

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

**REGULAR MEETING  
PUBLIC Session  
AGENDA**

**FEBRUARY 2, 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 21<sup>st</sup> Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

## **OUR MISSION**

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

## **OUR VISION**

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



# **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, February 2, 2017

7:00 P.M.

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Pages

1. Call to Order
2. Opening Prayer (Chair or designate)
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 January 12, 2017  
for Public Session 1 - 12
9. Delegations
10. Presentations
11. Notices of Motion
12. Consent and Review
13. Unfinished Business

**14. Matters referred or deferred**

From Regular Board Meeting held on January 26, 2017

- |      |  |         |
|------|--|---------|
| 14.a | Report regarding Metrics for the Toronto Catholic District School Board Multi-Year Strategic Plan (MYSP) | 13 - 41 |
| 14.b | Multi-Year Strategic Plan (MYSP) New Graphic 2016-2021   | 42 - 45 |

**15. Staff Reports**

- |      |  |         |
|------|--|---------|
| 15.a | Report regarding External Research Conducted in the Toronto Catholic District School Board - Policy S.19 | 46 - 59 |
| 15.b | Report regarding International Languages (Elementary) Program Models and Cost Savings                    | 60 - 70 |
| 15.c | Interim Report regarding Safe Schools Inquiry Implementation   | 71 - 93 |
| 15.d | Long-Term Program Plan (LTPP) for Proposed French Immersion Schools (To be Distributed)                  |         |

**16. Listing of Communications**

**17. Inquiries and Miscellaneous**

|                                     |         |
|-------------------------------------|---------|
| <b>18. Updating of Pending List</b> | 94 - 95 |
|-------------------------------------|---------|

**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, JANUARY 12, 2017**

**PUBLIC SESSION**

**PRESENT:**

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

A. Gauthier  
R. McGuckin  
A. Sangiorgio  
C. Jackson  
P. Matthews  
M. Silvo  
P. DeCock  
J. Shain  
N. D’Avella  
C. Fernandes  
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  
S. Harris, Recording Secretary  
C. Johnston, Acting Assistant Recording Secretary

Apologies were received on behalf of Trustee Martino and Student Trustee Karina Dubrovskaya.

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the agenda 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  
Tanuan  
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee D'Amico, seconded by Trustee Crawford, that the matters dealt with in PRIVATE SESSION regarding the Verbal Update from the Director on Labour Relations, the Update from the Ad Hoc Executive Search Committee and two Inquiries be approved.

Trustee Del Grande wished for it to be recorded that both he and Trustee Kennedy had declared an interest in the Private Session on the item regarding the Verbal Update regarding Labour Relations as their family members are employees of the Board. Trustees Del Grande and Kennedy did not participate in the discussion of the item nor voted on the item.

On the vote being taken, as follows:

**In favour**

**Opposed**

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

The Motion was declared

**CARRIED**

MOVED by Trustee Kennedy, seconded by Trustee Andrachuk, that the Minutes of the Regular Meeting held December 1, 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  
 Tanuan  
 Rizzo

The Motion was declared

CARRIED

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

**15a) Preliminary Report regarding a Review of Education Assistant and Child and Youth Worker Efficiencies Boardwide – received.**

Time for business expired and was extended by unanimous consent for 15 minutes as per Article 12.6.

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee D'Amico that when staff comes back with their next report on the impact of EA and CYW reductions already made, that staff include details (in private or public as appropriate) on the individual requests made for EAs and CYWs being made by school staff and parents and our system response to those requests.



MOVED in AMENDMENT to the AMENDMENT by Trustee Del Grande, seconded by Trustee Tanuan, that staff provide a dollar unit cost per special education student and, if possible, comparisons with other Boards.

Time for business expired and was extended by unanimous consent for 15 minutes as per Article 12.6.

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

**In favour**

**Opposed**

Trustees Bottoni  
Crawford  
Davis  
D'Amico  
Del Grande  
Kennedy  
Tanuan  
Rizzo

Andrachuk

The Amendment to the Amendment was declared

CARRIED

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

**In favour**

**Opposed**

Trustees Bottoni  
Crawford  
Davis  
D'Amico  
Del Grande  
Kennedy  
Tanuan  
Rizzo

Andrachuk

The Amendment was declared

CARRIED

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

**In favour**

**Opposed**

Trustees Bottoni

Andrachuk

Crawford

Davis

D'Amico

Del Grande

Kennedy

Tanuan

Rizzo

The Motion, as amended, was declared

CARRIED

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

- 15b) Preliminary Report regarding Impacts on those Areas affected by Board-Approved Reductions since September 2016** received and that when staff come back with 2017-2018 budget reductions that this report be included as an Appendix, and that staff include the following information for each reduction option:

- Risks to students, schools and the system (including risks to achievement, well-being and learning opportunities);
- Our proposed response (s) to identified risks

On the vote being taken, as follows:

**In favour**

**Opposed**

|                  |           |
|------------------|-----------|
| Trustees Bottoni | Andrachuk |
| Crawford         |           |
| Davis            |           |
| D'Amico          |           |
| Del Grande       |           |
| Kennedy          |           |
| Piccininni       |           |
| Tanuan           |           |
| Rizzo            |           |

The Motion was declared

**CARRIED**

The Chair declared a 10-minute recess.

The meeting continued with Trustee Bottoni in the Chair.

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that Item 15c) be adopted as follows:

- 15c) Action After Board Report of October 20, 2016 regarding Trustee and Staff Strategic Planning Session** – received and that a third part be added to the Staff Recommendations on page 44 as follows:

That the seventh point in Principles for Effective Trustee-Staff Relations be amended as noted in Appendix B page 62 of the report, to read: “Seek local success within the success of the entire Board, not at the cost of it.”

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee D’Amico, that part 3 of the motions on page 48 be amended to insert the words *communication strategies* after the words *Effective Trustee-Staff Relations*.

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

**In favour**

**Opposed**

Trustees Andrachuk  
Bottoni  
Crawford  
Davis  
D’Amico  
Kennedy  
Tanuan  
Rizzo

Del Grande

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  
Kennedy  
Tanuan  
Rizzo

Del Grande

The Motion, as amended, was declared

CARRIED

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

**15d) Report regarding CPIC Elections and Appointments:**

- 1) Received and
- 2) That staff articulate best practices for CPIC elections and provide them to CPIC Executive and Board of Trustees for information.

Time for business expired and was extended by unanimous consent for 15 minutes as per Article 12.6.

Trustee Davis requested that the motion be divided.

On the vote being taken on Part 1 of the motion, as follows:

**In favour**

**Opposed**

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

Part 1 of the Motion was declared

CARRIED

On the vote being taken on Part 2 of the motion, as follows:

**In favour**

**Opposed**

|                |            |
|----------------|------------|
| Trustees Davis | Andrachuk  |
| D'Amico        | Bottoni    |
| Kennedy        | Crawford   |
| Poplawski      | Del Grande |
| Rizzo          | Tanuan     |

Part 2 of the Motion was declared

LOST

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

**15e) Mental Health Annual Report 2015-2016 – received.**

On the vote being taken, as follows:

**In favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee D'Amico, that Item 17a) be adopted as follows:

**17a) Verbal Update regarding City Cut to School-Based Daycare Subsidies – received.**

On the vote being taken, as follows:

**In favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee D'Amico, that the meeting adjourn.

CARRIED

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SECRETARY

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CHAIR





REPORT TO

REGULAR BOARD

## REPORT ON METRICS FOR THE TCDSB MULTI-YEAR STRATEGIC PLAN

*May he give you the desire of your heart and make all your plans succeed.  
Psalm 20:4*

| Created, Draft  | First Tabling    | Review                                      |
|-----------------|------------------|---|
| January 9, 2017 | January 26, 2017 | <a href="#">Click here to enter a date.</a> |

Nick D'Avella, Superintendent of Learning, Student Success  
Marina Vanayan, Sr. Coordinator, Research Department  
Rory McGuckin, Associate Director Academic Affairs

### INFORMATION REPORT

#### Vision:

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

#### Mission:

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

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



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 Metrics for the TCDSB Multi-Year Strategic Plan 2016-2021 as at December 31, 2016.

