

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

**REGULAR MEETING
PUBLIC Session
AGENDA**

JANUARY 12, 2017

Patrizia Bottoni, Chair
Trustee Ward 4

Michael Del Grande
Trustee Ward 7

Barbara Poplawski, Vice-Chair
Trustee Ward 10

Angela Kennedy
Trustee Ward 11

Ann Andrachuk
Trustee Ward 2

Joseph Martino
Trustee Ward 1

Nancy Crawford
Trustee Ward 12

Sal Piccininni
Trustee Ward 3

Frank D'Amico
Trustee Ward 6

Maria Rizzo
Trustee Ward 5

Jo-Ann Davis
Trustee Ward 9

Garry Tanuan
Trustee Ward 8

Rhea Carlisle
Student Trustee

Karina Dubrovskaya
Student Trustee



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.

VISION

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

Recording Secretary: Sophia Harris 416-222-8282 Extension 2293
Asst. Recording Secretary: 416-222-8282 Ext. 2298

Angela Gauthier
Director of Education

Angela Kennedy
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 21st 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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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

Jo-Ann Davis, Chair

Nancy Crawford, Vice-Chair

Thursday, January 12, 2017

7:00 P.M.

Pages

1. Call to Order
2. Opening Prayer
3. Singing of O Canada A Capella
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 December 1, 2016
for Public Session 1 - 10
9. Delegations
10. Presentations
11. Notices of Motion
12. Consent and Review
13. Unfinished Business

14. Matters referred or deferred	
15. Staff Reports	
15.a Preliminary Report regarding a Review of Education Assistant and Child and Youth Worker Efficiencies Boardwide	11 - 28
15.b Preliminary Report regarding Impacts on those Areas Affected by Board-Approved Reductions since September 2016	29 - 41
15.c Action After Board Report of October 20, 2016 regarding Trustee and Staff Strategic Planning Session	42 - 62
15.d Report regarding CPIC Elections and Appointments	63 - 70
15.e Mental Health Annual Report 2015-2016	71 - 87
16. Listing of Communications	
17. Inquiries and Miscellaneous	
17.a Verbal Update regarding City Cut to School-Based Daycare Subsidies	
18. Updating of Pending List	88 - 89
19. Closing Prayer	
20. Adjournment	

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

HELD THURSDAY, DECEMBER 1, 2016

PUBLIC SESSION

PRESENT:

Trustees: P. Bottoni, Chair
B. Poplawski
J.A. Davis – by teleconference
N. Crawford
A. Andrachuk
F. D’Amico
M. Del Grande
A. Kennedy
J. Martino
S. Piccininni
G. Tanuan
M. Rizzo
R. Carlisle, Student Trustee
K. Dubrovskaya, Student Trustee

A.Gauthier
R. McGuckin
A. Sangiorgio
P. DeCock
J. Shanahan
N. D’Avella
C. Fernandes
D. Koenig
K. Malcolm
D. Yack
A. Della Mora
L. Di Marco
S. Campbell
V. Burzotta
M.Caccamo

J. Wujek
P. Aguiar
J. Yan

A. Robertson, Parliamentarian
L. Fernandes, Recording Secretary
S. Harris, Assistant Recording Secretary

MOVED by Trustee Andrachuk, seconded by Trustee Poplawski, that the agenda, as amended, be approved.

On the vote being taken on the agenda, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Davis
D'Amico
Del Grande
Kennedy
Poplawski
Tanuan
Piccininni
Rizzo
Martino

The Agenda, as Amended, was declared

CARRIED

Trustee Kennedy declared an interest in item 15c) Teacher Absenteeism as her family members are employees of the Board. Trustee Kennedy indicated that she would neither vote nor participate in the discussion of the item.

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the Minutes of the Regular Meeting held November 3, 2016 for Public Session be approved as amended.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Davis
 D'Amico
 Del Grande
 Kennedy
 Martino
 Piccininni
 Poplawski
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee D'Amico, seconded by Trustee Tanuan, that item 15a) be adopted as follows:

15a) Draft Audited Financial Statements – received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Poplawski

1. that the Board of Trustees approve the 2015-2016 Audited Financial Statements as recommended by the Audit Committee.
2. that staff append the comments from Deloitte regarding staff's preparedness to the Financial Statements.

On the vote being taken, on the Amendment as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Davis
 D'Amico
 Del Grande
 Kennedy
 Rizzo
 Martino
 Piccininni
 Poplawski
 Tanuan

The Amendment was declared

CARRIED

On the vote being taken, on the Motion, as Amended, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Davis
 D'Amico
 Del Grande
 Kennedy
 Rizzo
 Martino
 Piccininni
 Poplawski
 Tanuan

The Motion, as Amended, was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that item 15b) be adopted as follows:

- 15b) Report regarding a Business Case Model for Expanding the SAL Program** that the staffing and facility needs of the Supervised Alternative Learning program be assessed for expansion again in a year in time for the preparation of the 2017-2018 budget.

On the vote being taken, on the Motion, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Davis
D'Amico
Kennedy
Rizzo
Martino
Piccininni
Poplawski
Tanuan

Trustee Del Grande

The Motion was declared

CARRIED

Trustee Kennedy left the meeting.

MOVED by Trustee Tanuan, seconded by Trustee Poplawski, that Item 15c) be adopted as follows:

15c) Teacher Absenteeism – received.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Davis
 D'Amico
 Del Grande
 Rizzo
 Martino
 Poplawski
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that item 15d) be adopted as follows:

15d) Report regarding Parent and Student Charter of Rights that the Parent and Student Charter of Rights be implemented by September 1, 2017.

On the vote being taken, as follows:

In favour**Opposed**

Trustees Andrachuk
 Bottoni
 Crawford
 Davis
 D'Amico
 Del Grande
 Kennedy
 Rizzo
 Martino
 Poplawski
 Tanuan
 Piccininni

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee D'Amico, that Item 15e) be adopted as follows:

- 15e) Legal Opinion on Trustees Expenses** that we request the Minister of Education to provide us with her analysis and assessment on whether or not it would be appropriate for us to allocate funds from Trustee expense budgets to school communities to enhance and uphold Board policies and student achievement.

MOVED by Trustee Rizzo, seconded by Trustee D'Amico, that debate on the item be extended for fifteen minutes.

On the vote being taken, as follows:

In favour

Opposed

Trustees Kennedy

Tanuan

Bottoni

D'Amico

Rizzo

Piccininni

Poplawski

Trustees Martino

Andrachuk

Del Grande

Davis

The Motion to extend debate on the item was declared

CARRIED

On the vote being taken, on the Motion, as follows:

In favour

Opposed

Trustees D'Amico

Rizzo

Martino

Piccininni

Trustees Crawford

Kennedy

Tanuan

Del Grande

Bottoni

Poplawski

Andrachuk

Davis

The Motion was declared

LOST

MOVED by Trustee Andrachuk, seconded by Trustee Martino, that items 15e) and 16a) be adopted as follows:

15e) Legal Opinion on Trustees Expenses – received.

16a) Legal Opinion from Eric Roher, Solicitor, on Trustee Expenses – received.

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Davis
D’Amico
Del Grande
Kennedy
Martino
Poplawski
Tanuan

Trustee Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Poplawski, that the meeting resolve into FULL BOARD.

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Davis
D’Amico
Del Grande
Kennedy

Rizzo
Martino
Poplawski
Tanuan
Piccininni

The Motion was declared

CARRIED

S E C R E T A R Y

C H A I R



REPORT TO

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

PRELIMINARY REVIEW OF EDUCATION ASSISTANT EFFICIENCIES IN THE ELEMENTARY AND SECONDARY PANEL

For you have been a stronghold to the poor, a stronghold to the needy in his distress, a shelter from the storm and a shade from the heat; for the breath of the ruthless is like a storm against a wall Isaiah 25:4

Created, Draft

December 19, 2016

First Tabling

January 12, 2017

Review

[Click here to enter a date.](#)

Cristina Fernandes, Superintendent of Special Services
Paul De Cock, Comptroller for Business Services & Finance

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.



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 will provide a preliminary analysis of the staff reductions in Education Assistants (EA) and Child & Youth Workers (CYW) at TCDSB. Staff will present a final assessment in April 2017 to coincide with, and inform the budget process.

Staff analysed quantitative data about students with special needs and the staff deployed to support the students, factoring the board-approved reductions to EAs and CYWs, and draw conclusions about the impact on student achievement and well-being for students receiving special education support.

The Research department staff initiated a Multiple Case Study approach in elementary and secondary schools in an effort to gather qualitative and perceptual data about the impact on reductions to EA and CYW staff.

The cumulative staff time dedicated to developing this report was 45 hours.

B. PURPOSE

1. At the Student Achievement and Well Being, Catholic Education and Human Resources Committee on June 2, 2016, Trustees approved a motion directing staff to review Educational Assistant efficiencies board-wide in both elementary and secondary.
2. Staff are only able to provide a preliminary report at this time, and will bring a final analysis to the Board in April 2017 to coincide with and inform the budget process.

C. BACKGROUND

1. **June 4, 2015** – At a Special meeting of the Board, Trustees approved reductions of FTE 30.00 EAs and FTE 7.00 CYWs
2. **June 2, 2016** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, Trustees approved reductions of FTE 56.0 EAs and FTE 5.00 CYWs
3. **June 2, 2016** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, Trustees approved a motion requesting a

review of Education Assistants efficiencies board-wide in both elementary and secondary schools.

4. The following Chart captures the **REDUCTIONS (FTE)** in support staff over the past two years in Education Assistants, Child & Youth Workers and external contracted support workers:

School Year	EA	CYW	Contract Support Workers
2015-2016	30.00 (\$1.5M)	7.00 (\$0.4M)	\$2.3M
2016-2017	56.00 (\$2.8M)	5.00 (\$0.3M)	\$0.2M
TOTAL	86.00 (\$4.3M)	12.00 (\$0.7M)	\$2.5M

D. EVIDENCE/RESEARCH/ANALYSIS

ANALYSIS OF QUANTITATIVE DATA

1. The following metrics were reviewed to learn about the impact of reductions in Education Assistants and Child and Youth Workers in both elementary and secondary panels of the TCDSB
 - a. **METRIC #1** Student Data /Support Staff Data 2013 – 2016 (**APPENDIX A**)

Over the four year span, the following changes have been noted:

Students with IEP

- i. Overall, the total number of students with IEPs has **decreased** over the last four years in Elementary (808 students or 8%) and in secondary panels. (641 students or 9%).
- ii. The number of students with an IEP that have gone through an IPRC process has **decreased** for Elementary students (15%) and Secondary students (21%).
- iii. The number of Students with an IEP (not identified through an IPRC) has **decreased** for Elementary students (2%) and **increased** for Secondary students (17%).
- iv. In secondary schools, although there has been an **increase** of students (429) with and IEP that have not been identified or placed according to the IPRC process, there has been a **decrease** (1070) in students

with an IEP that have been through the IPRC process. This has produced an **overall decrease** of 641 students with special needs.

- v. Overall, there has been a **decrease** to students with Special Education needs from 2013 (17,569) to 2016 (16,120) for a total decrease of 1449 students or 8 %.

Support Staff

- vi. EA Allocation has **decreased** overall by FTE 86.00 and CYW Allocation has **decreased** overall by FTE 12.00, representing 8% and 6% reduction of the overall complement respectively.
- vii. Outside Agency Support Staff **decreased** by \$2.3 M from 2014-15 to 2016-17, representing a 93% reduction in expenditures.

Placements

Students with special education requirements are serviced according to five different placements. These placements are defined by the Ministry of Education as follows:

- ***A regular class with indirect support*** where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- ***A regular class with resource assistance*** where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- ***A regular class with withdrawal assistance*** where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.
- ***A special education class with partial integration*** where the student is placed by the IPRC in a special education class for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- ***A full-time special education class*** where the student remains for the entire school day.

