2018, subject to a thorough Facilities assessment. A survey conducted in 2015 was responded to by 258 people, of which 216 respondents indicated an interest in enrolling children at a Multi-language school.
4. It is recommended that specialized Arts programming be developed at St. Raymond commencing in 2019-2020. Research of applicants for 3 successive years since the 2014-2015 school year indicates that 260 grade 6 student applicants to grade 7 at Cardinal Carter Academy of the Arts did not gain entry. This indicates that parents and students are seeking this Arts programming experience.
5. It is recommended that Reggio Emilia programming be implemented at the Railway Lands site in 2019-2020. The program is based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through a self-guided curriculum.
6. It is recommended that the Board explore the implementation of a Middle Years International Baccalaureate (IB) program in an elementary school. Students in grades 6-8 could participate in the MY Program.

SECONDARY SCHOOLS

7. It is recommended that the implementation of French Immersion (FI) programs in secondary schools occur in two (2) phases, as outlined in the table below. This proposal will be consulted with TSU as per provisions in the Collective Agreements.

| 2017 | 2018 | Later Phase (year) |
|-------------------------|-------------|-------------------------------|
| Blessed Cardinal Newman | | Blessed Mother Teresa |
| | | Bishop Marrocco/Thomas Merton |
| | | Marshall McLuhan |
| | | Msgr. Percy Johnson |

8. It is recommended that Specialist High Skills Major (SHSM) programs continue to be implemented at secondary schools across the city. In 2007-2008, TCDSB had 2 SHSM programs and in 2016-2017, 61 SHSM programs operate in TCDSB secondary schools. Further, twenty-eight (28) secondary schools offer from one to four SHSM programs.
9. It is recommend that secondary schools offering Math-Science-Technology programs expand the programs to include engineering courses and/or Arts courses. Schools interested in developing a focus on STEM/STEAM will consult with Curriculum staff at the board.
10. It is recommended that implementing a Secondary International Baccalaureate (IB) Diploma program be investigated at James Cardinal McGuigan, subject to consultation. The Board presently operates IB programs at Michael Power/St. Joseph HS (West), St. John Paul II CSS (East) and St. Mary CSS (South). Adding a fourth IB Diploma program in the northern part of the city, will better address the programming needs of secondary schools. Further, James Cardinal McGuigan is located next to the new subway station at Keele Street and Finch Avenue West (anticipated to be operational in 2017), making the school far more accessible.
11. It is recommended the board explore various options for programming in a central downtown secondary school in collaboration and partnership with St. Michael's College at the University of Toronto.
12. Secondary schools with Hospitality (Culinary) programs can work with the Partnership Development department to seek partnerships with Community Colleges to expand existing programs.

F. STAFF RECOMMENDATION

1. That the Board of Trustees approve in principle the draft Long Term Program Plan identified in the Action Plan, for the purpose of consultation and gathering feedback.
2. That staff return to the board in February 2017 with revisions to the LTAP arising out of consultation.



REPORT TO

REGULAR BOARD

REVISED TRUSTEE/STAFF STRATEGIC PLANNING SESSIONS

Mission is never the fruit of a perfectly planned program or a well-organized manual. Mission is always the fruit of a life which knows what it is to be found and healed, encountered and forgiven. Mission is born of a constant experience of God's merciful anointing. -- Pope Francis

| Created, Draft | First Tabling | Review |
|--|------------------|---|
| October 13, 2016 | October 20, 2016 | Click here to enter a date. |
| Angela Gauthier, Director of Education | | |
| 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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This report presents the outcomes of the 3 strategic planning sessions held on January 30th, September 27th and September 28th, 2016 and recommends that next steps include:

1. Building the strategic objectives and priorities into a more detailed and explicit strategic plan for the Board;
2. Ratifying and approving the Principles for Effective Trustee-Staff Relations; and
3. Creating a system of accountability for the Principles for Effective Trustee-Staff Relations.

The cumulative staff hours required to produce this report is 6 hours in total

B. PURPOSE

The purpose of this report is to summarize the outcomes of 3 strategic planning workshops that senior staff and trustees have participated in since early 2016.

Summary notes prepared by Hugh MacPhie, of MacPhie and Company Inc., are included as Appendix A and Appendix C.

The report also proposes recommendations for further action.