*The cumulative staff time dedicated to developing this report was 60 hours.*

## B. PURPOSE

1. March 3, 2016 - at the Student Achievement and Well Being, Catholic Education and Human Resources Committee, Trustees requested that staff indicate metrics used to assess progress on the goals in the Multi-Year Strategic Plan 2016-2021:

*That an annual report to the Board of Trustees indicating those specific metrics being used to measure annual progress against each approved MYSP goal be provided.*

## C. BACKGROUND

1. **April 4, 2012** – Board approved its first Multi-Year Strategic Plan 2012-2015. It was determined that feedback would be solicited on a cyclical basis.
2. **May 29, 2014** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, staff presented the results from the stakeholder surveys. Trustees approved a motion requesting staff to come back with a report to the Student Achievement and Well Being, Catholic Education and Human Resources Committee summarizing progress against the goals and focus areas for the final year as outlined in the MYSP Report Card.
3. **September 11, 2014** - At Student Achievement and Well Being, Catholic Education and Human Resources Committee, staff presented a MYSP Interim Report Card that evaluated the board's progress to achieving the goals in the MYSP informed by stakeholder feedback and staff assessments (**APPENDIX A**). It also reported on next steps to be taken to move the board closer to achieving its goals.
4. **September 30, 2014** – The MYSP Report Card was distributed to all TCDSB stakeholders.

5. **February 19, 2015** – At Regular Board, staff presented a report to inform Trustees of considerations and planning for the development of the next version of the TCDSB Multi-Year Strategic Plan
6. **January, 2016** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, trustees approved the Multi-Year Strategic Plan 2016-2021. A further motion directed staff to bring back proposed metrics for the MYSP.
7. **March 3, 2016** - At Student Achievement and Well Being, Catholic Education and Human Resources Committee, Trustees approved the Multi Year Strategic Plan 2016-2021. A further motion directed staff to bring back proposed metrics for the MYSP.
8. **September – December, 2016** – Senior Staff and senior leaders within TCDSB reviewed and indicated metrics for the current Multi Year Strategic Plan.

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

1. The Board determined that the duration of the second MYSP would be 5 years.
2. The TCDSB Multi-Year Strategic Plan contains 6 Strategic Directions, 9 Priority Actions and 38 Strategic goals:
  - i. Living Our Catholic Values (APPENDIX B)
    - To understand and apply Catholic Teachings to all that we do
  - ii. Fostering Student Achievement and Well-Being (APPENDIX C)
    - To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations
    - To support our students' ability to apply critical and innovative thinking in all subjects
    - To create welcoming, healthy and equitable learning environments for all students

iii. Enhancing Public Confidence (**APPENDIX D**)

- To create enhanced, regular communications with all stakeholders

iv. Providing Stewardship of Resources (**APPENDIX E**)

- To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources
- To ensure fiscal responsibility at all levels of the organization

v. Achieving Excellence in Governance (**APPENDIX F**)

- To lead and model best practices in Board governance

vi. Inspiring and Motivating Employees (**APPENDIX G**)

- To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration

3. While some of the goals from the 2012-2015 plan did not change, other goals were amended, removed or added to the 2016-2021 MYSP.
4. In reviewing the MYSP, staff determined and articulated what evidence existed of the achievement of the goals and by what means these could be measured.
5. Goals were assessed in clusters to focus on an overall metric for each Priority Action.
6. In some cases, measurements were not yet established for specific goals, so staff will endeavour to create the measurement tools.
7. Staff used the following scale descriptors where appropriate:
  - Meeting criteria – 80% or above
  - Approaching criteria – 70% or above
  - Not yet meeting criteria – below 70%
8. For each Priority Action, results from the 2014 Assessment are included, and presented in a manner that shows the assessment and

areas for growth. It further shows an assessment of the progress in 2016, with areas of growth.

## **E. METRICS AND ACCOUNTABILITY**

1. Staff will monitor the metrics for each strategic direction.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



# MULTI-YEAR STRATEGIC PLAN (MYSP)

## REPORT CARD: 2014



| STRATEGIC DIRECTION                          | PRIORITY  | PROGRESS   | HIGHLIGHTS   | AREAS OF IMPROVEMENT  | GRADE | NEXT STEPS  |
|--|---|--|--|---|-------|---|
| Living Our Catholic Values                   | To apply Catholic Social Teaching to all we do.   | Pastoral Plan linked to MYSP has been a key to the success.  | <ul style="list-style-type: none"> <li>• Implementation of Pastoral Plan.</li> <li>• Theological Virtues – resources distributed every month.</li> </ul>   | Continue to raise awareness and implementation of Catholic Social Teachings.  | A     | Roll out of the <b>Year of Charity</b> to complete third year of Pastoral Plan; virtues will play a critical role.  |
| Fostering Student Achievement and Well-Being | To support our students in meeting the Ontario Catholic School Graduate Expectations (OCSGE). | <ul style="list-style-type: none"> <li>• The Ontario Catholic School Graduate Expectations are reflected in all of our communications, lesson plans and resource documents.</li> <li>• Progress has been exceptional in all area of literacy standardized assessment (reading, writing Page 18 of 94)</li> </ul> | <ul style="list-style-type: none"> <li>• Implementation of inquiry, learning skills and 21C competencies into instructional practice.</li> <li>• Pathways planning has been very helpful to the process of students achieving the OCSGEs. Student survey instruments reflect that the</li> </ul> | Our standardized assessments in math for primary and junior students have decreased. A system wide priority for elementary mathematics is required. | B+    | Continued focus and capacity building in the area of mathematics, particularly at the junior and applied levels.<br><br>Focus on raising awareness of mental health concerns. |

| STRATEGIC DIRECTION                       | PRIORITY   | PROGRESS   | HIGHLIGHTS   | AREAS OF IMPROVEMENT   | GRADE    | NEXT STEPS  |
|---|--|--|--|--|----------|---|
|   |  | and Ontario Secondary School Literacy Test).<br>• Credit accumulation and graduation rates continue to increase and improve. | model has been helpful to student achievement and well-being.  |  |          |   |
| <b>Strengthening Public Confidence</b>    | To create enhanced, regular communication with all stakeholders.   | Communication and transparency<br>More formalized approach to parent and community engagement.                               | <ul style="list-style-type: none"> <li>• 2014-2015 upgraded website.</li> <li>• Increased community engagement on key strategic issues in Policy development.</li> </ul>       | More timely response to parent /community concerns.  | <b>B</b> | Continue to increase transparency.<br>Greater engagement of stakeholders across the system. |
| <b>Providing Stewardship of Resources</b> | To establish integrated decision making and processes to support responsive and responsible allocation of resources. | Education Council and Directors' Council have moved paperless.<br>Optimizing Board resources through balanced budget.        | <ul style="list-style-type: none"> <li>• More frequent and timely analysis of Financial Information.</li> <li>• Cyclical approach to Budget consultation with TCDSB</li> </ul> | Senior staff will continue to encourage paperless reports and agendas.<br>Work toward increasing Board in-year | <b>B</b> | Consolidation of CSAC and School Banking Accounts.  |

| STRATEGIC DIRECTION                       | PRIORITY   | PROGRESS   | HIGHLIGHTS   | AREAS OF IMPROVEMENT   | GRADE     | NEXT STEPS   |
|---|--|--|--|--|-----------|--|
|   | To ensure fiscal responsibility at all levels of the organization.                         |  | community stakeholders.<br>• Met Ministry capital targets for full FDK roll-out.   | budget reserve and structural surplus  |           |  |
| <b>Achieving Excellence in Governance</b> | To lead and model best practices in Board Governance.                                      | Two trustees completed Policy and Governance Study Modules/Program.<br>Working towards revising By-Laws. | • Begun the process of working with a parliamentarian, with those who are experts in the field of governance and of reviewing By-Laws<br>• Increased public participation in policy development. | Efficiency of Board & Committee meetings<br>Enhanced clarity around roles and responsibilities | <b>B-</b> | Mentorship/Orientation program for new slate of elected trustees<br><br>Provide ongoing opportunities for trustees to be familiar with the Board Learning and Improvement Plan, the Board Leadership Development Strategy, Capital and Facilities Strategic Plans and their alignment and coherence with the MYSP. |
| <b>Inspiring and Motivating Employees</b> | To create a learning and work environment that is equitable and diverse, and that supports | The Board Leadership Development Strategy for Catholic system leaders is expanding and                   | • An expanded, more inclusive leadership strategy for school- based and business leaders.  | Reduction of union grievances by working more proactively with school/worksite leaders and     | <b>B</b>  | Development of a formal, comprehensive succession plan that includes Catholic leadership formation for prospective leaders.  |



| STRATEGIC DIRECTION | PRIORITY   | PROGRESS   | HIGHLIGHTS   | AREAS OF IMPROVEMENT | GRADE | NEXT STEPS |
|---------------------|--|--|--|----------------------|-------|------------|
|                     | professional learning, innovation and collaboration. | innovating. Catholic Leadership Framework has provided a solid foundation. | <ul style="list-style-type: none"> <li>• A comprehensive New Teacher Induction Program.</li> <li>• An active and vigorous recruitment and hiring practice to sustain appropriate staffing levels throughout the organization.</li> </ul> | union leaders.       |       |            |