Changes to enrolment in these classes over the four years (2013-2016) are described below:

- viii. There has been an overall *decrease* in Elementary of 3% and an *increase* in Secondary of 2% for those students that are serviced through the **Regular Class with Indirect Support** placement.
- ix. There has been a *decrease* in Elementary of 28% and a *decrease* in Secondary of 26% for those students that are serviced through the **Regular Class with Resource Assistance** placement.
- x. For those students that are serviced through the Regular Class **Withdrawal Assistance** placement there has been a *decrease* in Elementary of 8% and a *decrease* in Secondary of 9%.
- xi. For those students that are serviced through an Intensive Support Program **(ISP) with Partial Integration** placement there has been a *decrease* in Elementary of 11% and an *increase* in Secondary of 1%.
- xii. For those students that receive Intensive Support Program **(ISP) Full Time** placement there has been an *increase* in Elementary of 28% and an *increase* in Secondary of 20%.
 - In the elementary panel, there have been *decreases in student enrolment* in four of the five placement categories with an increase of placement (20 students) in the ISP Class full time.
 - In the secondary panel, there have been *decreases in student enrolment* in three of five placement categories. Both ISP class with Partial Integration and ISP class full time saw increases (5 students and 13 students respectively).

b. **METRIC #2 – Benchmark of Support Staff in Coterminous District School Boards (Appendix B)**

Over a two year span, the following changes have been noted:

- i. Relative to other coterminous district school board, the TCDSB continues to have a greater number of Educational Assistants and Child and Youth Workers relative to other boards.
- ii. Of the seven boards compared in **Appendix B**, the ratio of support staff to student enrolment is significantly greater than 5 other boards. It was noted that only Durham CDSB has a ratio marginally greater than TCDSB.

c. **METRIC #3** – Report Card Learning Skills for Students with an IEP
(APPENDIX C)

The Learning Skill and Work Habits section on the Ontario Provincial Report Card allows a teacher to assess a student's ability to engage in the skills listed in the chart below:

Responsibility	The student: <ul style="list-style-type: none">• fulfils responsibilities and commitments within the learning environment;• completes and submits class work, homework, and assignments according to agreed-upon timelines;• takes responsibility for and manages own behaviour.
Organization	The student: <ul style="list-style-type: none">• devises and follows a plan and process for completing work and tasks;• establishes priorities and manages time to complete tasks and achieve goals;• identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: <ul style="list-style-type: none">• independently monitors, assesses, and revises plans to complete tasks and meet goals;• uses class time appropriately to complete tasks;• follows instructions with minimal supervision.
Collaboration	The student: <ul style="list-style-type: none">• accepts various roles and an equitable share of work in a group;• responds positively to the ideas, opinions, values, and traditions of others;• builds healthy peer-to-peer relationships through personal and media-assisted interactions;• works with others to resolve conflicts and build consensus to achieve group goals;• shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: <ul style="list-style-type: none">• looks for and acts on new ideas and opportunities for learning;• demonstrates the capacity for innovation and a willingness to take risks;• demonstrates curiosity and interest in learning;• approaches new tasks with a positive attitude;• recognizes and advocates appropriately for the rights of self and others.
Self-regulation	The student: <ul style="list-style-type: none">• sets own individual goals and monitors progress towards achieving them;• seeks clarification or assistance when needed;

	<ul style="list-style-type: none"> • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.
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From *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (2010)*

The provincial Report Cards report on Student Learning Skills and Work Habits. This data was collected for each student with an IEP that attended TCDSB *over the last three years*. Students would receive one of the following ratings: E-Excellent, G-Good, S-Satisfactory, N-needs improvement and B-Blank in the six areas.

Over 9,700 students were counted as part of this collection of data.

- i. After analysing the data, there are no significant, discernible differences between learning skills prior to staff reductions as compared to the years with reductions. (**Appendix C**)
- d. **METRIC #4** – Safe Schools Progressive Discipline Data for Students with an IEP (**APPENDIX D**)
 - i. There has been a ***decrease*** of 113 students with an IEP receiving Suspensions from school under Section 306 of the Education Act.
 - ii. There has been a ***decrease*** of 994 instructional days lost to Suspension for students with an IEP.
 - iii. There has been an ***increase*** of 5 students with an IEP receiving Suspensions Pending possible Expulsion from school under Section 310 of the Education Act.
 - iv. There has been a ***decrease*** of 4 students with an IEP receiving Suspensions categorized as Violent Incidents.
 - v. There has been an ***increase*** of 11 students with an IEP receiving a Fresh Start under Board policy S.S. 12 Fresh Start.
 - vi. There has been a ***decrease*** of 16 students with an IEP receiving a School Expulsion under Section 310 of the Education Act.
 - vii. There has been a ***decrease*** of 4 students with an IEP receiving a Board Expulsion under Section 310 of the Education Act.

- viii. Based on these results, it can be surmised that the reduction of EAs and CYWs has not given rise to the number of Safe Schools Progressive Discipline incidents for students with an IEP.

ANALYSIS OF QUALITATIVE DATA

Impact of Changes in Special Education: Multiple Student Case Study

2. An internal research study was initiated in October 2016, to help identify the impact of changes in the special education model in the TCDSB, focusing on a cross-section of students with special education needs, in all placement settings.
3. Eight schools (5 elementary, 3 secondary) were selected to participate in the study. **All schools had experienced a loss of FTE 3.00 or greater to Education Assistants over the past two years.** Within these schools, 35 students (20 Elementary, 15 Secondary) were identified centrally for participation. Students selected for inclusion in the study were drawn from a range of exceptionalities and placement options. (**APPENDIX E**)
4. Given the diversity of student needs and the variation of instructional strategies, assessment and reporting structures that exist in the special education program, a multiple student case study approach was used. This method allows for gathering of evidence to outline the uniqueness of every situation and to identify themes that emerge. Principals were provided with an information and consent letter for all parents of students in the study. Research staff visited each school to collect information regarding each student included in the study for whom there was consent.
5. A template was used to collect information from teachers, parents and students regarding the impact of changes to support staff on students. The following are examples of types of research questions asked of the participants:
 - Please describe the needs of the student. Have these needs changed over the past three years?
 - What supports is the student currently receiving? Include staffing, programming, materials, equipment, space etc. How has this changed in the past three years?
 - Have changes in needs and support had a significant impact on the student's behaviour, social-emotional wellbeing, achievement,

adaptive functioning? Do you perceive the changes to be negative or positive or has there been no change? What is the evidence?

6. School visits took place in November and December, 2016. The collection and compilation of information is ongoing. **Appendix E** outlines the tracking process that will be used to formulate a final analysis. Research staff are currently summarizing information to compile each case study. The case studies will be shared with the Special Education Review Committee to identify emerging themes to help inform the final report.
7. The final report will outline emerging themes on student well-being and achievement, areas for growth, and promising practices.

E. METRICS AND ACCOUNTABILITY

1. Staff will continue to monitor the quantitative data from Appendices B-E throughout the balance of this school year and respond appropriately. Continuous dialogue with principals, special education teachers and Assessment and Program Teachers (Elementary)/Program and Assessment Teachers (Secondary) will inform further actions, supports and interventions required.
2. An analysis of the qualitative data obtained through the Multiple Case Study by the Research department and Special Services will be conducted to assess the impact of staff reductions on students receiving special education supports.
3. The Special Education Review Committee meets monthly to review changes to Special Education policies, procedures and the service delivery model.
4. Staff will present the analyses to SEAC.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board and.

**TCDSB Preliminary Report on the Impact of Board Reductions to EA and CYW
Special Education Student Metrics**

Metric #1 –Student Data and Support Staff 2013-2016

STUDENT DATA

School Year	Student Enrolment		Students with an IEP with and identification and placement through IPRC		Students with IEP – N/A		Student Placements										TOTAL	TOTAL
							Regular Class With Indirect Support		Regular Class With Resource Assistance		Regular Class With Withdrawal Assistance		ISP Class With Partial Integration		ISP Class Full Time			
							ES	SS	ES	SS	ES	SS	ES	SS	ES	SS		
2013-14	54,905	30,139	4859	5109	5515	2086	3754	669	729	716	4670	5399	1149	347	72	64	10374	7195
2014-15	60,287	29,871	4875	4835	5805	2291	4065	561	679	597	4728	5545	1136	349	75	74	10683	7126
2015-16	60,318	29,827	4898	4486	5662	2418	4106	557	637	506	4636	5412	1104	356	77	73	10560	6904
2016-17	61,181	29,547	4154	4039	5412	2515	3642	684	522	530	4292	4911	1018	352	92	77	9566	6554

SUPPORT STAFF DATA

School Year	Education Assistants	Child & Youth Workers	Outside Agency
	Total FTE	Total FTE	Total Cost
2013-14	1029	184	\$2,329,847
2014-15	1029	184	\$2,185,032
2015-16	999	177	\$308,363
2016-17	943	172	\$200,000

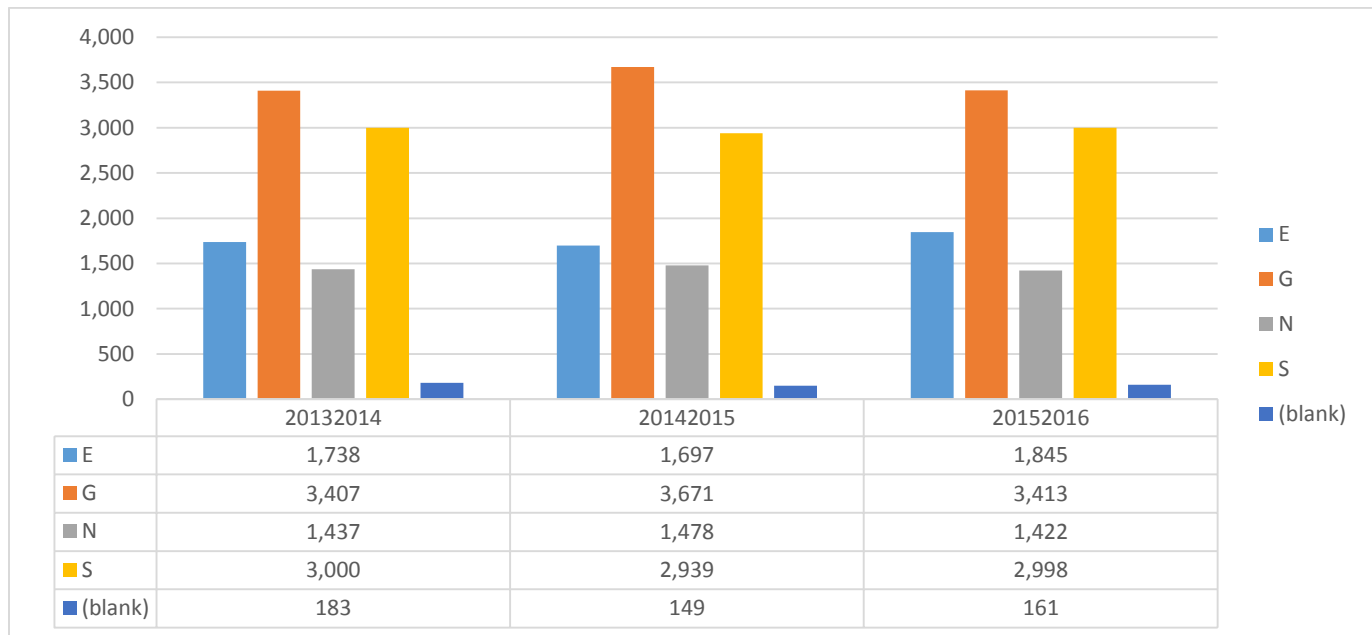
FTE – Full Time Equivalent
 IEP – Individual Education Plan
 IPRC – Identification and Program Review Committee
 ISP – Intensive Support Program