C. BACKGROUND

1. On January 30th 2016 senior staff and trustees participated in a strategic planning workshop which reflected on roles and responsibilities, principles for staff/trustee relations as well as objectives and priorities. This session was facilitated by Hugh MacPhie (Appendix A). A detailed report has already been presented to Trustees summarizing this activity.
2. On September 27th trustees and staff met without a facilitator and addressed the issues of Governance, Renewed Math Strategy, Budget and Communications (Appendix B). These topics were proposed by trustees and staff.
3. On September 28th a third session was held with Hugh MacPhie and delved deeper into the issues of Objectives and Priorities, Principles for Effective

Trustee/Staff Relations and Next Steps that were introduced on January 30, 2016 (Appendix C).

D. METRICS AND ACCOUNTABILITY

1. It is critical that the outcomes of these three sessions form the basis of a go-forward action plan in order that the broader goals of the Multi Year Strategic Plan are successfully met.
2. If Trustees approve, a system of accountability for the “*Principles for Effective Trustee - Staff Relations*” will be developed as per the recommendation of the consultant.
3. A follow up session for May 2017 is recommended and subsequently bi-annual sessions should be held in the fall and late spring of each academic year.
4. The purpose of these sessions would be to assess ongoing progress and concerns and to make changes as required.

RECOMMENDATIONS :

1. That the following categories outlined as Strategic Objectives and Priorities in Appendix C be approved and form part of a detailed strategic plan for the Board.
 - Student Success and Achievement
 - Financial Stability
 - Employer of Choice
 - Facilities and Technology
 - Communications and Relationship Building
2. That the Board ratify the *Principles for Effective Trustee-Staff Relations* as outlined in Appendix A.
 - Remember our cause and ask: “what are we trying to achieve here?”
 - Be kind and show empathy
 - Seek to genuinely understand different points of view
 - Focus on issues and ideas
 - Get to “common ground” within the grey zone

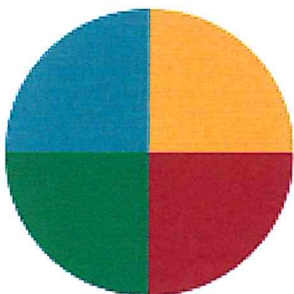
- Understand implications of individual decisions
 - Seek local success within the success of the entire Board, not at the cost of it.
3. That a system of accountability for the Principles for Effective Trustee-Staff Relations be jointly created by staff and trustees.
 4. That subsequent meetings for May 2017, Fall 2017 and Spring 2018 be approved.

MacPhie

Toronto Catholic District School Board

Board of Trustees Planning Day
January 30, 2016

Summary



MacPhie

Introduction

On January 30, 2016, the trustees and senior staff of the Toronto Catholic District School Board met to discuss efficient collaboration, planning and short-term issues.

Reflecting the discussion throughout the day, this document is organized into:

- Roles and Responsibilities
- Objectives and Priorities
- Succession Planning
- Next Steps

Roles and Responsibilities

To begin discussion, trustees and senior staff engaged in dialogue about their respective roles and responsibilities. Participants identified a number of important tensions:

Tensions in Trustee-Staff Relations:

Conflicting Demands

Participants identified a set of parameters. On the one hand, trustees must work within legislative frameworks and funding restrictions, while on the other hand they must respond to the expectations of parents and students. Each trustee comes to this role with varying perspectives on how best to address local issues, and issues of the TCDSB overall.

Personal Relationships

Participants identified the very real and very important interpersonal challenges that exist. Participants expressed a desire for creative thinking and new approaches to building trust. Participants also identified the importance of building confidence – in themselves, each other, and in those tasked with carrying out their strategy.

Clarity of Role

Participants expressed a desire for further clarity with respect to roles. Often, the roles of trustees and staff become blurred. By determining who should and should not deal with certain issues, and which issues to deal with, TCDSB will be better equipped to move quickly and decisively on issues as they arise. One participant suggested the development of a mechanism that would help staff and trustees to quickly and respectfully identify incursions into operational territory and issues that fall beyond the purview of TCDSB.

Competition for Resources

Participants identified that many of the issues above are further intensified by lack of resources. At the micro level, staff and trustees lack the necessary time to consider high-level, strategic issues, let alone relationship management. At the macro level, the TCDSB must divide its limited financial resources among myriad conflicting priorities.