## LIVING OUR CATHOLIC VALUES

### **PRIORITY ACTION**

*To understand and apply Catholic Teachings to all that we do:*

| GOALS  | EVIDENCE  | MEASUREMENT TOOLS  |
|--|---|--|
| Students will be instructed in a curriculum that is rooted in Gospel values and informed by the Ontario Catholic School Graduate Expectations;   | <ul style="list-style-type: none"> <li>Professional learning opportunities on Catholic Social Teachings (CST) and the Ontario Catholic School Graduate Expectations (OCSGE) for staff, students and parents</li> <li>Religion/Family Life curricular alignment with the CST and OCSGE supported through teacher in-servicing</li> <li>Program updates and supports provided through Catholic curriculum partners:               <ul style="list-style-type: none"> <li>✓ “Growing in Faith, Growing in Christ” Religious Education Program</li> <li>✓ Updates on HPE curriculum taught through the Fully Alive Program</li> <li>✓ Year of the Parish In-Services for all stakeholders</li> <li>✓ Christian Meditation</li> <li>✓ Catholic Education Week resources</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>TCDSB student and staff surveys</li> <li>Projects and artefacts from schools</li> <li>Superintendent visits</li> <li>School Learning Improvement Plan reviews</li> <li>Attendance at centrally organized NCC PD events, launches of initiatives, and regional PD sessions</li> <li>Exit Surveys</li> <li>Trustee participation in faith development initiatives and retreats</li> <li>Parental feedback on home, school, and parish initiatives</li> <li>Governance Committee collaborative review of processes and policies</li> </ul> |
| Staff and Trustees will participate in ongoing faith development through liturgical celebrations and opportunities for spiritual retreats;   |   |  |
| Parents will be supported in their integral role of nurturing the relationship between home, school and parish;  |   |  |
| Senior Team and Trustees will develop <b>decision-making processes and ensure setting policy priorities</b> that reflect Catholic social values (e.g., stewardship of God’s creation, option for the poor and vulnerable etc.) |   |  |

- |  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Religion Department shares adult faith development opportunities and fosters professional learning and connections to CST and to OCSGE</li> <li>• TCDSB Membership in various Catholic associations and agencies provides access to on-line resources, professional development and annual retreats.</li> <li>• Central Religion Team plans/facilitates liturgical celebrations, sacramental retreats, leadership retreats, professional activities, in-services, days of reflection/faith and support for stakeholder conferences and orientation.</li> <li>• Staff lead and participate in parental engagement opportunities to strengthen spiritual and faith formation opportunities, as well as home, school and parish connections</li> <li>• Information shared on Pastoral Plan (“Year of Parish”), Virtues, CST, OCSGE and curriculum (HPE) with CSPCs, CPIC/OAPCE and parents at large.</li> <li>• Inclusion of parents in four regional Year of the Parish in-services,</li> </ul> |  |
|--|--|--|

|  |   |  |
|--|---|--|
|  | <p>requesting their ideas, suggestions and input on how to bridge connections between parishes and schools.</p> <ul style="list-style-type: none"> <li>• Sharing good news and “parish projects” via Twitter and the board’s website.</li> <li>• OAPCE/CPIC engagement – participation at NCC Steering Committee meetings.</li> <li>• OAPCE Commissioning Ceremony</li> <li>• Nurturing Our Catholic Community (NCC) initiatives strengthen and enhance TCDSB community experiences and the public profile of Catholic Education at the school and system levels through community outreach to foster connections for students, staff and parents to CST and to OCSGE.</li> <li>• Nurturing our Catholic communities through lens of Three-Year Pastoral Plan in partnership with Archdiocese, Catholic agencies, and Catholic stakeholder groups through various meetings, initiatives, events and activities.</li> <li>• Three strategic planning sessions with trustees, as well as participation in NCC Steering Committee meetings.</li> </ul> |  |
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| SENIOR STAFF RESPONSIBILITY: | M. Caccamo, R. McGuckin |
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***PRIORITY ACTION METRIC: To understand and apply Catholic Teachings to all that we do***

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| <p><b>2014 MYSP Report Card</b></p> <p><b>Stakeholder Survey:</b><br/>In 2014, this metric indicated that the TCDSB was <i>meeting or exceeding</i> criteria in the goals for this priority action.</p> <p><b>Areas for Growth:</b><br/>Continue to raise awareness and implementation of Catholic Teachings.</p> <p><b>Grade: A</b></p> |
| <p><b>2016 Staff Assessment</b></p> <p>Staff continues to provide evidence of <i>meeting criteria</i> on all goals of this priority action with Nurturing our Catholic Community initiatives and through the lens of our Three-Year Pastoral Plan.</p>   |



## FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING

### **PRIORITY ACTION:**

*To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations:*

| GOALS  | EVIDENCE   | MEASUREMENT TOOLS   |
|--|--|---|
| Students will meet or exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments;                                      | <ul style="list-style-type: none"> <li>The Ontario School Graduate Expectations are reflected in all communications, lesson plans and resource documents.</li> </ul>   | <ul style="list-style-type: none"> <li>EQAO</li> </ul>  |
| Students will exceed the provincial average in credit accumulation and graduation rate;  | <ul style="list-style-type: none"> <li>There is evidence of progress in all areas of literacy; numeracy remains an area of need in both panels (Grade 6 and Grade 9 Applied).</li> </ul>   | <ul style="list-style-type: none"> <li>Student Success Indicator Reports</li> <li>Student Surveys</li> <li>Staff Surveys</li> <li>Superintendent School Visits (3 per year)</li> </ul>    |
| Staff will implement effective assessment practices (for/as learning) that incorporate learning goals, co-created success criteria and provide descriptive feedback to support student learning; | <ul style="list-style-type: none"> <li>Credit accumulation and graduation rates either meet or exceed the provincial average.</li> </ul>   | <ul style="list-style-type: none"> <li>School Learning Plans</li> <li>District Reviews</li> <li>Observational Checklists (Student-led Learning Walk, Student work/artefacts)</li> </ul>   |
| Staff will share assessment practices with parents to ensure parent engagement with a common understanding of assessment for/as learning.  | <ul style="list-style-type: none"> <li>Teachers in all schools have been working on incorporating learning goals, and related success criteria into all lessons which has been helpful to student achievement and well-being.</li> <li>Successfully completed the 5-year District Review cycle.</li> <li>Secondary 2-year PD focus on Assessment for, as, and of Learning in order to support BLIP Assessment goals</li> </ul> | <ul style="list-style-type: none"> <li>Achieving Excellence in Applied Courses (AEAC) – School Learning Cycle Ministry Report</li> <li>Ministry: Yearly “Taking Stock” Surveys</li> </ul> |
|  | <ul style="list-style-type: none"> <li>Professional Learning Form –</li> </ul>   |   |

|  |  |  |
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|  | <p>developed yearly by each school in order to meet the learning needs of students</p> <ul style="list-style-type: none"> <li>• <u>Staff Reports: 2016</u> <ul style="list-style-type: none"> <li>➤ <i>EQAO Grade 9 and OSSLT</i></li> <li>➤ <i>Board Learning and Improvement Plan</i></li> </ul> </li> </ul> |  |
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| <b>SENIOR STAFF RESPONSIBILITY:</b> | L. DiMarco, N. D’Avella, V. Burzotta, C., Fernandes, R. McGuckin |
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***PRIORITY ACTION METRIC:***

***To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations***

**2014 MYSP Report Card**

**Stakeholder Survey:**

This metric indicated that the TCDSB was *approaching or meeting criteria* on the goals in this priority action.