Year	TCDSB		TDSB		DPCDSB		PDSB		YCDSB		YRDSB		DCDSB	
	FTE	RATIO STAFF TO STUDENTS (%)	FTE	RATIO STAFF TO STUDENTS (%)	FTE	RATIO STAFF TO STUDENTS (%)	FTE	RATIO STAFF TO STUDENTS (%)	FTE	RATIO STAFF TO STUDENTS (%)	FTE	RATIO STAFF TO STUDENTS (%)	FTE	RATIO STAFF TO STUDENTS (%)
2015-2016														
Total Enrolment	89,515		245,172		81,330		154,540		55,233		122,281		21,031	
EA/TA	999	1.12	1,902	0.78	612	0.75	1,712	1.11	537	0.97	1356	1.11	276	1.31
CYW	177	0.20	364	0.15	114	0.14	0		30	0.05	16	0.01	5	0.02
Total Support Staff	1,176	1.31	2,266	0.92	726	0.89	1,712	1.11	567	1.03	1,372	1.12	281	1.34
2016-2017	FTE		FTE		FTE		FTE		FTE		FTE		FTE	
Total Enrolment	90,729		243,268		81,228		154,260		54,960		121,076		21,018	
EA/TA	943	1.04	1,879	0.77	612	0.75	1,693	1.10	537	0.98	1,349	1.11	276	1.31
CYW	172	0.19	364	0.15	114	0.14	4	0.00	31	0.06	16	0.01	5	0.02
Total Support Staff	1,115	1.23	2,243	0.92	726	0.89	1,697	1.10	568	1.03	1,365	1.13	281	1.34

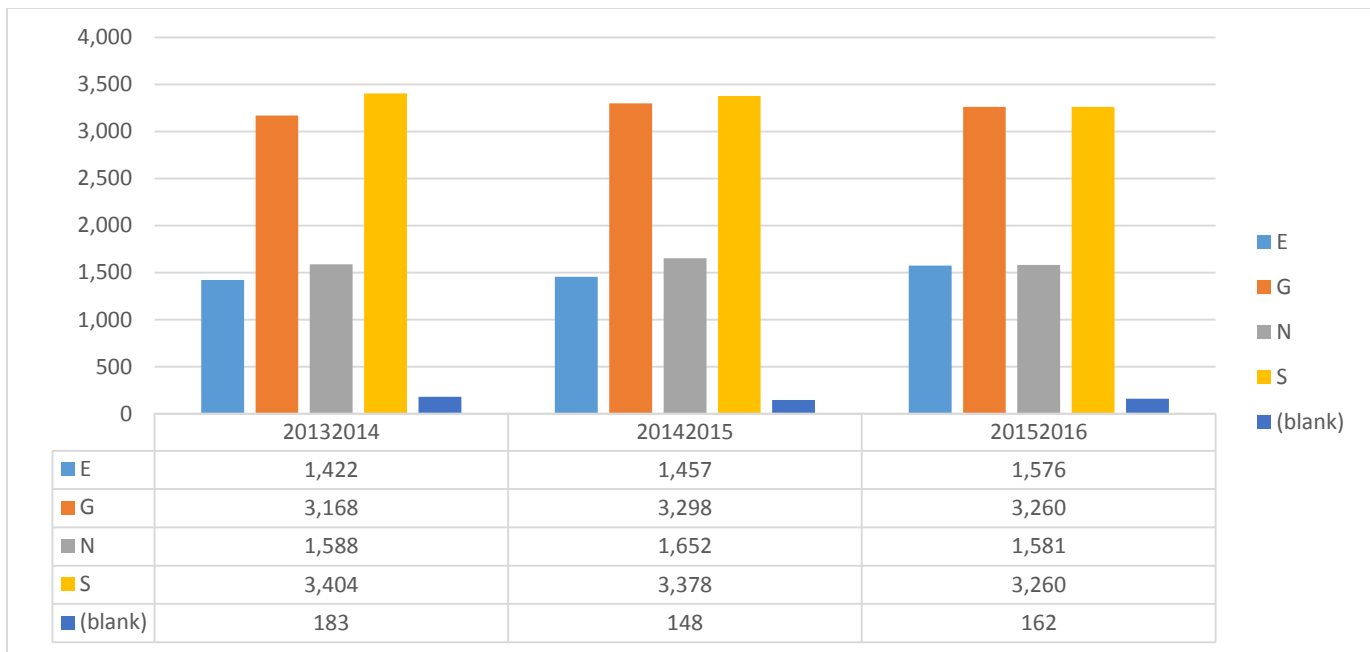
Metric #3 – Report Card Learning Skills and Work Habits for a Student cohort with an IEP

Over 9,700 students were tracked for the last three years with respect to marks on the learning skills section of the report card.

Learning Skill: Responsibility

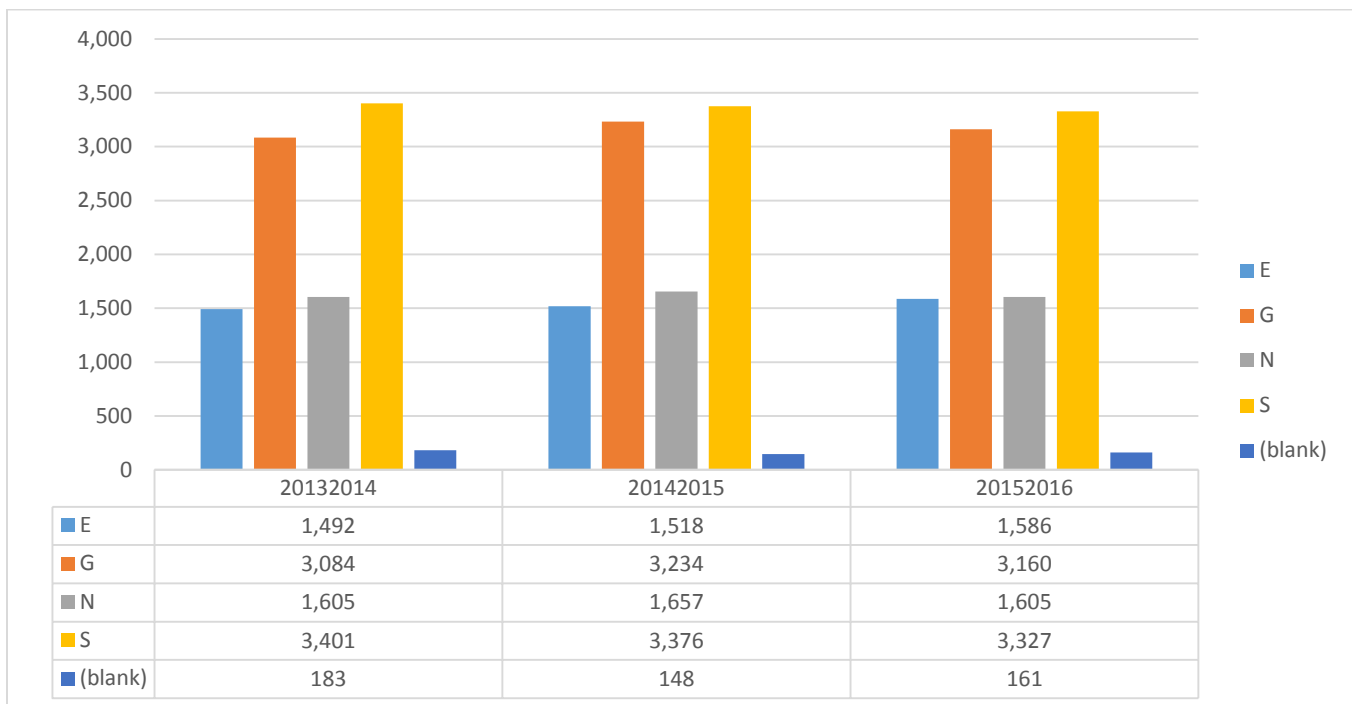


Learning Skill: Organization

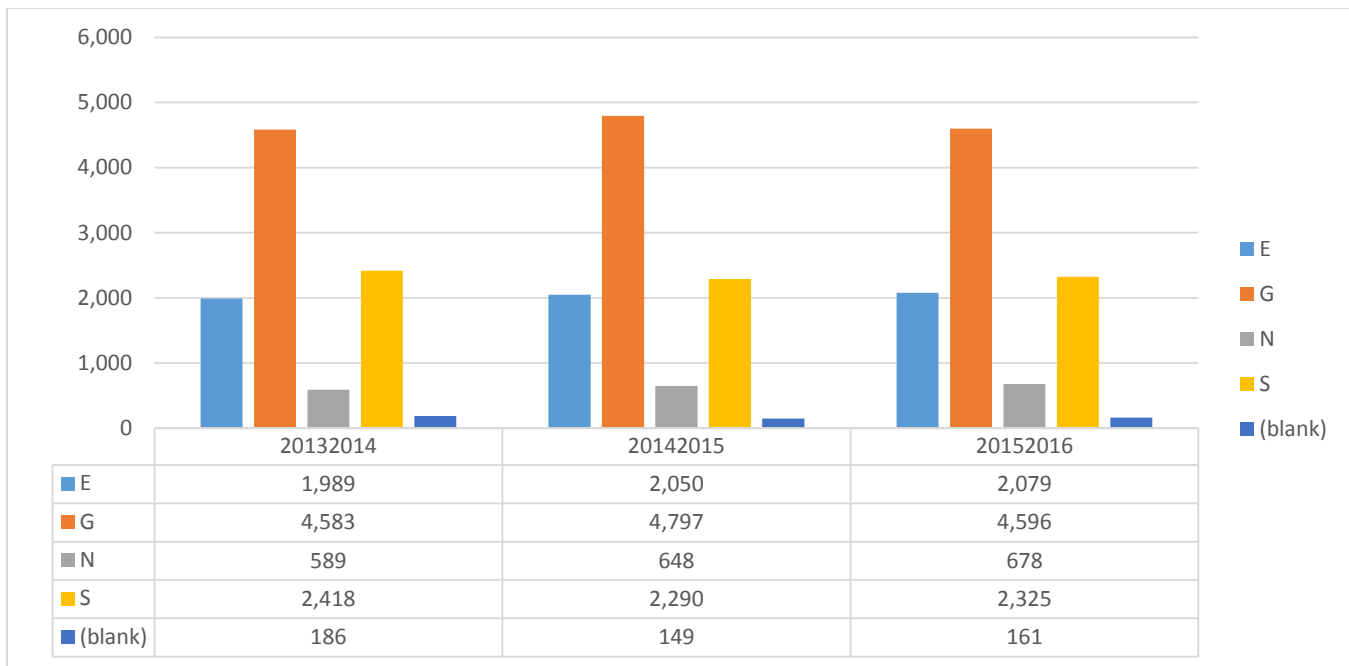


APPENDIX C (continued)