Principles for effective Trustee-Staff Relations

Participants then identified a number of principles that can allow trustees and staff to work together more effectively. These principles include:

- 1) Remember our cause, and ask: “what are we trying to achieve here?”
- 2) Be kind and show empathy.
- 3) Seek to genuinely understand different points of view.
- 4) Focus on issues and ideas.
- 5) Get to “common ground” within the grey zone.
- 6) Understand implications of individual decisions.
- 7) “Hold the tension” between local and Board goals.

Participants agreed that these principles should serve as a guide for trustees and staff, and act as ground rules for our ongoing interactions.

Objectives and Priorities

In order to achieve the TCDSB overarching Vision and Mission, participants discussed long-term objectives and short-term priorities. Participants were encouraged to thinking boldly, loftily, and aspirationally, and then to drill down into each of the objectives. Ultimately, each of the objectives will help the TCDSB to holistically develop its students, while deepening their connection to catholic values. A number of important themes emerged, which include:

- Student Success and Achievement
- Financial Stability
- Employer of Choice
- Facilities and Technology
- Communications and Relationship Building

Additional guidance on each of the objectives and their corresponding priorities is captured below:

MacPhie

Student Success and Achievement

Participants asserted that the primary strategic goal of the TCDSB must always be to help students achieve better results. While there are many ways to approach this lofty goal, identifying it as an overarching priority helps to align and remind us all of our very important obligations. Participants identified catholicity and innovative teaching pedagogy as central to how the TCDSB will continue to differentiate itself.

In the short term, participants identified the following particularly salient priorities:

- Math results
- Equitable access to programming
- Improving academic achievement among the bottom 25% of students

Financial Stability

Participants recognized the importance of regaining financial stability and identifying mechanisms for improving financial performance in the long-term. Adequate funding and intelligent cost control both play an important part in TCDSB's continued success.

In the short-term, participants identified important goals to be:

- Follow through on the multi-year recovery plan
- Transition to a comprehensive financial sustainability plan

Employer of Choice

Participants identified the important connection between top-employer status, and top-talent acquisition and retention. One participant encouraged us to embrace a 'culture of courage' in an effort to empower trustees, staff, and students to be innovative, and to celebrate diversity.

In the short-term, participants identified the following priorities:

- Nurturing a sense of security and stability within the Toronto Catholic District School Board
- Building trusting relationships between union and management representatives
- Enhancing local professional judgment

Investing in Facilities and Technology

Participants recognized the link between attractive and effective learning 'spaces' and student success. These include both physical and virtual spaces. The spaces where students and teachers learn and interact provide an important frame for positive and productive relationships, and act as a launch pad for creative and critical thinking.

MacPhie

In the short-term, participants expressed a desire to:

- Pilot student and teacher-driven programs that enhance the effectiveness and attractiveness of spaces
- Continue with the development of a coordinated, Board-wide program plan

Communications and Relationship Building

The TCDSB has many successes to celebrate – including consistently higher academic performance than comparable school boards in the region. Sharing these successes broadly, while effectively communicating our needs, can turn public affinity into tangible resources.

Participants identified a number of important first-steps, which included:

- Developing a comprehensive strategic communications plan
- Developing a targeted communications plan to address the implementation and progress of the Multi-Year Recovery Plan
- Nurturing healthy relationships with key stakeholders including government and MPPs
- Identifying, leveraging and empowering an ‘army of ambassadors’ through student and parent engagement
- Partnering with the Archdiocese to better achieve our shared aims
- Creating an engagement strategy for key internal stakeholders including principals and teachers. This broader thematic stemmed from the initial idea of engaging principals by offering to satisfy one ‘wish’.

Succession Planning

Director of Education, Angela Gauthier, then led discussion on succession planning. A number of principles for TCDSB’s succession planning emerged, including the importance of:

- Fairly considering both internal and external candidates.
- Incorporating the principles identified in “Outstanding Practices in Succession Planning”
- Encouraging a shift toward ‘succession management’, which acknowledges the need to invest in talented staff over the long-term.