**Areas for Growth:**

Mathematics especially the Junior and Applied levels

**Grade: B+**

**2016 Staff Assessment**

There is evidence of *approaching criteria* on most of the goals; in the area of Mathematics, the implementation level is *not yet meeting criteria*. We continue to raise levels of implementation to meet success criteria in all the goals. Our BLIP Goal is 75%. The trustee motion for achievement grade 9 Applied Mathematics is 80% of students at or above the provincial standard.

**PRIORITY ACTION:**

*To support our students' ability to apply critical and innovative thinking in all subjects:*

| GOALS   | EVIDENCE   | MEASUREMENT TOOLS   |
|---|--|---|
| Use evidence-based teaching and learning strategies to provide students opportunities to become discerning believers, effective communicators, reflective thinkers, self-directed learners, collaborative contributors, caring family members and responsible citizens; | <ul style="list-style-type: none"> <li>• There has been implementation of inquiry, learning skills and 21C competencies mapped to OCGSE in instructional practice K to 12 and the work of the Teaching &amp; Learning Collaborative (TLC)</li> <li>• Teachers in all schools have been working on incorporating differentiated instruction.</li> <li>• The use of technology to support instruction and student learning remains an important area of focus and continues to gradually expand to lower grades.</li> <li>• <u>Staff Reports: 2016</u> <ul style="list-style-type: none"> <li>➤ <i>21<sup>st</sup> Century Learning Update K-12</i></li> <li>➤ <i>Professional Development Plan for Student Achievement</i></li> <li>➤ <i>Board Learning and Improvement Plan</i></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Student Surveys</li> <li>• Staff Surveys</li> <li>• Superintendent School Visits with additional visits differentiated according to local school needs</li> <li>• School Learning Plans</li> <li>• Observational checklists</li> <li>• PD Exit Forms</li> <li>• District Review</li> </ul> |
| Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning;  |  |   |
| Support investments in technology that continue to foster digital literacy, creativity, innovation and collaboration.   |  |   |

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| <b>SENIOR STAFF RESPONSIBILITY:</b> | L. DiMarco, N. D'Avella, V. Burzotta, C., Fernandes, R. McGuckin |
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**PRIORITY ACTION METRIC:** *To support our students' ability to apply critical and innovative thinking in all subjects.*

**2014 MYSP Report Card**

**Stakeholder Survey:**

This metric indicated that the TCDSB was *approaching or meeting criteria* on the goals in this priority action.

**Areas for growth:**

Expansion of technology both in terms of awareness and access.

**Grade: B+**

**2016 Staff Assessment**

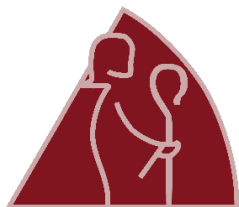
There is evidence of *approaching criteria* on most goals; in the area of technology, the overall implementation level is *not yet meeting criteria*. Supports will continue to be offered to raise levels of implementation to meet success criteria.

**PRIORITY ACTION:*****To create welcoming, healthy and equitable learning environments for all students.***

| GOALS   | EVIDENCE   | MEASUREMENT TOOLS  |
|---|--|--|
| Provide all students with equitable access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential;          | <ul style="list-style-type: none"> <li>• In the area of student well-being, TCDSB has adopted a 3-year mental health strategy.</li> <li>• Student surveys consistently indicate they feel safe or very safe in their school.</li> <li>• Student Nutrition programs flourishing in elementary and secondary schools</li> <li>• <u>Staff Reports: 2016</u> <ul style="list-style-type: none"> <li>➤ <i>Accountability Framework for Special Education</i></li> <li>➤ <i>Safe Schools Report</i></li> <li>➤ <i>Mental Health Annual Report</i></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Student Surveys</li> <li>• Staff Surveys</li> <li>• Student Behavioural Data</li> <li>• Superintendent School Visits (3 per year)</li> <li>• School Learning Plans</li> <li>• Observational Checklists</li> </ul> |
| Strive to ensure that the physical, emotional, intellectual and spiritual needs of all students are met;  |  |  |
| Strive to ensure that all students are eating nutritionally and are physically fit;   |  |  |
| Provide all students with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all pupils, and by promoting the prevention of bullying. |  |  |

**SENIOR STAFF RESPONSIBILITY:** L. DiMarco, N. D'Avella, V. Burzotta, C., Fernandes, R. McGuckin**PRIORITY ACTION METRIC:** *To create welcoming, healthy and equitable learning environments for all students.*

|  |                  |
|--|------------------|
| <b>2014 MYSP Report Card</b><br><br><b>Stakeholder Survey:</b><br>In 2014, this metric indicated that the TCDSB was <i>approaching or meeting criteria</i> on the goals in this priority action.<br><br><b>Areas for Growth:</b> Awareness and support in all areas of student wellness.           | <b>Grade: B+</b> |
| <b>2016 Staff Assessment</b><br>There is evidence of <i>approaching or meeting criteria</i> on all goals. Consistent with the Ontario Well-Being Strategy, TCDSB continues in its efforts to raise levels of implementation to meet success criteria in all the goals within this priority action. |                  |



## ENHANCING PUBLIC CONFIDENCE

### **PRIORITY ACTION**

*To create enhanced, regular communication with all stakeholders we will:*

| GOALS  | EVIDENCE   | MEASUREMENT TOOLS  |
|--|--|--|
| Improve communication and consultation, that reflect the mission, vision and values of the board | <ul style="list-style-type: none"> <li>• All relevant policies have outlined steps for stakeholders to access depending on their inquiry/issue.</li> <li>• Community Engagement policy and Handbook engage community members in decision-making processes</li> <li>• Delegations policy facilitates community and individual voice in decision-making process - delegations may be heard at any meeting of the Board of Trustees or Standing Committees pursuant to regulations of the policy.</li> <li>• Board to hold one public meeting annually to discuss potential partnership opportunities with the public and community organizations</li> <li>• Identifying potential partnership opportunities by recognizing how partners can enhance learning opportunities for students and staff and the board's real property</li> </ul> | <ul style="list-style-type: none"> <li>• Inquiries and outcomes are tracked and reported to Board according the rolling calendar of reports</li> <li>• Annual report of community engagement process as reported by staff to be reviewed by Board annually.</li> <li>• Trustees and Director to review delegation process every three years to ensure it is fair, equitable and supports the goals of the TCDSB MYSP.</li> <li>• Annual Report on the quantity and quality of partnerships and stakeholder feedback on the quality of the partnership</li> </ul> |
| Ensure timely and sensitive responses to stakeholder questions and concerns.                     |  |  |
| Create opportunities for meaningful dialogue, feedback and input from the community;             |  |  |
| Build and maintain community partnerships;   |  |  |
| Ensure public accountability and transparency in all processes and policies;                     |  |  |
| Strive to ensure equitable treatment of all stakeholders.  |  |  |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Board's policy review, revision and development processes through public meetings at the Governance and Policy Committee</li> <li>• Consultation about policies with stakeholder groups including, parents, students (if applicable) unions, associations</li> <li>• Community review and input are available when policies/procedures posted on TCDSB website.</li> </ul> |  |
|--|---|--|

**SENIOR STAFF RESPONSIBILITY:** A Della Mora, P. Matthews, R. McGuckin

***PRIORITY ACTION METRIC: Create enhanced, regular communication with all stakeholders***

#### **2014 MYSP Report Card**

##### **Stakeholder Survey:**

In 2014, this metric indicated that the TCDSB was *approaching* criteria for the goals in this priority action.

##### **Areas for Growth:**

Continue to increase transparency and engagement of stakeholders across the system.

**Grade: B**

#### **2016 Staff Assessment**

Public consultations on a variety of areas have expanded using forms of consultation. Partnership development continues to expand.