Learning Skill: Independent Work

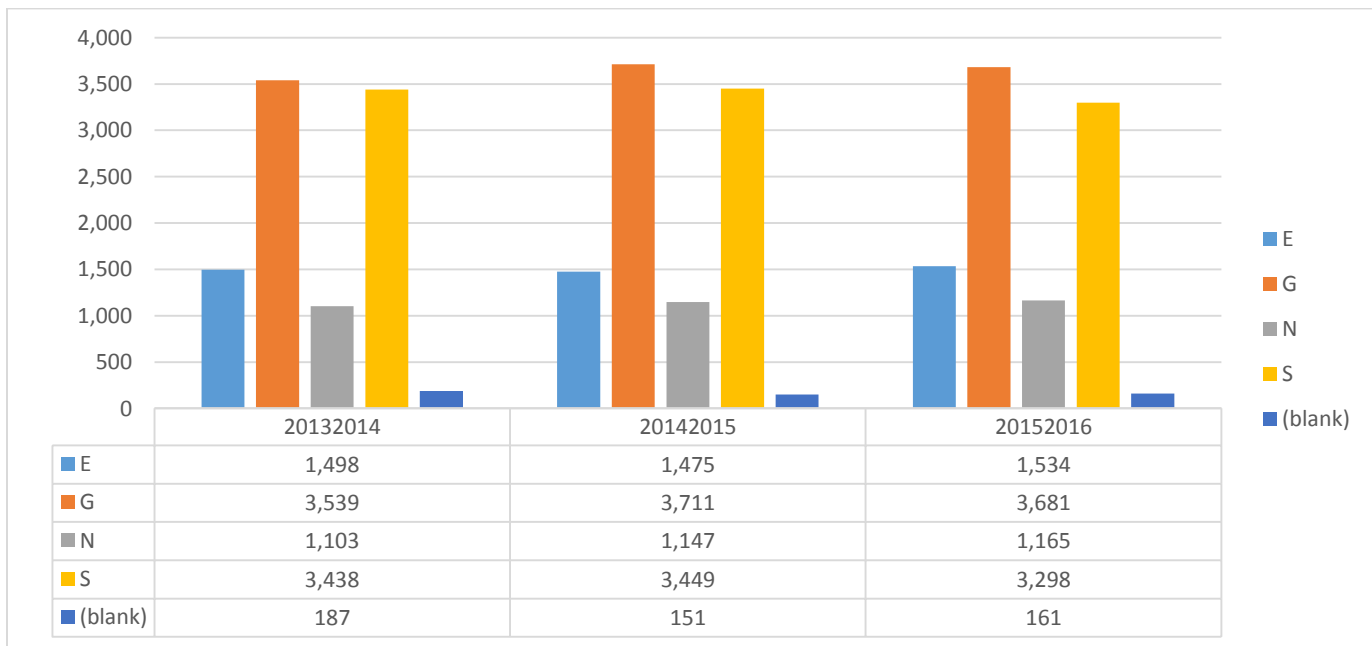


Learning Skills: Collaboration

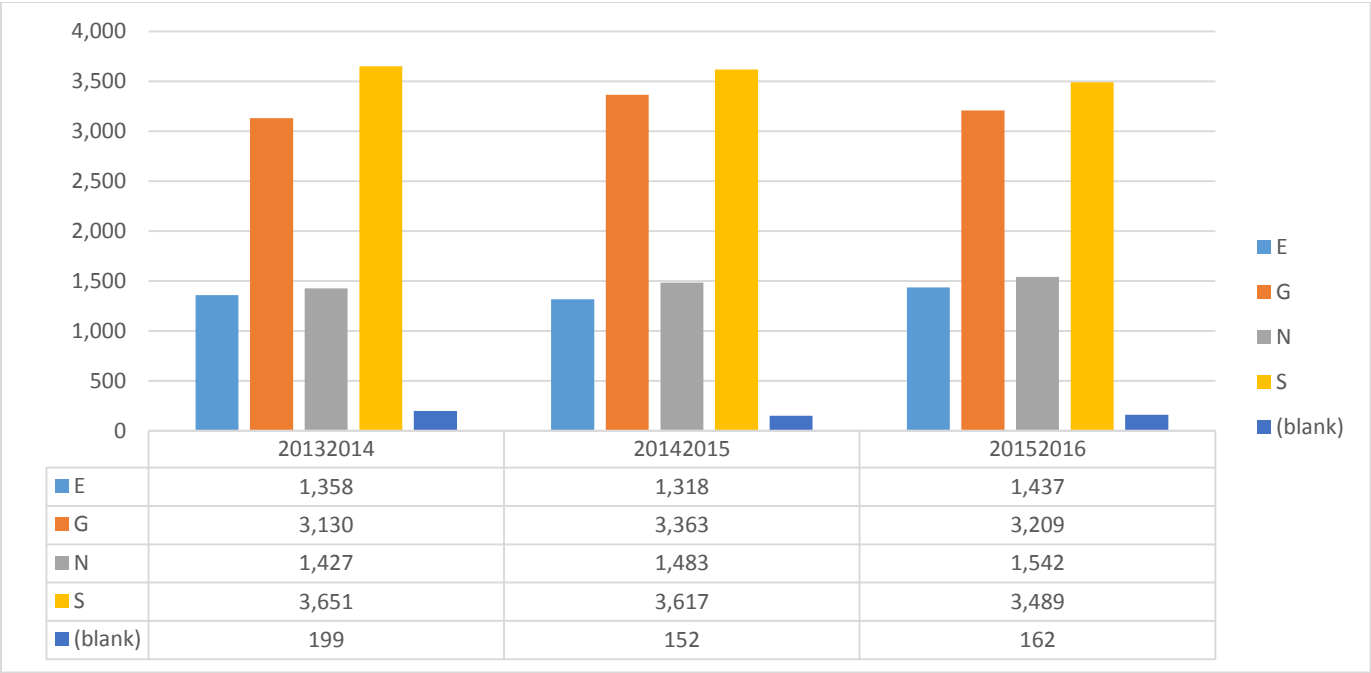


APPENDIX C (continued)

Learning Skills: Initiative



Learning Skill: Self-Regulation



APPENDIX D

Metric #4 – Safe Schools Progressive Discipline Data – Students with IEP

School Year	Suspension #306	Instructional Days Lost to Suspension	Suspension Pending Expulsion #310	Violent Incidents	Fresh Start	School Expulsion	Board Expulsion
2013-2014	1527	5406	58	57	45	33	19
2014-2015	1594	5150	49	55	49	32	27
2015-2016	1414	4412	63	53	56	17	15
2016-2017 (Dec.14)	439	1461	22	20	14	7	5

Appendix E

SAMPLE TRACKING SHEET

Student	School	Case Study #	Grade	Exceptionality	Placement	Parent Consent	Staff Interview	Parent Interview	Student Interview
1	A	1-1	2	NA	Indirect				
2	A	1-2	2	AUT	Indirect				
3	A	1-3	5	LD	Resource				
4	A	1-4	5	PD	Withdrawal				
5	B	2-1	2	LI	Partial Int.				
6	B	2-2	4	AUT	Partial Int.				
7	B	2-3	5	LD	Withdrawal				
8	B	2-4	8	NA	Withdrawal				
9	C	3-1	8	NA	Resource				
10	C	3-2	7	AUT	SE Full Time				
11	C	3-3	6	LI	Withdrawal				
12	C	3-4	5	AUT	Withdrawal				
13	D	4-1	2	ME	Partial Int.				
14	D	4-2	6	ME	Partial Int.				
15	D	4-3	1	AUT	Indirect				
16	D	4-4	5	LI	Withdrawal				
17	E	5-1	4	BEH	Partial Int.				
18	E	5-2	6	BEH	Partial Int.				
19	E	5-3	4	LD	Withdrawal				
20	E	5-4	4	AUT	Withdrawal				
21	F	6-1	10	MID	Withdrawal				
22	F	6-6	11	MID	Partial				
23	F	6-3	12+	PD	Withdrawal				
24	F	6-4	9	LD	Resource				
25	F	6-5	10	LI	Withdrawal				
26	G	7-1	9	MID	Withdrawal				
27	G	7-2	10	NA	Withdrawal				

SAMPLE TRACKING SHEET

Student	School	Case Study #	Grade	Exceptionality	Placement	Parent Consent	Staff Interview	Parent Interview	Student Interview
28	G	7-3	9	NA	Indirect				
29	G	7-4	9	NA	Resource				
30	G	7-5	11	BEH	Withdrawal				
31	H	8-1	10	AUT	SE Full Time				
32	H	8-2	9	AUT	Partial Int.				
33	H	8-3	11	MID	Partial Int.				
34	H	8-4	9	NA	Indirect				
35	H	8-5	10	BEH	Resource				



REPORT TO

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

PRELIMINARY REPORT ON THE IMPACT OF TRUSTEE-APPROVED REDUCTIONS, 2016-2017

*"I CAN DO ALL THIS THROUGH HIM WHO GIVES ME STRENGTH."
PHILIPPIANS 4:13 (NIV)*

Created, Draft	First Tabling	Review
December 18, 2016	January 12, 2017	Click here to enter a date.
Nick D'Avella, Superintend of Student Success Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; ICT		
INFORMATION REPORT		

Vision:

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

Mission:

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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 provides preliminary information on the impact of Board-approved reductions and efficiencies for the 2016-2017 academic year. It outlines a framework for reporting on the effects of reductions in five categories:

- i. Classroom Teachers
- ii. Non-Teaching Support Personnel
- iii. Resources
- iv. Facilities
- v. Teacher Support and Benefits

For each reduction or efficiency within the above categories, the report identifies the known impact, associated risks, opportunities, and the data sources used in monitoring the present and future effects of the reductions.

While this report includes high level statements on the impacts of reductions in special education, a separate, detailed preliminary report specific to Education Assistants and Child & Youth Workers will provide a more in-depth analysis.

The cumulative staff time required for the preparation of this report was 25 hours.

B. PURPOSE

The purpose of this report is to provide preliminary information on the data being tracked and monitored since September 2016 which informs the Board of the system and student impact on those areas where the Board has approved reductions for 2016-2017. It draws upon available data from a variety of sources and identifies data sources and research methodologies for the on-going monitoring of the impact of the approved reductions.

C. BACKGROUND

1. In the 2015-2016 academic year, Trustees approved a Multi-Year Recovery Plan (MYRP) in order to address the Board's deficit. The

MYRP outlined both budget reductions and revenue-generating opportunities.

2. In order to inform future planning and decision making, the Board will monitor the effects of trustee-approved reductions on an on-going basis as it continues to implement its Multi-Year Recovery Plan.

D. EVIDENCE/RESEARCH/ANALYSIS

A. Direct Classroom Impact: Classroom Teachers

1. Secondary Teachers – Reduction of FTE 54.00 at a saving of \$5.6 million

- a. **Impact:** This reduction was realized when the board staffed secondary schools consistent with the student/staff GSN funding ratio of 22:1 instead of a previous ratio of 20.84. The immediate impact of this reduction was an increased aggregate secondary class size from 20.84:1 to 22:1. As a result Board secondary staffing was brought into alignment with GSN funding.
- b. **Risk:** On average, class sizes increased in secondary schools. With an average increase of 1.16 in the pupil/teacher ratio there is an anticipated minimal impact on student achievement.
- c. **Opportunity:** The Board has realized savings (\$5.6 million) by bringing staffing levels in line with GSN funding. Currently, secondary schools are staffed at the GSN funding levels similar to other district school boards.
- d. **Data Sources:** Class Size Reports-comparative data; Staff Voice on EQAO staff surveys and the Board Learning Improvement Plan (BLIP) / School Effectiveness Framework (SEF) survey; Student Achievement Indicators are used to monitor the effects of the reductions in secondary staffing.

2. Monsignor Fraser College Secondary Teachers – Reduction of FTE 4.00 at a savings of \$0.4 million

- a. **Impact:** The immediate impact was a reduction in Msgr. Fraser staffing levels among its four campuses. As a result the Board realized a savings of \$0.4 million.
- b. **Risk:** With this reduction there was some decreased variety among elective courses offered.
- c. **Opportunity:** Program adjustments focused on the delivery of programs and courses required for student success specific to the meeting graduation requirements. Staff are investigating new and innovative methods of delivering the program so that there is higher student enrolment on the Ministry count dates of October 31 and March 31 each year, resulting in increased funding.
- d. **Data Sources:** Class size reports, Student Voice Surveys, and BLIP/SEF Survey will be used to monitor the effects of this reduction.

3. Special Education Teachers – Reduction of FTE 50.00 in secondary and FTE 35.00 in elementary at total savings of \$8.5 million

- a. **Impact:** The immediate impact of this reduction is higher caseload per special education teacher. The reduction has resulted in a savings \$8.5 million.
- b. **Risk:** There is the potential risk of reduced service to some students with special needs in regular classrooms.
- c. **Opportunity:** This reduction has resulted in the refinement of the Board's special education service delivery model. There is the opportunity to increase classroom teacher capacity to support students with special needs within an integrated service delivery model.
- d. **Data Sources:** Student Achievement Indicators

4. Education Assistants (EA) and Child & youth Workers (CYW) (Elementary and Secondary) – Reduction of FTE 86.00 Education Assistants at a savings of \$4.3 million and FTE 12.00 CYWs at a savings of \$0.7 million.

NOTE: *A separate, detailed Preliminary Report on EA and CYW efficiencies will be presented.*

- a. **Impact:** The immediate impact of these reductions is an increased caseload for Education Assistants and Child and Youth Workers. The savings to the Board is \$4.3million (EA) and \$0.70 million (CYW).
- b. **Risk:** The key risk is the potential of reduced support to some students with special needs in regular classrooms.
- c. **Opportunity:** There is an opportunity to refine the delivery of special education supports to students through the continuous reassessment of needs and the redeployment of staff to address the learning requirements of students most in need. This will ensure support services are allocated efficiently and effectively as the Special Services Department has created a complement of system-wide itinerant EA's allocated by Superintendent Area, allowing for the deployment of support staff to schools based on locally identified needs through continual dialogue between schools and field superintendents.
- d. **Data Sources:** Student Achievement Indicators.