The current succession management approach includes:

- A mentorship program down to the level of manager
- A formalized performance appraisal mechanism
- A secondment program for high-potential staff

MacPhie

Priority development areas for TCDSB's succession planning model include:

- Easing the transition from teacher to administrator
- Retaining highly skilled vice principals, given the two-year rotating door reality
- Providing younger staff with formal and informal leadership opportunities
- Formalizing and communicating more broadly the succession management process

Next Steps

Following this planning day, next steps might include:

- Confirming the principles for trustee-staff relations
- Refining the long-term and short-term priorities
- Developing clear action plans to ensure follow through on each of the TCDSB's objectives
- Conduct further dialogue on the roles and responsibilities of trustees and staff

**STRATEGIC PLANNING SESSION
SEPTEMBER 27, 2016
A G E N D A**

Opening Prayer

7:00 p.m. – 8:00 p.m. Governance Update from the Parliamentarian

8:00 p.m. – 8:45 p.m. Renewed Math Strategy

8:45 p.m. – 9:00 p.m. Break

9:00 pm. – 10:00 p.m. Budget

10:00 p.m. – 11:00 p.m. Communications

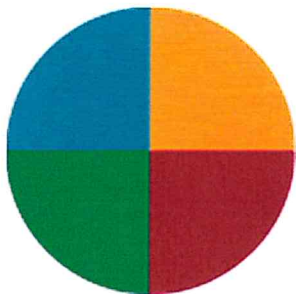
MacPhie

Toronto Catholic District School Board

Board of Trustees Planning Meeting

September 28, 2016

Summary



Introduction

On September 28, 2016, trustees and senior staff of the Toronto Catholic District School Board met to continue discussing efficient collaboration and strategic planning priorities. Building upon work that had been completed earlier in the year, trustees reviewed the draft Objectives and Priorities, and Principles for Effective Trustee-Staff Relations that had been previously drafted.

Reflecting the structure of the planning session, this document is organized into:

- Strategic Objectives and Priorities
- Principles for Effective Trustee-Staff Relations
- Next Steps

Strategic Objectives and Priorities

Trustees and senior staff reviewed and reflected on the Strategic Objectives that had been drafted in the previous planning meeting. These Strategic Objectives were:

1. Student Success and Achievement
2. Financial Stability
3. Employer of Choice
4. Facilities and Technology
5. Communications and Relationship Building

For each of the five strategic objectives, the following summary provides:

- An overview of each Strategic Objective and the initial Priorities that had been established for each,
- A synopsis of the most salient points from the September 28th discussion, and
- Any edits and changes that were therefore proposed.

1. Student Success and Achievement

The primary strategic goal of the TCDSB must always be to help students achieve better results.

- Priorities include:
 - Equitable access to programming
 - Improving academic achievement among the bottom 25% of students
 - Encouraging and supporting leadership among our teachers and principals

MacPhie

Summary of Discussion:

The discussion of this objective and its corresponding priorities affirmed its value. There was agreement that student success and achievement should remain the top priority.

There were suggestions made to sharpen the wording provide guidance related to the meaning of the Strategic Objective:

Firstly, the TCDSB does not simply want to help students achieve better results; we want to help students to achieve *their best* results. Although success might look different for each student, it is our role to help them maximize their potential.

Secondly, this objective must be viewed through the Catholic lens. Student success and achievement is a function of the Catholic values they learn through our schools – which create a heightened sense of responsibility, and result in well-rounded students.

The following change was therefore proposed to the explanatory text describing the strategic objective:

Original:

- The primary strategic goal of the TCDSB must always be to help students achieve better results

Updated:

- The primary strategic goal of the TCDSB must always be to help students achieve their potential, in their academics, in their faith, and in life.

The final improvement was to emphasize the importance of teachers and principals when it comes to delivering this particular vision of student achievement. The leadership and innovation provided by front-line staff is important to the success of the TCDSB, and must be explicitly encouraged and supported.

As a result the following priority was added:

- Encouraging and supporting leadership among our teachers and principals

2. Financial Stability

Regaining financial stability and identifying mechanisms for improving financial performance in the long-term both play an important role in TCDSB's continued success.

- Priorities include:
 - Following through on the multi-year recovery plan
 - Transition to a comprehensive financial sustainability plan
 - Creating demand for our service through investment in differentiating programming and resources

Summary of Discussion:

This objective was viewed as an enabler for student success. The more effective we are with our finances, the better enabled we will be to achieve our other goals. One improvement was suggested:

Being financially stable involves creating demand for what you offer. In order to foster long-term success the TCDSB must continue to attract students and be sharply differentiated from TDSB and private schools.