## PROVIDING STEWARDSHIP OF RESOURCES

### **PRIORITY ACTION**

*To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources we will:*

| GOALS  | EVIDENCE   | MEASUREMENT TOOLS   |
|--|--|---|
| <p>Ensure all students have the appropriate resources they need to support their learning within the available budget;</p> <p>Increase the use of research and evidence to guide decisions and actions in teaching, administration and governance.</p> | <ul style="list-style-type: none"> <li>• Rollout of resources as a per pupil ratio, factoring size of the school and locally identified student learning needs</li> <li>• Installation of wifi in all schools</li> <li>• iPad rollout to secondary schools in support of grade 9 Applied math</li> <li>• fair and equitable distribution of donated hardware to schools</li> <li>• Annual K-12 professional learning plan, adjusted based on BLIP/SLIP needs and Ministry of Education targeted funding</li> </ul> | <ul style="list-style-type: none"> <li>• Degree of use of Google Documents for Education</li> <li>• Analysis of Block Budget utilization for purchasing textbooks and other learning materials</li> <li>• Research department routinely provides analyses of student, staff and stakeholder input via surveys to inform decisions and practice.</li> <li>• Implementation and monitoring of evidence-informed initiatives in support of student achievement (provincial and local) and monitored by Senior Staff</li> </ul> |

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| <b>SENIOR STAFF RESPONSIBILITY:</b> | C. Jackson, P. De Cock, L. DiMarco, N. D'Avella, C. Fernandes, R. McGuckin |
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***PRIORITY ACTION METRIC: To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources.***

**2014 MYSP Report Card****Stakeholder Survey:**

The survey metric indicated that we are *approaching* criteria on the goals in this priority action.

**Areas for Growth:**

Working towards increasing Board in-year budget reserve and structural surplus, and encouraging paperless reports and agendas.

**Grade: B****2016 Staff Assessment**

Staff is working to ensure equitable funding to schools' block budgets aligned with social and demographic factors, as well as ensuring schools receive a fair and equitable distribution of learning materials and professional learning opportunities for students and staff members. We are *meeting* the criteria of using research to provide evidence that informs decision-making processes.

***PRIORITY ACTION - To ensure fiscal responsibility at all levels of the organization we will:***

| GOALS  | EVIDENCE   | MEASUREMENT TOOLS   |
|--|--|---|
| Establish informed, accountable and ethical decision-making for policy development and resource management;                  | <ul style="list-style-type: none"> <li>Internal controls in place, including the enforcement and monitoring of various policies to ensure sound and ethical use of Board assets and resources (e.g. procurement and expense directives)</li> <li>Budgets developed by cross functional teams with input from partners to ensure key priorities are funded. Budgets and revised budgets approved by the Board.</li> <li>Business Services departments prepares detailed revenue and expenditure reports for thorough financial analysis</li> <li>Financial updates and reports presented to Board in public and are available on the Board website to ensure transparency and accountability</li> </ul> | <ul style="list-style-type: none"> <li>Consultation mechanisms for stakeholder input into the budget-setting process</li> <li>Monthly and quarterly Budget status reports</li> <li>Internal Audit reports</li> <li>Detailed revenue and expenditure reports</li> <li>Public communication of financial reports to stakeholders</li> </ul> |
| Align operational and capital budgets with the Multi-Year Strategic Plan;  |  |   |
| Maintain a sustainable balanced budget that reflects ecological justice principles;  |  |   |
| Ensure regular financial analysis of the Board's operating revenues and costs in comparison to the Board's operating budget; |  |   |
| Publicly report financial updates on a quarterly basis, as well as the Annual Financial Year-End Report.                     |  |   |

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| <b>SENIOR STAFF RESPONSIBILITY:</b> | C. Jackson, P. De Cock, M. Puccetti, R. McGuckin |
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***PRIORITY ACTION METRIC : To ensure fiscal responsibility at all levels of the organization.*****2014 MYSP Report Card****Stakeholder Survey:**

The survey metric indicated that we are *approaching* criteria on the goals in this priority action by providing more frequent and timely analysis of financial information and the implementation of cyclical approach to budget consultation with TCDSB stakeholders.

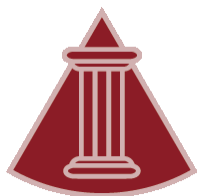
**Areas for Growth:**

Working towards increasing Board in-year budget reserve and structural surplus, and encouraging paperless reports and agendas.

**Grade: B****2016 Staff Assessment**

There is evidence of *approaching* criteria on most of these goals through the implementation of the Multi-Year Recovery Plan.





## ACHIEVING EXCELLENCE IN GOVERNANCE

### ***PRIORITY ACTION***

*To lead and model best practices in Board governance we will:*

| GOALS  | EVIDENCE  | MEASUREMENT TOOLS  |
|--|---|--|
| Build trustees', senior staffs' and students' capacity for governance;   | <ul style="list-style-type: none"> <li>• Feedback after Board/Committee meetings from Parliamentarian</li> <li>• Strategic Planning Workshops and Retreats: Trustees and Senior Staff</li> <li>• Education Council and Director's Council Review of Action After</li> <li>• Best Practice approach provided by: OESC – Good governance Modules OCSTA – Modules on School Board governance</li> <li>• Director leads Senior Staff in preparation for all Board and Committee meetings</li> </ul> | <ul style="list-style-type: none"> <li>• Parliamentarian's written report on governance</li> <li>• Director's Annual Report</li> <li>• OCSTA PD sessions</li> <li>• Quarterly Reports</li> </ul> |
| Provide professional learning to strengthen leadership, accountability and transparency at all levels;   |   |  |
| Regularly review board meetings and committee meetings for the purpose of continually improving evidence-based decision making and accountability; |   |  |
| Develop appropriate managerial and trustee governance oversight to carry out the annual plan in a fiscally responsible and transparent process.    |   |  |

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| <b>SENIOR STAFF RESPONSIBILITY:</b> | P. Matthews, R. McGuckin |
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***PRIORITY ACTION METRIC – Leading and Modelling Best Practices in Board Governance*****2014 MYSP Report Card****Stakeholder Survey:**

The survey metric indicated that the TCDSB was *approaching* the goals of increased public participation in policy development.

**Areas for Growth:**

Efficiency of Board and Committee meetings and enhanced clarity around roles and responsibilities.

**Grade: B-****2016 Staff Assessment**

- Trustee-staff relations have generally improved over previous years and we continue to *approach* criteria. Time management at Board and Committee meetings has improved with greater adherence to parliamentary protocols and procedures. Continue efforts to structure motions at meetings and determine when a staff report can be completed and made available given staff reductions.



## INSPIRING AND MOTIVATING EMPLOYEES

### **PRIORITY ACTION**

*To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration we will:*

| GOALS   | EVIDENCE   | MEASUREMENT TOOLS  |
|---|--|--|
| Create a culture of respect and professionalism that recognizes and supports excellence and innovation at all levels of the organization;   | <ul style="list-style-type: none"> <li>Continued commitment to establish a diverse workforce reflective of the student population and the diverse communities within the City of Toronto.</li> <li>Continued use of fair and transparent hiring and practices with the provision of authentic and relevant feedback upon request.</li> <li>Continued focus on leadership development through numerous initiatives: Leadership Strategy events, Business and Academic Retreats, Head Start Summer Institute for all new Administrators, Issues and Succession Series for all Administrators, Lunch and Learn sessions for all Non-Union Leaders, Renewal series for experienced school Administrators, Transition Series for teachers discerning about the</li> </ul> | <ul style="list-style-type: none"> <li>Data related to recruitment for TCDSB in regards to all employee groups: <ul style="list-style-type: none"> <li>➤ Total number of candidates interviewed and selected for job postings.</li> <li>➤ Number of total days in which a position remained vacant due to the inability to hire a permanent employee.</li> </ul> </li> <li>Exit interviews with non-union employees to determine reasons for leaving the organization and gather additional information regarding the culture of the department.</li> <li>Data specific to the completion of annual learning plans for teachers, teacher appraisals, principal growth plans and principal performance</li> </ul> |
| Ensure ongoing leadership development grounded in the Catholic Leadership Framework for superintendents, principals, vice-principals, business management staff and aspiring leaders; |  |  |
| Ensure effective succession planning strategies are in place for recruiting, selecting, cultivating, empowering and retaining leaders;  |  |  |
| Ensure that staff recruitment and promotion processes are transparent, inclusive, and reflect the mission, vision and values of the board;  |  |  |
| Recognize excellence and support professional growth through performance appraisal, mentorship and other system strategies;   |  |  |