5. Literacy Program Teachers (elementary) – Reduction of FTE 47.0 at a savings of \$4.7 million

- a. **Impact:** This reduction has resulted in the elimination of the Junior Literacy Intervention Program (JLI) while retaining the focused maintenance of the 5th Block Literacy Program for schools most in need. This has saved the Board \$4.7 million.
- b. **Risk:** Some risk to student achievement in literacy exists mitigated by increased classroom teacher capacity to support student literacy needs within the classroom context.
- c. **Opportunity:** 5th Block teachers provide mentoring and support in order to increase teacher capacity to and efficacy in meeting students' literacy learning needs within the classroom context.
- d. **Data Sources:** A range of Student Achievement Indicators – Report Card Data, Running Records, 2016-2017 EQAO Data.

6. International Languages (elementary) – Modification of International Languages Instructor Basic Time Class (BTC) at savings of \$1 million

- a. **Impact:** The adjustment in International Languages Instructors' Basic Time Class (BTC) has netted the Board a savings of \$1 million. International Languages Instructors are now teaching the full course load for which they are remunerated. IL Instructors also took two unpaid days on PD days in 2016-2016.
- b. **Risk:** With no loss of programming, this reduction has resulted in no risk to students, however funding levels remain below the program expenditures.
- c. **Opportunity:** The International Languages Program is sustained with the modification in BTC of its instructors. Opportunities for after-school and Saturday programs are being explored by staff and will be presented in a separate report in February 2017.
- d. **Data Sources:** Student Achievement Indicators

B. Indirect Classroom Impact: Non-teaching Personnel FTE

7. Teacher Librarians (elementary) – Reduction of FTE 48.1 at a savings of \$2.7 million

- a. **Impact:** This reduction has resulted in a savings of \$2.7 million. Teacher Librarians have been replaced with Library Technicians.
- b. **Risk:** There has been the elimination of some opportunities for co-planning and co-teaching between classroom teachers and teacher librarians.
- c. **Opportunity:** The deployment of library technicians has ensured that libraries remain open and key library services and resources remain available to staff and students.
- d. **Data Sources:** Staff Voice (BLIP/SEF survey data)

8. Central Program Principals and Reductions in Central Resource Teachers – Reduction of 44.0 FTE at a savings of 4.8 million

- a. **Impact:** The immediate impact has been the elimination of system principals serving as central special education coordinators, and curriculum program coordinators in Numeracy, Literacy, Pathways, and Catholic Community, Culture and Care (CCCC).
- b. **Risk:** As a result of the elimination of special education coordinators there has been an increase in responsibility for Area superintendents and principals. The responsibility for the administration of the Identification Placement and Review Committee (IPRC) process and the management of parent and teacher concerns related to special education has resulted in principals being out of their schools more frequently.

The elimination of principal coordinators and the reductions to central resource staff in numeracy, literacy, pathways, and Catholic Community, Culture, and Care has resulted in a decentralized professional development delivery model.
- c. **Opportunity:** Over time, the decentralized professional development model has the potential of improving principals' and vice-principals' efficacy as instructional leaders. Decentralized professional development is more responsive to local teacher voice and specific student learning needs.
- d. **Data Sources:** Staff BLIP/SEF Survey (Staff Voice), Student Achievement Indicators.

9. Vice-Principals-Reduction of FTE 14.00 at a savings of \$1.5 million

- a. **Impact:** This reduction is a result of changes to the GSN funding model for vice principals and board-approved reductions for elementary vice principals. These reductions bring the Board's vice-principal allocation in alignment with GSN funding with the elimination of the position of "teaching vice-principal." Board-approved reductions have brought the total allocation of vice principals in the system below the funding line.
- b. **Risk:** With the increased workload and responsibility for principals in schools where vice-principal positions have been reduced or eliminated, there is a risk to the safe school environment.

- c. **Opportunity:** Schools will adjust their safe school plans by placing greater emphasis on progressive discipline and on increasing vigilance through the “whole-school” approach to create a safe and welcoming learning environment.
- d. **Data Sources:** Safe Schools Data, Student Attendance, Student Achievement Indicators, and Student Voice.

10. Elementary Guidance Teachers – Reduction of FTE 4.00 at a savings of \$0.4 million

- a. **Impact:** The Board has reduced the complement of elementary school guidance counsellors from 16 to 12.
- b. **Risk:** This reduction has resulted in fewer guidance counsellors taking on an increased number of schools in their care with reduced frequency of visits to schools
- c. **Opportunity:** There is the potential for increased staff capacity in dealing with students’ emotional and academic needs supported through the implementation of the Board’s Student Mental Health and Well- Being Strategy.
- d. **Data Sources:** Safe Schools Metrics, Student Voice.

11. Secondary School Student Supervisors – Reduction of FTE 10.00 at a savings of \$ 0.2 million

- a. **Impact:** A reduction of 10 student supervisor positions has resulted in a savings of \$0.2 million
- b. **Risk:** This reduction has increased the supervision role of school administrators and staff, and has increased the potential for unsafe situations in schools.
- c. **Opportunity:** Schools will adjust their safe school plans by placing greater emphasis on progressive discipline and on increasing vigilance through the “whole-school” approach to create a safe and welcoming learning environment. Schools will engage all members of the community to create a safe and welcoming environment.
- d. **Data Sources:** Safe Schools Metrics

**12. Increased Efficiency in Planning and Evaluation Time –
Equivalent Reduction of FTE 22.00 at a savings of \$ 2.2 million**

- a. **Impact:** The Board has increased its efficiency in the use of its Program Specialty Teacher (PST) allocation to provide planning time for elementary classroom teachers. Program Specialty Teachers teach Health & Physical Education, Instrumental/Vocal Music and Core French. This has resulted in the elimination of unassigned PST time.
- b. **Risk:** There has been no risk to programming resulting from the elimination of unassigned PST time.
- c. **Opportunity:** The Board is maximizing the use of Program Specialty Teacher time allocation.
- d. **Data Sources:** HR Metrics – School Staffing information.

**13. Central Office and Administration Efficiencies at a savings of
\$2.4 million**

- a. **Impact:** As a result of these reductions, selected central office management positions were eliminated and/or not filled once vacated.
- b. **Risk:** The Board is currently spending \$2.6 million less than allowed in the allocation for Central Office Administration and Governance. This carries the potential risk of loss of oversight controls, delays in completing tasks and processes that could result in possible Collective Agreement violations. There is a demonstrable risk of not retaining employees given workload increases.
- c. **Opportunity:** Some efficiencies have been realized through automation of tasks and re-deployment of staff resources and tasks.
- d. **Data Sources:** HR Metrics for System Implementation and Monitoring

C. Indirect Classroom Impact: Resources

14. Textbooks, Computers Technology, School Block Carryovers, and reductions to School Block Budgets at a savings of \$3.6 million.

- a. **Impact:** The expected impact of reductions in the 2015-2016 School Block Budgets has resulted in fewer purchases of textbooks, learning materials and technology curriculum supports. The elimination of school block carryover funds has prevented schools from using these funds for any planned expenditures in 2016-2017.
- b. **Risk:** Reductions in spending on learning materials and technologies in support of curriculum carry the potential of impacting student achievement. The removal of unspent carryover funds had minimal impact.
- c. **Opportunity:** There is the opportunity to provide further PD for principals on efficient budget management. The effects of Block Budget Reductions in 2016-2017 can be mitigated by the adoption, where appropriate, of paperless learning resources available on line.
- d. **Data Sources:** Student Voice, Staff Voice, Student Achievement Indicators

15. Professional Development – Reduction of \$0.5 million in the Staff Development Budget

- a. **Impact:** The impact of this decrease is a reduction in Professional Development for curriculum areas outside of Numeracy and Literacy.
- b. **Risk:** Subject areas such as Music, Art, Science and Social Science, and Safe Schools will be impacted.
- c. **Opportunity:** The decentralized professional delivery model is more responsive to local student learning needs. Increased funds for PD in Literacy and Numeracy (Renewed Mathematics Strategy) has offset the \$0.5 million in staff development funding reductions.
- d. **Data Sources:** Staff Voice (BLIP/SEF survey)

D. Indirect Classroom Impact – Facilities

16. School Consolidation

- a. **Impact:** Pupil Accommodation Reviews as per Board approval aims to consolidate school communities in order to realize efficiencies in both staffing and facilities.
- b. **Risk:** Initial potential loss of students and increased transportation costs.
- c. **Opportunity:** Larger student enrolment leads to increased staffing in the consolidated school communities in order to support the delivery of curricular and co-curricular programming
- d. **Data Sources:** Community Voice

17. Energy Management and School Cleaning and Maintenance Efficiencies at a savings of \$1.3 million.

- a. **Impact:** The Techni-Clean School cleaning program, combined with the reduction of access to unused rooms/areas in TCDSB schools, optimizes the deployment of custodial staff for maximum efficiency and reduces cleaning costs.
- b. **Risk:** No identified risks.
- c. **Opportunity:** The savings accrued from increased efficiencies result in the use of Board staff to carry out maintenance and repairs and reduce reliance on costly third-party contractors.
- d. **Data Sources:** Facilities Metrics, Techni-Clean Metrics

E. Indirect Classroom Impact: Teacher Supports, Benefits

18. Attendance Support Initiative at a savings of \$2.0 million

- a. **Impact:** This initiative can reduce employee absenteeism through the use of evidence-informed attendance support strategies, as well as consideration for an employee assistance program to reduce absenteeism.

- b. **Risk:** Collective Agreements specify the Sick Leave Short Term Disability plans for employees. Any Employee Assistance Plan will add to the budget expenditures.
- c. **Opportunities:** Reduction in Occasional Teacher costs.
- d. **Data Sources:** HR Metrics and Monitoring, Staff Voice

19. Employee Benefits Monitoring Provision – At a savings of \$1million

- a. **Impact:** Application of unused benefit funds to deficit reduction
- b. **Risk:** No identified risk
- c. **Opportunity:** The application of conservative accounting methodologies has generated a margin for permanent reductions with no identified risks.
- d. **Data Sources:** HR Metrics, Staff Voice

E. METRICS AND ACCOUNTABILITY

1. As the Board implements its Multi-Year Deficit Recovery Plan, it will continue to monitor the impact of Board-approved reductions and identified efficiencies.
2. The following chart summarizes the sources of available data which inform the process of gauging the impact of trustee-approved reductions:

Data Sources

Student Achievement Indicator Data (Elementary)	EQAO trends, (Report Card)
Student Achievement Indicator Data (Secondary)	Credit Accumulation, Grade 9, OSSLT, attendance, community hours etc.
Safe Schools Metrics (Elementary and Secondary)	Suspension, Expulsion, Recidivism
Student Voice – Elementary	Safe and Caring Catholic School Climate Survey, EQAO Questionnaires
Student Voice – Secondary	Transition Survey; My School, My Voice; Safe Schools Survey, EQAO

	Questionnaire
Staff Voice – Elementary and Secondary	BLIP/SEF Survey

3. Going forward, it is understood that additional data sources and research methodologies may need to be developed to assess the impact of reductions on the overall learning environment. These could include: surveys, focus groups and interviews. A variety of research tools such as case studies and collaborative inquiries will yield valuable data to inform decision making in order to sustain an optimum learning environment throughout the implementation of the Multi-Year Deficit Recover Plan.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

ACTION AFTER BOARD REPORT OF OCTOBER 20, 2016 REGARDING TRUSTEE AND STAFF STRATEGIC PLANNING SESSION

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
December 5, 2016	December 15, 2016	Click here to enter a date.
Angela Gauthier, Director of Education		
RECOMMENDATION REPORT		

Vision:

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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 recommends that the strategic objectives and priorities identified during the September 27 and 28, 2016 Strategic Planning Sessions be addressed as part of the TCDSB'S Multi-Year Strategic Plan and that an update report be presented at the May 2017 Strategic Planning Session and to Board in June 2017.