Accordingly, the following priority was included:

- Creating demand for our service through investment in differentiating programming and resources

3. Employer of Choice

Achieving top employer status and acquiring and retaining top-talent are correlated. The TCDSB should empower its trustees, staff and students to be innovative and celebrate diversity.

- Priorities include:
 - Nurturing a sense of security and stability within the TCDSB
 - Building trusting relationships between union and management representatives
 - Enhancing local professional judgment
 - Connecting directly with teachers to understand where they are succeeding and where they face challenges

Summary of Discussion:

The focus of this conversation was the complexity of the relationship between the Board, staff, and the teachers' union. The various roles and interests of these three parties can create tension. In order to best manage this tension the trustees and staff made the following recommendation:

To create a more productive and honest dialogue, we should seek to communicate directly with our teachers. By informing the union – but not going through the union – we can work to create a stronger connection with our teachers.

The following priority was added:

- Connecting directly with teachers, to understand where they are succeeding and where they face challenges

4. Investing in Facilities and Technology

It is important to recognize that attractive and effective physical and virtual learning “spaces” provide an important frame for positive and productive relationships.

- Priorities include:
 - Pilot student and teacher driven programs that enhance the effectiveness and attractiveness of spaces
 - Continue with the development of a coordinated, Board-wide program plan

Summary of Discussion:

There was consensus that this objective interrelates with student success. Having quality facilities and technology create a more dynamic learning atmosphere and allow for the best student performance.

No changes or amendments to the existing wording of the strategic objective or its corresponding priorities were suggested.

5. Communications and Relationship Building

Sharing the value of Catholic education by highlighting TCDSB's successes, while effectively communicating our needs, can turn public affinity into tangible resources.

- Priorities include:
 - Developing a comprehensive strategic communications plan
 - Developing a targeted communications plan to address the implementation and progress of the Multi-Year Recovery Plan
 - Nurturing healthy relationships with key stakeholders including government and MPPs
 - Practicing clear communication, to deliver the most important information more effectively

Summary of Discussion:

The discussion of this objective revealed it to be an important pillar for the TCDSB. Being able to build good relationships and deliver effective communications will allow the TCDSB to demonstrate its value to a wider audience. Two important points were made:

Firstly, our communication must go beyond our students and parents. We need to highlight the value of Catholic education to a larger audience. This involves both connecting with Catholics to re-establish the profound belief in the value of a Catholic education, as well as connecting with non-Catholics in order to gain their respect.

Consequently, the following change was made:

Original:

- Sharing the TCDSB's successes, while effectively communicating our needs, can turn public affinity into tangible resources.

Updated:

- Sharing the value of Catholic education by highlighting TCDSB's successes, while effectively communicating our needs, can turn public affinity into tangible resources.

Secondly, in our communication we must strive to achieve simplicity. Unnecessarily complicated communication will make our audience less receptive to our message. Accordingly, the following priority was added:

- Practicing clear communication, to deliver the most important information more effectively

Principles for Effective Trustee-Staff Relations

The second agenda item of the planning meeting was a review of the draft guiding principles that had been developed in the previous meeting:

1. Remember our cause, and ask: “what are we trying to achieve here?”
2. Be kind and show empathy.
3. Seek to genuinely understand different points of view.
4. Focus on issues and ideas.
5. Get to “common ground” within the grey zone.
6. Understand implications of individual decisions.
7. “Hold the tension” between local and Board goals.

There was a positive and enthusiastic response to the first six principles: the one principle that created the most discussion was Principle 7.

As Trustees, each member of the Board has a fiduciary responsibility to serve the greater good of the organization as a whole – rather than the regional interests of a local area. It was agreed that trustees can and should thoroughly advocate on behalf of their constituents, ultimate decisions cannot be made at the expense of the Board as a whole. Therefore, it is not a matter of “holding the tension”, but instead a matter of prioritizing responsibilities correctly.

Principle 7 was updated to be:

- Seek local success within the success of the entire Board, not at the cost of it.

Next Steps

Following this planning meeting, next steps include:

- Presenting the results of the planning sessions at a formal Board meeting, refining them further, and adopting them in principle
- Building the strategic objectives and priorities into a more detailed strategic plan for the Board
- Creating a system of accountability for the Principles for Effective Trustee-Staff Relations