|   |   |  |
|---|---|--|
| <p>Work collaboratively and proactively with unions and associations to continue to build positive relationships of trust and mutual respect.</p> | <p>leadership formation process.</p> <ul style="list-style-type: none"> <li>• Formal mentoring and coaching program for all newly appointed Administrators.</li> <li>• Highlighting innovative and programs of excellence within our TCDSB schools through the Innovative Exemplary Practice Awards.</li> <li>• Regular meetings with labour and association representatives to ensure concerns and needs are identified and addressed in a timely manner. Proactively addressing issues related to collective agreements to reduce grievances.</li> <li>• Review and update the principal and vice principal selection processes to ensure objectivity, transparency and exemplary human resources practices.</li> <li>• Continued compliance with Regulation 274 regarding hiring practices and other central collective agreement articles, including providing relevant feedback to candidates and the expedient facilitation of interviews and placement procedures.</li> <li>• Notable increase in the completion of annual learning plans and teacher/principal appraisals.</li> </ul> | <p>appraisals.</p> <ul style="list-style-type: none"> <li>• Satisfaction surveys from all leadership, mentorship and coaching programs offered in TCDSB.</li> <li>• Data specific to total number of grievances, arbitrations, Human Rights and Labour Board applications.</li> <li>• Qualitative feedback from new teachers regarding the hiring process and comments related to the support offered through the New Teacher Induction Program.</li> <li>• Board Learning Improvement Plan/School Effectiveness Framework staff engagement survey.</li> </ul> |
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| <b>SENIOR STAFF RESPONSIBILITY:</b> | D. Koenig, C. Jackson, R. McGuckin |
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**PRIORITY ACTION METRIC:** *Creating a learning and working environment that is equitable and diverse, and that supports professional learning, innovation and collaboration.*

#### 2014 MYSP Report Card

##### Stakeholder Survey:

The survey metric indicated that we are *not yet meeting* criteria on some the goals in this priority action:

##### Areas for Growth:

An expanded and more inclusive leadership strategy for school-based and business leaders, and more active recruitment and hiring practice to sustain appropriate staffing levels throughout the organization; reduction of union grievances by working more proactively with school/worksites leaders and union leaders.

**Grade: B**

#### 2016 Staff Assessment

There is evidence of *approaching* criteria on most of these goals. We continue to experience challenges related to Regulation 274 and the hiring practices legislation. We are *not yet meeting* the goal of reducing union grievances. We continue to foster a collaborative culture with our union partners through our senior staff and Employee Relations Department.



REPORT TO

REGULAR BOARD

## MULTI-YEAR STRATEGIC PLAN NEW GRAPHIC 2016-2021

*When you send forth your spirit, they are created; and you renew the face of the ground. Psalm 104:30*

| Created, Draft    | First Tabling    | Review                                      |
|-------------------|------------------|---|
| December 12, 2016 | January 26, 2017 | <a href="#">Click here to enter a date.</a> |

Nick D'Avella – Superintendent of Student Success

Lori DiMarco – Superintendent of Curriculum Leadership & Innovation; ICT

### RECOMMENDATION REPORT

#### Vision:

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

#### Mission:

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

## **A. EXECUTIVE SUMMARY**

The TCDSB Multi-Year Strategic Plan was updated for 2016-2021. This report recommends an update to the graphic for the MYSP.

## **B. PURPOSE**

Given the recent update of the Multi-Year Strategic Plan for 2016-2021 this report recommends the adoption of a new graphic that captures the new Multi-Year strategic directions for 2016-2021.

## **C. BACKGROUND**

1. The TCDSB 2012-2015 Multi-year strategic plan was updated for 2016-2021.
2. A new template for the graphic is required as a result of the changes.
3. While updating the graphic, a new look for the graphic was proposed.
4. The graphic for the 2012-2015 MYSP is shown in Appendix A.
5. The proposed graphic for the 2016-2021 MYSP is shown in Appendix B.

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

The proposed new graphic would be used to replace the previous graphic on all board documents and the board website.

## **E. STAFF RECOMMENDATION**

Staff recommends the adoption of the proposed new graphic for the TCDSB 2016-2021 Multi-Year Strategic Plan in Appendix B.

# OUR MISSION

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



# OUR VISION

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

## OUR STRATEGIC DIRECTION 2012 - 2015

### LIVING OUR VALUES

*To apply Catholic Social Teachings to all that we do*

#### FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

*To support our students in meeting the Ontario Catholic Graduate School Expectations*

#### STRENGTHENING PUBLIC CONFIDENCE

*To create enhanced, regular communications that reaches all stakeholders*

#### PROVIDING STEWARDSHIP OF RESOURCES

*To establish integrated decision-making structures to support responsive and responsible allocation of resources*

#### INSPIRING AND MOTIVATING EMPLOYEES

*To create a learning and work environment that is equitable and diverse, that supports professional learning, innovation and collaboration*

### ACHIEVING EXCELLENCE IN GOVERNANCE

*To lead and model best practices in Board governance*



## OUR MISSION

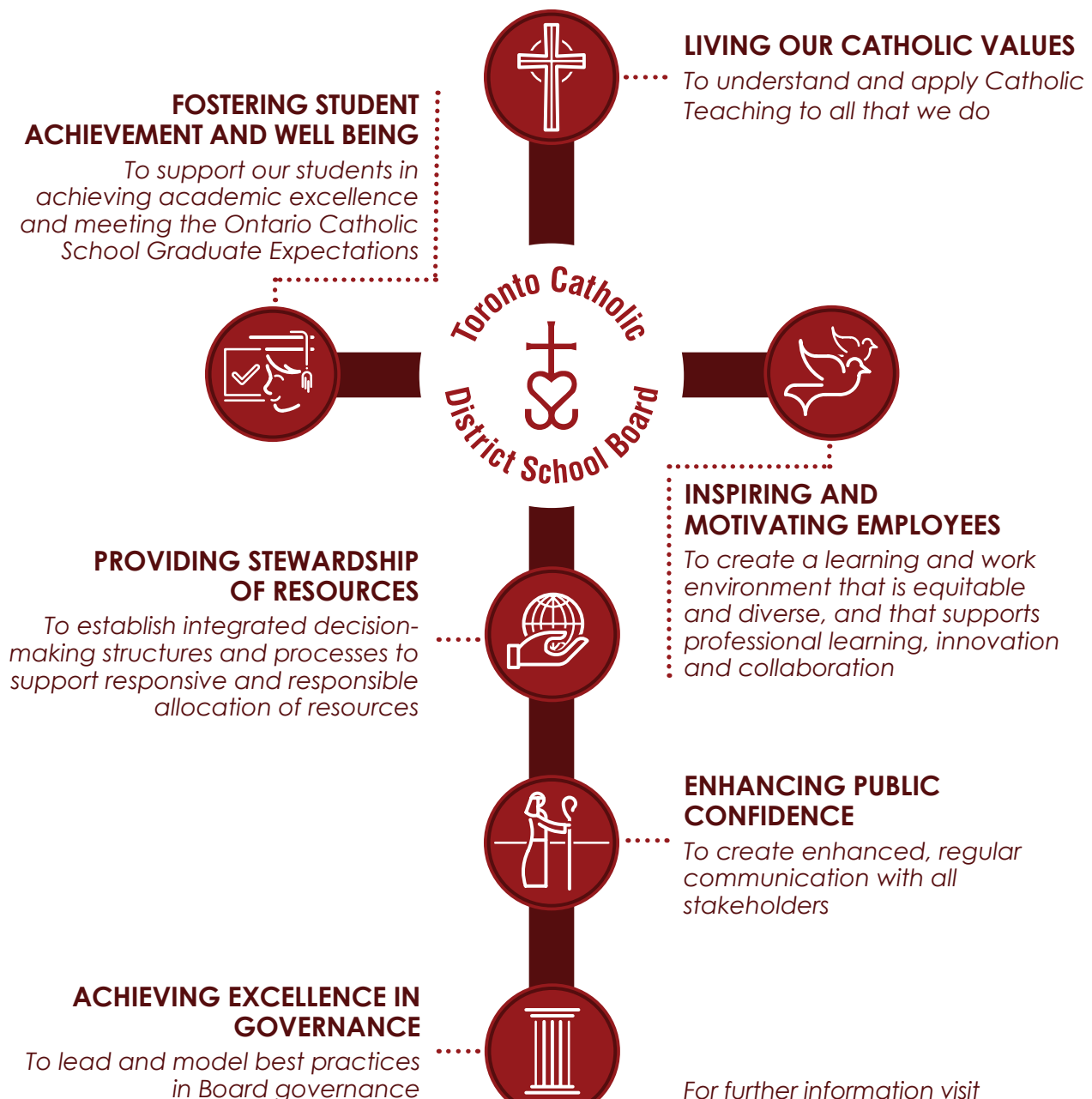
*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.  
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