It is also recommended that the development of the framework for *Principles for Effective Trustee-Staff Relations* be referred to the Governance and Policy Committee.

B. PURPOSE

The purpose of this report is to seek further direction from Trustees in regards to the Action After for the report (Appendix A) which went to the Board on October 20, 2016.

C. BACKGROUND

On October 20, 2016 the Board approved the following recommendations in order to action the outcomes of the September 28th, 2016 Strategic Planning Session facilitated by Hugh MacPhie and Associates:

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 and identified below:

- 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 the implications of individual decisions
 - “Hold the tension” between local and Board goals
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.

D. EVIDENCE / RESEARCH / ANALYSIS

1. These objectives and priorities, found in Item #1 above, are effectively part and parcel of our Multi-Year Strategic Plan, our Board Learning and Improvement Plan and our Multi-Year Recovery Plan.
2. The Board ratified the *Principles for Effective Trustee-Staff Relations* outlined above.

E. STAFF RECOMMENDATIONS

1. That staff provide an update on the Strategic Objectives and Priorities identified in the background of this report, Item #1 at the May 2017 Strategic Planning Session and in a report to the Full Board in June 2017.
2. That the development of the framework for the *Principles for Effective Trustee-Staff Relations* be referred to the Governance and Policy Committee.



REPORT TO

REGULAR BOARD

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

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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.

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
 - “Hold the tension” between local and Board goals

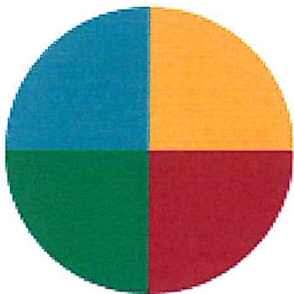
3. That a system of accountability for the Principles for Effective Trustee-Staff Relations be jointly created by staff and trustees.
4. That subsequent meetings for May 2017, Fall 2017 and Spring 2018 be approved.

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:

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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.

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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

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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

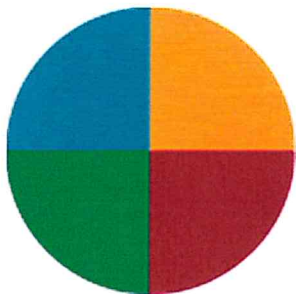
MacPhie

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

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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



REPORT TO

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

CPIC ELECTIONS - OCTOBER, 2016

***“AND WE KNOW THAT IN ALL THINGS GOD WORKS FOR THE GOOD OF THOSE
WHO LOVE HIM, WHO HAVE BEEN CALLED ACCORDING TO HIS PURPOSE.”
ROMANS 8:28***

Created, Draft	First Tabling	Review
December 19, 2016	January 12, 2017	Click here to enter a date.
C. Marchetti, Senior Coordinator, International Languages and Parent/Community Engagement J. Wujek, Superintendent of Learning and Achievement, Parent Engagement		
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.*



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 provides information regarding the elections and appointments of parent and community representatives for the Toronto Catholic Parent Involvement Committee (CPIC) in October-November 2016, consistent with the CPIC Constitution (June 1, 2011).

The cumulative staff time dedicated to developing this report is 20 hours.

B. PURPOSE

1. This report is being brought forward based on the board motion from September 22, 2016 requesting an Information Report regarding a parent CPIC appointment to Ward 9.
2. The report will confirm that ward parent representatives are from their community, and will provide the outcomes of the October, 2016 CPIC Elections as they pertain to the annual elections of Parent Members - Even Ward Elections and Odd Ward Elections, where there are vacancies. (**Appendix A**)
3. It also provides the process for the appointment of Parent Members: At-Large and Community Representatives which took place at the Inaugural Meeting as well subsequent appointments for various vacancies that occurred at the regular CPIC meetings.

C. BACKGROUND

In compliance with Ontario Regulation 612/00, CPIC holds annual elections for Parent Ward Representatives. These elections are held in accordance with the CPIC Constitution for all even wards in even years and all odd wards in odd years. At the October CPIC Inaugural Meeting Parent Members: At-Large and Community Representatives are appointed for a one-year term. At subsequent CPIC Regular Meetings appointments for vacant positions for Ward Parent Member, Parent Members: At-Large and Community Representatives are made. These subsequent appointments are made according to the Standing Rule Mid-term Appointment Provisions No. 2

D. EVIDENCE/RESEARCH/ANALYSIS

REGULAR WARD CPIC PARENT REPRESENTATIVES ELECTIONS

1. The Even Ward Parent Representatives Elections for 2 parent members per Ward were held on Monday, October 3, 2016.
2. The Odd Ward Parent Representatives elections for vacancies were held on Wednesday, October 5, 2016.
3. Notification to the TCDSB parent community of the Parent Ward Representatives Elections was provided through the following modalities:
 - a) During the first week of school in September, 2016 each school received four hard copies of the CPIC election poster along with 20 copies of the CPIC Profile and the Nomination/Self-Nomination Form.
 - b) Newsletter insert and repeated e-mail communication was sent to the school principal and CSPC Chair.
 - c) Communications Department—website, e-News, Twitter, e-Blasts
 - d) CPIC members returning for the second year of their term assisted in encouraging parents to attend elections and stand for nomination.
4. Nominations were vetted through the Parent Engagement Office as per the eligibility requirements in the CPIC Constitution, including:
 - a) home address and respective Ward.
 - b) school at which child/ren are registered and respective Ward.
 - c) endorsements—verified address and respective Ward
 - d) school at which child/ren are registered and respective Ward.
5. As of October 17, 2016 Wards 1 and 10 had two vacancies and Wards 7 and 9 had one vacancy.

REGULAR POSITION APPOINTMENTS—CPIC INAUGURAL MEETING—October 17, 2016

1. There are four Parent Member: At-Large positions with a one year term, consistent with the CPIC Constitution.

2. Nominations were received for two positions and these were acclaimed.
Both these nominations had been vetted by the Parent Engagement Department and they met the eligibility criteria.
3. There are three Community Representative positions with a one-year term, consistent with the CPIC Constitution.
4. Nomination was received for two members
5. For one of the appointed individuals, this was the third consecutive term.
6. The second appointed Community Representative was the recommendation from Toronto OAPCE to sit on CPIC as the OAPCE representative.

SUBSEQUENT POSITION APPOINTMENTS—CPIC REGULAR MEETINGS

1. CPIC held a regular meeting on November 21, 2016.
2. Prior to this meeting, one nomination form was received for Ward Parent Representative: Ward 10.
3. This was the second term for the Ward 10 candidate and the candidacy as the Ward Parent Representative was verified.
4. A nomination form was also received for Parent Member: At Large.
5. The information of the candidate for Parent Member: At Large was verified by the Parent Engagement Department, including:
 - a) address and Ward
 - b) school where the child(ren) are registered.
 - c) endorsements' address and Ward
 - d) endorsements' school where child(ren) are registered.
6. For this parent candidate, the Mid-Term Appointment Provisions, Standing Rule 2 will apply and the candidate will have to attend three meetings to meet the appointment eligibility.

POSITION APPOINTMENT—CPIC
REGULAR MEETINGS—WARD 9

1. CPIC received a nomination form in the spring of 2016 to fill a vacancy for Ward 9.
2. The Standing Rule Mid-term Appointment-Provisions Rule #2 applied to this candidate and he attended the required three CPIC meetings to meet this eligibility. Subsequently, he was not appointed as the Parent Member Representative as he did not meet the criteria of having a child registered in a TCDSB school.

E. METRICS AND ACCOUNTABILITY

1. As at December 18, 2016 the following vacancies exist:
 - a) Parent member ward representative:
 - Ward 1—two
 - Ward 7—one
 - Ward 9—one
 - Ward 10--one
 -
 - b) Parent Member: At Large—one
 - c) Community Representative—one
2. All Parent Member Ward Representatives, with one exception, either live in the Ward or have a child(ren) registered in the Ward they are representing.
3. The one exception is a parent of a child(ren) registered at a TCDSB school and was appointed applying the Mid-Term Appointment Provisions Standing Rule at the regular CPIC meeting in January, 2016.

All the CPIC elected and appointed representatives comply with the criteria as stated in the CPIC Constitution (June 1, 2011) and the Consolidated Addenda to the Constitution (July, 2016) (**Appendix B**).

F. CONCLUDING STATEMENT

This report is for the information of the Board.

CPIC ELECTIONS & APPOINTMENTS – OCTOBER 2016
2 Year Election Cycle (Even # Wards) and Vacancy Elections (Odd # Wards)

EVEN WARD ELECTIONS FOR VACANCIES

Ward	School Election Site	Presiding Superintendent	# Open Positions	# Nominations Rec'd Sept. 28	# Nominated Candidates	# Voters in Attendance	Acclaimed/Elected
2	St. Gregory	D. Yack	2	0	2	0	Acclaimed -2
4	St. Jane Frances	M. Caccamo	2	0	2	2	Acclaimed -2
6	Santa Maria	J. Shanahan	2	0	2	0	Acclaimed -2
8	St. Barnabas	D. Koenig	2	0	2	1	Acclaimed -2
10	James Culnan	R. McGuckin	2	0	0	0	None
12	St. Rose of Lima	K. Malcolm	2	1	1	1	Acclaimed -1

ODD WARD ELECTIONS FOR VACANCIES

Ward	School Election Site	Presiding Superintendent	# Open Positions	# Nominations Rec'd Sept. 28	# Nominated Candidates	# Voters in Attendance	Acclaimed/Elected
1	St. Benedict	A. Della Mora	2	0	0	0	None
7	Our Lady of Wisdom	P. Aguiar	2	2	1	0	Acclaimed -1
9	Holy Rosary	D. Koenig	1	2	0	1	None
11	St. Timothy	K. Malcolm	1	0	1	0	Acclaimed -1

CPIC INAUGURAL MEETING - REGULAR POSITION APPOINTMENTS October 17, 2016

Position	# Open Positions	Appointed/Elected
Parent Member: At Large	4	Acclaimed -2
Community Representatives	3	Acclaimed -2

SUBSEQUENT CPIC APPOINTMENTS

Position	Date	Vacancies	Appointed/Elected
Ward Parent Representative	Nov. 21, 2016	Ward 10 - 2	Acclaimed-1



CATHOLIC PARENT INVOLVEMENT COMMITTEE
CPIC Representative List 2016/17



ELECTED PARENT REPRESENTATIVES

1	Joseph Martino	O P E N cpic.w01r1@tcdsb.org	O P E N cpic.w01r2@tcdsb.org
2	Ann Andrachuk	Geoffrey Feldman CHAIR Fr. John Redmond cpic.w02r1@tcdsb.org	Sandra Mastronardi Bishop Allen Academy cpic.w02r2@tcdsb.org
3	Sal Piccininni	Luciano Asenjo St. Fidelis cpic.w03r1@tcdsb.org	Nilo Ang Our Lady of Assumption cpic.w03r2@tcdsb.org
4	Patrizia Bottoni	Annalisa Crudo-Perri St. Conrad cpic.w04r1@tcdsb.org	Joe Fiorante TREASURER St. Jane Francis cpic.w04r2@tcdsb.org
5	Maria Rizzo	Jana Seymour St. Cyril cpic.w05r1@tcdsb.org	Cheryl Bristol-Matte St. Edward cpic.w05r2@tcdsb.org
6	Frank D'Amico	Melissa Hardyk Blessed Pope Paul VI cpic.w06r1@tcdsb.org	Nelson Goncalves Santa Maria cpic.w06r2@tcdsb.org
7	Michael Del Grande	David Rodriguez Mary Ward cpic.w07r1@tcdsb.org	O P E N cpic.w07r2@tcdsb.org
8	Gary Tanuan	Ruth Oliveros SECRETARY Cardinal Leger cpic.w08r1@tcdsb.org	Monina Lim Serrano St. Bartholomew cpic.w08r2@tcdsb.org
9	Jo-Ann Davis	Manuel Mendoza Ching ASST. TREASURER St. Alphonsus cpic.w09r1@tcdsb.org	O P E N cpic.w09r2@tcdsb.org
10	Barbara Poplawski	Kana Muthiah cpic.w10r1@tcdsb.org	O P E N cpic.w10r2@tcdsb.org
11	Angela Kennedy	Ben Xavier St. Gerald cpic.w11r1@tcdsb.org	Lalit Lobo St. Timothy cpic.w11r2@tcdsb.org