## OUR VISION

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

## OUR STRATEGIC DIRECTION

2016-2021



For further information visit  
[tcdsb.org/MYSP](http://tcdsb.org/MYSP)



REPORT TO

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

### EXTERNAL RESEARCH CONDUCTED IN THE TCDSB – POLICY S.19

*"We have been created for greater things. Not just to be a number in the world, not just to go for diplomas and degrees, this work and that work. We have been created in order to love and be loved." Mother Teresa*

| Created, Draft   | First Tabling    | Review                                      |
|------------------|------------------|---|
| January 23, 2017 | February 2, 2017 | <a href="#">Click here to enter a date.</a> |

Marina Vanayan, Senior Coordinator, Educational Research  
Lori DiMarco, Superintendent of Education, Curriculum Leadership & Innovation, Information & Communication Technology

#### 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

## **EXECUTIVE SUMMARY**

This report will provide a list of newly approved external research and a summary of findings, received as of December 16, 2016.

*The cumulative staff time dedicated to developing this report was 40 hours.*

### **A. PURPOSE**

1. According to TCDSB Policy S.19 Research Conducted in the TCDSB, a list of approved external research is to be reported to the Board on an annual basis.
2. In February 2016, it was moved that a summary of previous external research findings be included and the policy was revised accordingly.

### **B. BACKGROUND**

1. TCDSB Policy S.19 Research Conducted in the TCDSB, 1988, was revised and approved on May 30, 2013. It was renamed “*External Research Conducted in the TCDSB*” as it addresses requests by external institutions, organizations and individuals.
2. A listing of approved external research is provided annually to the Board. In February 2016, it was moved that a summary of previous external research findings be included where available.

### **C. EVIDENCE/RESEARCH/ANALYSIS**

1. Any external institution, organization or individual who wants to conduct research activities in the Toronto Catholic District School Board (TCDSB) must submit an application to the Board for approval. This includes people or agencies that plan to recruit research participants from schools and conduct the research off TCDSB premises.
2. Applications are submitted to the Director of Education and are reviewed by the Research Review Committee; there are four deadlines each year. Proposals are evaluated based on scholarship, educational merit, research design, demands

from school, and they are vetted within the framework of Catholic Values and the Multi-Year Strategic Plan (MYSP).

3. In accordance with professional standards, it is an expectation that all research is conducted in a manner which ensures confidentiality and anonymity of individuals and schools.
4. Any participation in an approved external research initiative by school staff, parents and students is voluntary and must include informed consent.
5. As per TCDSB Policy S.19 each year, the Research Review Committee submits a report to Board outlining the external research that was approved to be conducted at the TCDSB during the previous school year and a summary of findings, where available.
6. During the 2015-2016 school year, 11 applications were approved. These studies were in the areas of: language development, social and emotional programs, web-based tools etc., representing public and mental health agencies and universities. (**Appendix A**)

### **OUTCOMES OF RESEARCH STUDIES**

7. It is an expectation that upon study completion, external researchers report their findings to TCDSB staff. Staff discuss findings and determine how the information can be utilized to support student achievement and well-being, if possible.
8. Reports are shared with staff within the Teaching and Learning Collaborative departments (Curriculum, Leadership and Innovation; Student Success; Safe Schools; Special Services), to discuss findings and determine how the information can be utilized to support student achievement and well-being, if possible.
9. The timeframe for external research and subsequent reporting often extends beyond the school year. Further, the research may take place in multiple locations, some studies may be examining long-term outcomes, and there are times when researchers are unable to complete the work as anticipated due to funding limitations or other disruptions.

10. Research studies from the 2012-2013 year are now fully completed. A summary of the findings from external research that was approved during the 2012-2013 is provided in **Appendix B**.

#### **D. METRICS AND ACCOUNTABILITY**

An annual report on external research will be presented to the Board.

#### **E. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

## APPENDIX A

| TCDSB External Research Applications: Approved in 2015-2016   |   |
|---|---|
| <i><b>The role of language proficiency and conflict monitoring on listening comprehension in monolingual and bilingual children</b></i> | <ul style="list-style-type: none"> <li>• <b>Purpose:</b> to inform reading, language assessment, remediation programs</li> <li>• <b>Method:</b> cognitive, vocabulary and comprehension tasks; Grade 4 students</li> </ul>                            |
| <i><b>Transnational practices and multilingual education of Portuguese speakers of Brazilian origin in Ontario, Canada</b></i>          | <ul style="list-style-type: none"> <li>• <b>Purpose:</b> to explore educational experiences specific to students from Brazil</li> <li>• <b>Method:</b> ethnographic study; interview; students (Grade 7-12), families, staff</li> </ul>               |
| <i><b>Pro-environmental Behaviour, Attitudes, and Knowledge: A Comparative Study of Two Outdoor Education Models</b></i>                | <ul style="list-style-type: none"> <li>• <b>Purpose:</b> to inform improvements in environmental awareness</li> <li>• <b>Method:</b> pre- and post- surveys; Grade 6 students</li> </ul>  |
| <i><b>Understanding Emotional Competencies from an Integrated Multi-method Perspective Among Children and Adolescents</b></i>           | <ul style="list-style-type: none"> <li>• <b>Purpose:</b> to enhance understanding of emotional intelligence for well-being</li> <li>• <b>Method:</b> questionnaires, performance-based measures; students (Grade 4-8) and their caregivers</li> </ul> |
| <i><b>Resilient Adaptation of and Social Support for Unaccompanied, International High School Students: Intervention Project</b></i>    | <ul style="list-style-type: none"> <li>• <b>Purpose:</b> to support educational experiences of international students</li> <li>• <b>Method:</b> cognitive, psycho-social measures; Chinese students (Grades 9 – 12)</li> </ul>                        |
| <i><b>(Re)Defining Success: Subjectivity and Schooling Among Portuguese-Speaking Youth in Toronto</b></i>                               | <ul style="list-style-type: none"> <li>• <b>Purpose:</b> to inform practices that improve learning opportunities</li> <li>• <b>Method:</b> workshops, surveys, interviews; case study; Portuguese-speaking secondary students</li> </ul>              |
| <i><b>Student Survey in Schools Offering French Immersion and/or Extended French Programs</b></i>                                       |   |

|  |
|--|
| <ul style="list-style-type: none"> <li>• <b>Purpose:</b> to explore interest in French immersion postsecondary education</li> <li>• <b>Method:</b> online survey; Grade 11 and 12 students</li> </ul>  |
| <p><b><i>Finding Assertive Solutions Together (FAST) Program Evaluation</i></b></p> <ul style="list-style-type: none"> <li>• <b>Purpose:</b> to provide feedback on how well the program meets student needs</li> <li>• <b>Method:</b> questionnaires; teachers, parents, students (Grades 7 and 8)</li> </ul>   |
| <p><b><i>Bike to School Week 2016</i></b></p> <ul style="list-style-type: none"> <li>• <b>Purpose:</b> to promote cycling as a mode of transportation</li> <li>• <b>Method:</b> all schools are invited; one survey per school to indicate whether the school participated</li> </ul>  |
| <p><b><i>Validation study of a work-related asthma web-based educational tool</i></b></p> <ul style="list-style-type: none"> <li>• <b>Purpose:</b> to study the effectiveness of the online tool in enhancing knowledge</li> <li>• <b>Method:</b> brochure and online tool; interview; Grade 12 students</li> </ul>  |
| <p><b><i>Electronic health record driven recruitment for transcriptome and methylation analysis of adolescent depression</i></b></p> <ul style="list-style-type: none"> <li>• <b>Purpose:</b> to gain a better understanding of depression and ways to prevent it</li> <li>• <b>Method:</b> placing recruitment posters in a sample of elementary and secondary schools</li> </ul> |