12	Nancy Crawford	Paulina Corpuz Blessed Cardinal Newman cpic.w12r1@tcdsb.org	John Del Grande St. Agatha cpic.w12r2@tcdsb.org
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CPIC PARENT MEMBERS: AT-LARGE AND COMMUNITY REPRESENTATIVE

ELECTED PARENT AND COMMUNITY REPRESENTATIVES		
Rosanna Del Grosso	Parent Member: At-Large	cpic.pal1@tcdsb.org
OPEN	Parent Member: At-Large	cpic.pal2@tcdsb.org
Ana Bela Da Silva	Parent Member: At-Large	cpic.pal3@tcdsb.org
O P E N	Parent Member: At-Large	cpic.pal4@tcdsb.org
Shyaan Boodoo OAPCE T.O.	Community Representative	cpic.com1@tcdsb.org
O P E N	Community Representative	cpic.com2@tcdsb.org
Dennis Hastings	Community Representative COMMUNICATIONS DIRECTOR	cpic.com3@tcdsb.org

TRUSTEE REPRESENTATIVES AND TCDSB STAFF			
Name	Position	Phone	E-mail Address
Garry Tanuan Trustee Ward 8	Trustee Representative	416-512-3408	garry.tanuan@tcdsb.org
Maria Rizzo Trustee Ward 5	Alternate Trustee Representative	416-512-3405	maria.rizzo@tcdsb.org
John Yan	Communications Coordinator	416-229-5331	Emmy.szekeresmilne@tcdsb.org
Carla Marchetti TCDSB	Parent & Community Engagement Coordinator	416-222-8282 X 2591	carla.marchetti@tcdsb.org
John Wujek Director Designate TCDSB	Superintendent of Education	416-222-8282 X 5371	john.wujek@tcdsb.org



REPORT TO

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

MENTAL HEALTH AND WELL-BEING ANNUAL REPORT FOR 2015-2016

This is important: to get to know people, listen, expand the circle of ideas. The world is crisscrossed by roads that come closer together and move apart, but the important thing is that they lead towards the Good. Pope Francis

Created, Draft	First Tabling	Review
December 19, 2016	January 12, 2017	Click here to enter a date.
Cristina Fernandes, Superintendent of Education, Special Services Patricia Marra-Stapleton, Mental Health Leader Dr. Maria Kokai, Chief Psychologist John Wilhelm, Chief Social Worker		
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.



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

A key goal within the TCDSB Multi Year Strategic Plan is fostering student achievement and well-being by educating students to grow in grace and knowledge to lead lives of faith, hope and charity. This is accomplished, in part, by creating equitable and inclusive learning environments striving to ensure that the physical, emotional, intellectual and spiritual needs of all students are met. This is both the responsibility of the board as well as the broader community. TCDSB recognizes the importance of partnerships with parents, and community. Student Mental Health and Well-Being nurtures these partnerships and thus strengthens public confidence.

Efforts to create mentally healthy school environments for students are evidenced in many ways. Progress of Student Mental Health and Well-Being Strategy 2015-2018 is being made across each of the TCDSB priority areas:

- a. Building Foundations;
- b. Fostering Skills and Knowledge;
- c. Supporting Well-Being and Decreasing Stigma;
- d. Engaging Families; and
- e. Partnering with the Community.

TCDSB Student Mental Health and Well-Being continues to offer professional development opportunities to all staff groups to educate staff and raise awareness of student mental health and well-being. This is complimented by efforts to offer presentations and seminars to both the student and parent community as well.

B. PURPOSE

1. The Mental Health and Well-Being 2015-16 Report will include both qualitative and quantitative data related to student Mental Health and Well-Being procedures, programs, and professional development, viewed through the MYSP's strategic direction of Living Our Catholic Values. The ultimate goal relates to the creation of mentally healthy learning environments that demonstrates the worth and dignity of every person, and the strengthening of public confidence in the TCDSB. The Mental Health and Well-Being 2015-16 Report serves the requirement of the board for an annual review and update.

2. The following areas will be addressed in this report:
 - i. TCDSB Mental Health and Well-Being Strategy 2015-2018
 - ii. TCDSB Mental Health and Well-Being Policy (S.03) and associated guidelines
 - iii. Professional Learning to build capacity within the system
 - iv. Service Delivery – Board level
 - v. Service Delivery – Inter-ministerial Partnerships
 - vi. Actionable Items 2016-17
3. The evidence will highlight areas of strength and success and well as areas for future growth for the 2016-15 school year.

C. BACKGROUND

1. The TCDSB Mental Health and Well-Being Strategy was adopted by TCDSB in January 2016. The TCDSB Mental Health and Well-Being Policy (S.03) was adopted in June 2013. This is the third annual review and update report.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The following priority areas form the basis of the TCDSB Student Mental Health and Well-Being Strategy 2015-2018:
 - a. **Building Foundations** refer to the development of the organizational conditions which are key in effective school mental health. The foundations range from commitment, to a clear and focused vision, ongoing quality improvement, clear protocols directing our work and care, and collaboration. TCDSB will continue to focus on the integration of student Mental Health and Well-being into all aspects of school life and improvement . Student mental health and well-being underpins all academic life and achievement.
 - b. **Fostering Skills and Knowledge**
TCDSB is committed to the *Fostering of Skills and Knowledge* of mental health and well-being for and with all students and staff. Our Catholic faith teaches us compassion for one another. As a community, our school board's mental health and well-being can

flourish as we build our awareness and understanding of Mental Health and Well-Being.

c. Supporting Well-Being and Decreasing Stigma

A focus on *Supporting Well-Being and Decreasing Stigma* will promote wellness and help combat the debilitating impact of stigma. Student mental health, occurs along a continuum. Our supports for student mental health will mirror that continuum. Acknowledging that we all have mental health , just as well all have physical health, will go a long way to tearing down barriers built by stigma.

d. Engaging Families

Parents and guardians are an integral part of student well-being and achievement. When families are engaged, students demonstrate increased motivation, higher grades, and better behavior. TCDSB will endeavour to incorporate the family's voice in all aspects of mental health and well-being plans and programming.

e. Partnering with the Community

Student mental health and well-being is a shared responsibility between family, school and community including parish. TCDSB recognises the crucial role that each play. Our community partners in child and youth mental health, and health services are integral to the success and well-being of our students. We will continue to work towards equitable and sustainable community partnerships.

2. Related Legislation/ Policy:

The TCDSB Mental Health and Well-Being strategy is aligned with the following related legislation and policy:

- Open Minds, Healthy Minds Ontario's Comprehensive Mental Health and Addictions Strategy June 2011¹
- TCDSB Mental Health and Well-Being (S. 03)

3. Sources of Evidence:

The flowing sources of data support the TCDSB Mental Health strategy:

¹ www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_rep2011

- a. Data for TCDSB Psychology and Social Work Departments (Direct Service):
- Number of Suicide Interventions using ASIST (Applied Suicide Intervention Skills Training) Model
 - Number of Mental Health Awareness / Literacy presentations to staff
 - Number of Social Emotional Group Interventions
 - Number of Social Emotional Individual Counselling Interventions
- b. Data for Mental Health and Well-Being Professional Development:
- Number of TCDSB Staff Trained in ASIST (Applied Suicide Skills Intervention Training).
 - Number of TCDSB Staff trained in safe TALK – Suicide Awareness
 - Number of TCDSB received the Journey To Wellness Presentation
 - Number of Parent Workshop/ Presentations
- c. Data from Inter-Ministerial Partners
- Number of TCDSB Students serviced through MCYS (Ministry of Children and Youth Services) Priority Access Counselling program
 - Number of TCDSB students served though MHLTC (Ministry of Health and Long Term Care) Mental Health and Addictions Nurses (MHAN) Service Navigation Program
 - Number of Community Agency Mental Health partnerships

E. MEASUREMENT OF THE ACHIEVEMENT OF DELIVERABLES IN 2015-2016

The achievement of the deliverables of the five strategic priorities are assessed:

2015-2018 TCDSB Mental Health and Well-Being Strategy	EVIDENCE / DELIVERABLES (2015-16)
<p>1. Building Foundations refer to the development of the organizational conditions which are key in effective school mental health. The foundations range from commitment, to a clear and focused vision, ongoing quality improvement, clear protocols directing our work and care, and collaboration.</p>	<ul style="list-style-type: none"> • TCDSB Mental Health Advisory Council (MHAC) continues to meet regularly providing guidance and input from various board and community stakeholders. (APPENDIX B). Includes all collective bargaining units, trustee, parents, students, and community. • The Stop the Stigma Secondary School Students Mental Health Advisory Council is convened annually. Members are secondary students who have been nominated by their school as representatives to the council to assist in planning and delivering various Stop the Stigma Training and Education Events for students (secondary and elementary). • TCDSB Mental Health and Wellbeing Policy and associated guidelines (i.e. Mental Health Response Guidelines, and Suicide Intervention Guidelines) were shared with principals via regular K-12 principal meetings, as well as presentations to various principal and vice principal associations, and “Issues and Succession” professional learning presentations. • School Social Work and Psychology Staff deliver annual presentations reviewing the TCDSB Mental Health and Well-Being Policy to all school staff

2015-2018 TCDSB Mental Health and Well-Being Strategy	EVIDENCE / DELIVERABLES (2015-16)
	<p>via school staff meetings.</p> <ul style="list-style-type: none"> • The TCDSB Mental Health Crisis Response Guidelines were shared with principals via regular K-12 principal meetings, as well as presentations to various principal and vice principal associations, and “Issues and Succession” presentations.
<p>2. Fostering Skills and Knowledge TCDSB is committed to the <i>Fostering of Skills and Knowledge</i> of mental health and well-being for and with all students and staff. Our Catholic faith teaches us compassion for one another. As a community, our school board’s mental health and well-being can flourish as we build our awareness and understanding of mental health and well-being</p>	<ul style="list-style-type: none"> • School Social Work and Psychology staff delivered presentations of the Ministry of Education’s Mental Health Resource Guide for Educators Supporting Minds (Anxiety Module) to <u>all</u> secondary schools in the Fall 2015. Presentations to elementary schools delivered on an invitational basis. • School Psychology staff delivered 70 Mental Health Awareness and Literacy Presentations to schools (<i>Supporting Minds</i>). • School Social Work staff delivered a total of 601 Mental Health Awareness and Literacy Presentations the total is comprised of (172 Mental Health presentations to school staff including <i>Supporting Minds</i> Presentations, 356 student presentations, and 73 parent presentations). • High quality professional development for teachers regarding student mental health and well-being. (e.g. FRIENDS, SNAP, and Stress Lessons). • Expertise level professional development for school psychology staff and school social workers regarding specific areas/populations pertaining to student mental illness as well as health promotion. (1 day devoted to the Mental Health needs of marginalized youth, and 1 day devoted to Non-Suicidal Self-Injurious behaviours. These PDs were in addition to

2015-2018 TCDSB Mental Health and Well-Being Strategy	EVIDENCE / DELIVERABLES (2015-16)
	<p>regular departmental PD).</p> <ul style="list-style-type: none"> • 288 TCDSB School Social Workers, and School Psychology staff, Guidance staff, and school administrators trained in ASIST (Applied Suicide Intervention Training) thus far. There were 32 additional staff trained in ASIST in 2015-16 • Over 800 TCDSB staff (teachers, EAs, CYWs, Administrators) Trained in safe TALK (Suicide Awareness) 195 were trained in 2015-16 • Support for teachers as they deliver the newly revised Health and Physical Education curriculum- particularly as it pertains to Mental Health and Well-being. (secondary HPE department head in-serviced, as well as grade 7-8 teachers)

2015-2018 TCDSB Mental Health and Well-Being Strategy	EVIDENCE / DELIVERABLES (2015-16)
<p>3. A focus on <i>Supporting Well-Being and Decreasing Stigma</i> will promote wellness and help combat the debilitating impact of stigma. Student Mental health, occurs along a continuum. Our supports for student Mental Health will mirror that continuum. Acknowledging that we all have mental health, just as well all have physical health, will go a long way to tearing down barriers built by stigma.</p>	<ul style="list-style-type: none"> • All Secondary Schools, and 9 pilot elementary schools involved in the Stop the Stigma Student Leadership initiative. This includes many presentations/ seminars for students and staff, and parents. We have increased the number of participating elementary schools from 2 pilot schools in 2014-15, to 11 in 2015-16. • School Psychology staff served 300 students for individual counselling. • School Social Work staff served 7242 students for individual counselling. • School Psychology staff served 80 students for group counselling intervention. • School Social Work staff served 407 students for group counselling intervention. • Social Work staff delivered 94 Collaborative School Based Programs with Community Partners (e.g. What Ever It Takes Program, Lunch and Learn Programs with Community Partners). • Social Work staff delivered 24 School Wide Mental Health and Well-being programs (e.g. Bullying Prevention, Breakfast Program Coordination, Stop the Stigma promotion) • School Psychology staff completed 80 assessments of social emotional functioning / mental health, often resulting in a psychological diagnosis (note: most of the 800 completed Psycho-educational Assessments include a mental health component). • School Psychology staff performed 70 ASIST

2015-2018 TCDSB Mental Health and Well-Being Strategy	EVIDENCE / DELIVERABLES (2015-16)
	<p>(Applied Suicide Skills Intervention Model) suicide intervention risk reviews.</p> <ul style="list-style-type: none"> • School Social Work staff performed 612 ASIST (Applied Suicide Skills Intervention Model) suicide intervention risk reviews.
<p>4. Engaging Families Parents and guardians are an integral part of student well-being and achievement. When families are engaged, students demonstrate increased motivation, higher grades, and better behavior. TCDSB will endeavour to incorporate the family's voice in all aspects of Mental Health and Well-being plans and programming.</p>	<ul style="list-style-type: none"> • 2015-16 marked the introduction of monthly TCDSB Mental Health Newsletters created for staff, parents, and parish. Our readers indicate that the newsletters have been excellent way to communicate to parents about positive Mental Health and Well-being. • Parent Members of the TCDSB Mental Health Advisory Council met with the executive of CPIC and OAPCE to encourage parent voice with regards to student mental health. • Annual Mental Health Presentation at the TCDSB Special Services Parent Engagement Event (approximately 100 parents in attendance). • Annual information Mental Health booth at the OPACE AGM and Parent Fair.

2015-2018 TCDSB Mental Health and Well-Being Strategy	EVIDENCE / DELIVERABLES (2015-16)
<p>5. Partnering with the Community</p> <p>Student Mental Health and Well-being is a shared responsibility between family-school- community. TCDSB recognises the crucial role that each play. Our community parenters in child and youth mental health, and health services are integral to the success and well-being of our students. We will continue to work towards equitable and sustainable community partnerships.</p>	<ul style="list-style-type: none"> • Developed and maintained 12 separate partnership agreements (See APPENDIX D) with children’s mental health agencies (2015-16). An additional partnership was developed in 2015-16 with Catholic Family Services. • TCDSB Mental Health Leadership are members of MCYS (Ministry of Children and Youth Services) Priority Access Steering Committee. • TCDSB represented on various community council and expert panels including Toronto Suicide Prevention Strategy, MHLTC (Ministry of Health and Long Term Care) Toronto Child and Family Network 0-6 years, MCYS (Ministry of Children and Youth Services) “Together to Mobilize”, MYCS (Ministry of Children and Youth Services) “Together to Live”, MCYS’s (Ministry of Children and Youth Services) System Transformation Consultation Panel, TCDSB Psychology and Social Work staff presented at a variety of Provincial Mental Health Conferences. • MCYS Priority Access Program (see APPENDIX C) accepted 171 referral for counselling from TCDSB Social Workers and Psychology Staff. • TC-CCAC (Toronto Central Community and Care Access Centre) Mental Health and Addictions Nurses (MHAN) completed 117 referrals in 2015-16.

F. ACTIONABLE ITEMS FOR 2016-17

Based on the assessment of the TCDSB Student Mental Health and Well-Being strategy in 2015-2016 and the emergence and recognition of other areas of focus, the following deliverables will be actioned in the 2016-2017 school year:

1. Highlight the connection between Mental Health and Well-Being and our **Catholic Faith Values as evidenced by** the 2015-18 Strategy which incorporate and demonstrates this strong connection:
 - i. Communicate to our school and parish community the “protective” and supportive nature of our **Catholic Faith** as it pertains to wellness, wholeness, and the dignity of the human being and human spirit.
 - ii. Continued collaboration with our Religious Education Department to support the dissemination of information pertaining to Mental Health and Well-Being through the use of our **Catholic Faith**.
 - iii. The TCDSB monthly Mental Health Newsletter highlights the unique connection between Mental Health - **Catholic Faith** – family – and Parish.
2. Consider possible options for inclusion of school Mental Health and Well-Being Goals to existing school plans. (e.g. Safe and Accepting School Plans) Development this year will focus on expanding the examples of
 - i. School Mental Health goals, and
 - ii. Mental Health resources schools can employ to meet those goals.
3. With the Ministry’s release of “***Supporting Minds: Mental Health Resource Guide for Educators***” in 2013-14, TCDSB has in-serviced all school social work and psychology (and some guidance) in the facilitation of the Anxiety Module (fall 2014). Social Work and Psychology staff will be in-serviced in the ***Supporting Minds: Mood and Depression Module*** in the fall 2016 for availability to their schools this school year. All

principals will be made aware of the availability of this presentation for their school community.

4. Review of the TCDSB Mental Health Crisis Response Guidelines with all principals will be completed annually.
5. Focusing on areas of targeted need and pursuing the development of more mental health partnerships with children's mental health agencies. A focus on further developing our partnership and collaboration with Toronto Lead agency EMYS East Metro Youth Services).
6. Building on TCDSB's collaboration with the Registered Nurses Association of Ontario (RNAO) and Toronto Public Health "Youth Mental Health Champions Project at 5 TCDSB schools, we expanded Our Stop the Stigma Program at more elementary schools in 2014-15. Adding 6 additional elementary schools 2015-16 and 10 more in 2016-17 (for a total of 21 school in 2016-17).
7. Building capacity with school social work and psychology staff within the area of newcomer mental health and the trauma informed school. A pilot itinerant mental health team consisting of 0.5 FTE Social Work and 0.5 FTE Psychology staff will be launched in the 2016-17 school year. These staff were re-allocated from front line to meet this growing need. They will offer direct service, consultation, and professional development to those TCDSB schools with elevated enrolment of Newcomers.
8. Examination and exploration of parent engagement strategies with respect to student mental health. Continued consultation it the Parent representatives to the Mental Health Advisory council, as well as consultation with CPIC and OAPCE to further develop parent engagement in this area.

C. CONCLUDING STATEMENT

This report is for the consideration of the Board.



Mental Health and Well Being Report 2015-16

Composition of the TCDSB Mental Health Steering Committee

- Superintendent of Student Achievement and Wellbeing , Special Services
- Chief Psychologist
- Chief Social Worker
- Coordinator for Pathways Guidance
- Coordinator for Parent Involvement
- Lead Resource Teacher – Religious Education and Family Life
- Lead Resource Teacher – Student Success
- Lead Resource Teacher – Psychical Education / Health
- Lead Resource Teacher- Guidance
- Safe and Accepting Schools representative
- Secondary School Principal representative
- Elementary School Principal representative.
- Elementary Teachers representative (APT- Assessment and Programming Teacher)
- Psychology Staff representative
- Social Work Staff representative
- Day Treatment / Section 23 representative
- As additionally needed : Catholic Teachers' Centre, Religious Education and Family Life and Research department staff



TCDSB Mental Health Advisory Council

- **Composition**

Presently, representatives from the following groups comprise the committee. :

- Association of Professional Student Support Services (APSSP)
- CUPE
- Elementary Principals Association (TCVPA)
- Secondary Principals Association (SSPA)
- Toronto Secondary Unit (TSU)
- Toronto Elementary Catholic Teachers Association – OECTA
- Trustees
- Parents
- Student (Mental Health Student Advisory Council MHSAC)
- CSLIT
- Community (TC-CCAC, and Mental Health Advocacy)
- Special Education Advisory Council (SEAC) representative
- Chief Psychologist (TCDSB)
- Superintendent of Education, Special Services

APPENDIX C

Mental Health and Well Being Report 2015-16

MCYS Priority Access Counseling Program: Participating Agencies

East :

- Aisling Discoveries Child and Family Centre
- East Metro Youth Services

North:

- The Hinks Dellcrest Centre
- Griffin Centre

South :

- The Hinks Dellcrest Centre
- Central Toronto Youth Services

West :

- Etobicoke Children's Centre
- The George Hull Centre for Children and Families.

Specific Populations:

- BOOST (relationship violence)
- Breakaway Addiction Services
- Centre Francophone
- Native Child and Family Services Toronto
- Rosalie Hall (Section 23)
- Toronto Council Fire Native Cultural Centre

APPENDIX D
Mental Health and Well Being Report 2015-16
TCDSB Mental Health Partnership Agreements

1. Aisling Discoveries Child and Family Centre:
(Partners for Success, and Peacekeepers and Finding the Leader & Power in You Programs)
2. Boost Child Abuse Prevention and Intervention
(I'm a Great Kid, and I'm a great Little Kid Programs).
3. Breakaway Addiction Services
4. Child Development Institute
(SNAP, and Act and Adapt Programs).
5. Dr. Elyse Dubo
(Sunnybrook Adolescent Psychiatry "Lost and Found")
6. The Etobicoke Children's Centre
(Fun FRIENDS and Friends for Life Programs)
7. The George Hull Centre - (Fun Friends)
8. Native Child and Family Services of Toronto
9. Toronto – Central Community Care Access Centre (TC-CCAC)
(Mental Health and Addictions Nurses Program).
10. prevNET (Promoting Relationships and Eliminating Violence)
Safe Schools Ambassadors Program
11. Toronto Public Health
One on One Youth Mentoring Program
12. Youth Link
FAST (Finding Assertive Solutions Together)
13. Catholic Family Services
Teens Preventing Domestic and Dating Violence Project

**STUDENT ACHIEVEMENT AND WELL BEING
PENDING LIST AS OF JANUARY 12, 2017**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	June-16 Student Achievement	Apr-17	Student Achievement	Report regarding the results of the data being tracked and monitored since September 2016, which informs us of the system and student impacts on those areas where trustees have approved cuts for 2016-2017.	Associate Director Academic Affairs
2	June-16 Student Achievement	Apr-17	Student Achievement	Report regarding a review of Educational Assistant efficiencies Board wide in both elementary and secondary	Associate Director Academic Affairs
3	June-16 Student Achievement	In advance of setting the budget for future years	Student Achievement	Report regarding costs for materials and how they can be reduced by department in the future	Associate Director Academic Affairs/CFO and Executive Superintendent, Business Services
4	Oct-16 Student Achievement	Feb -17	Student Achievement	<p>1. Report regarding possible program changes which could be implemented to achieve cost savings going forward. The report to include potential impacts to the Board, to students and to instructors</p> <p>2. Report outlining how the extended day international language programs could be transitioned to an afterhours</p>	Associate Director Academic Affairs

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				<p>program, recognizing the limitations in the collective central agreement</p> <p>3. Staff to provide a transition for 20%, 40% and 60% of students with comparative costs and potential savings to the Board</p>	
5	Oct-16 Student Achievement	Jun -17	Student Achievement	Staff to implement a survey for the parents and students involved in the Pilot Project for Jump Mathematics	Associate Director Academic Affairs