**Centre for Addiction and Mental Health (CAMH)****2013 Ontario Student Drug Use and Health Survey (OSDUHS)**

- **Purpose:** to identify trends in student substance use, health, risk behaviours and protective factors
- **Method:** student survey (elementary and secondary); part of a national sample.
- **Summary:** Compared to 2009, there is an overall decrease in the use of many drugs and alcohol. In Toronto, use of opioid pain relievers were above the provincial average; alcohol use and binge drinking were below the provincial average. Most Ontario students are in good physical and mental health, but a sizable minority (13%) experience functional impairments. The level of bullying victimization at school has decreased during the past decade; the level of cyberbullying shows no change; there is no improvement in the proportion of students who are overweight or obese (25%).
- **Results** are used by education and health professionals to identify areas of concern and emerging trends, and to create professional learning opportunities for teachers and administrators.

**George Hull Centre*****Building Emotional Resilience in our Classrooms in Collaboration with Mental Health***

- **Purpose:** to further understand the impact of the *Fun Friends*, a program designed to help young students manage stress
- **Method:** elementary schools (Grade 1 and 2); parent feedback
- **Summary:** George Hull staff collaborated with TCDSB staff to introduce and monitor *Fun Friends*, a play-based cognitive behavioural program that teaches Kindergarten and Primary students to: manage stress and anxiety; building friendships; recognizing feelings and how they affect thoughts, and behavior; relaxation and positive thinking. TCDSB staff found that students have generally improved in their knowledge of good friendships, feelings, positive thinking and some aspects of problem-solving. The George Hull Centre has initiated research involving parents; this work is still in progress.
- **Results** demonstrate that students are able to constructive social techniques and to use them better manage stress and complete complex tasks. Findings are shared with the Mental Health Lead and reviewed at the committee level, as well as the Early Years department to inform programming.



## Media Smarts

### *Young Canadians in a Wired World - Phase III*

- **Purpose:** to understand changes in behaviour, attitude and use with respect to the internet
- **Method:** survey of students (Grade 7 -11); part of a national sample
- **Summary:** The reports contain vast amounts of information. Topics covered include: teacher, youth and parent perspectives about life online; online privacy and publicity; cyberbullying; digital literacy; content accessed etc. Examples of results from one report are highlighted here: More girls than boys have learned how to search for information online from teachers; parents and teachers are the main sources for learning about searching for information online; 80% of students have received instruction in evaluating and authenticating online information; 46% of students, "Downloading music, TV shows or movies illegally is not a big deal"; 36% say that they have had trouble finding something they need for their school work due to filtering software.
- **Results** shared with the 21<sup>st</sup> Century Academic Information and Communication Technology staff and the Safe Schools department staff to inform program development and PD offerings. Information was shared with principals to bring greater awareness to school staffs.

## Niagara University

### *A Mixed Methods Inquiry into the Actual versus Desired Parent Engagement from Multiple Perspectives: A Focus on Immigrant Status*

- **Purpose:** school based project to determine parental engagement and inform policy
- **Method:** surveys, interviews and focus groups with secondary students and their parents
- **Summary:** The Ontario Ministry of Education announced the *Parent Engagement Policy for Ontario Schools* in 2010 recognizing parents as key partners in education and identifies strategies for engaging and supporting parents in their child's education. This research described the perspectives of students, parents, and teachers. It was found that all three groups consistently desire higher levels of engagement in all categories (i.e., Parenting, Communicating, Volunteering, Learning at Home, Decision Making, Collaborating).
- **Results** showed some differences between the types of parent engagement activities sought by new immigrant parents in comparison

with those who have been living in the country for longer periods of time. The participating school published a special edition of their newsletter including these findings. Findings were shared with the Community Relations department staff to inform their work with school communities.

### **Ontario Cancer Institute, University Health Network**

#### ***Determinants of Breast Tissue composition in Young Women***

- **Purpose:** to educate students regarding factors (lifestyle, diet, physical activity, genes) that affect breast cancer risk later in life
- **Method:** educational component in secondary school, followed by recruitment for participation in a scientific study
- **Summary:** The composition of breast tissue is linked to the risk of developing breast cancer. Women with the highest breast tissue density have a greater risk of developing breast cancer than women with little to no density. This study points to an association between in utero and early life risk factors with variations in breast tissue composition in 15-18-year-old girls. In participating schools, the researchers provided a 30 minute in-class ‘cancer education program’ to explore how factors, in particular lifestyle choices, affect breast cancer risk later in life. Students were provided with a handout entitled “Understanding Cancer” and teachers were provided a copy of the resource *Understanding Cancer: Research and Education* to use throughout the school year.
- **Results** emerging from the study suggest that nutrition in utero and in early life influences the tissue composition of the breast in adolescence and that nutritional intervention in early life may be an approach to breast cancer prevention, a findings that will inform the continued work of the Ontario Cancer Institute.

### **Ontario Institute for Studies in Education, University of Toronto (OISE/UT)**

#### ***Role and Potential Benefit of Teacher Collaboration in Elementary School***

- **Purpose:** to understand the benefits of teacher collaboration
- **Method:** case study involving teacher interviews in one school
- **Summary:** This pilot study examines the place of teacher collaboration in teacher professional development, including the impact of collaboration. Results indicate that teacher collaboration is a good method of building trust between teachers, providing teachers with opportunities to see themselves as active participants in a community, encouraging reflection, receiving feedback, and promoting accountability

to one another.

- **Results** of his study stresses the importance and value of teacher collaboration as an important component of teacher professional development and will inform additional work by these researchers. The new, decentralized model of professional development is congruent with these findings, as teachers determine the types of PD required at the local level in support of student achievement and well-being.

### Ontario Institute for Studies in Education, University of Toronto (OISE/UT)

#### *Sharing Global Classrooms: An International Experience*

- **Purpose:** to assess the impact of an international experience on teacher candidates and students
- **Method:** action research; feedback from intermediate students (science curriculum)
- **Summary:** Two teacher candidates from the Faculty of Education, OISE/UT, visited a school and delivered a 'mini-unit' of three lessons, based on experiences from an International Internship. This small project was part of a larger study involving fourteen teacher candidates from OISE/UT, who participated in internship opportunities in India, Costa Rica, and Uganda. Most of the report summarizes experiences from the internships. Regarding the mini-units, the report indicates that the teacher candidates used their experiences, photos, and anecdotes to develop the lessons. The lessons developed a strong sense of global consciousness and helped to dispel many stereotypes students in Ontario schools may have. The internships and subsequent mini-units are in line with international experiences and opportunities supported by TCDSB staff. The project emphasizes the value of international opportunities.
- **Results** have led to increased opportunities for TCDSB teachers to teach in summer programs in Asia. These experiences can assist teachers as they work with growing numbers of International VISA students studying in TCDSB schools.

### Ontario Institute for Studies in Education, University of Toronto (OISE/UT)

#### *Math for Young Children Project (M4YC)*

- **Purpose:** to study how young children learn and are taught mathematics
- **Method:** student interviews, teacher interviews/questionnaire; co-teaching opportunities

- **Summary:** The project is a collaboration between the Literacy and Numeracy Secretariat (Ministry of Education) and the Institute of Child Study, OISE/UT, involving 15 teacher-researcher teams in several Ontario School Boards. Central to the model is the integration of four adaptations to the Japanese Lesson Study model: (1) teachers engaging in the mathematics, (2) teachers designing and conducting task-based clinical interviews, (3) teachers and researchers co-designing and carrying out exploratory lessons and activities, and (4) the creation of resources for other educators.
- **Results** suggest that the adaptations were effective in: (1) supporting teachers' content knowledge of and comfort level with geometry and spatial reasoning, (2) increasing teachers' perceptions of young children's mathematical competencies, (3) increasing teachers' awareness and commitment for the inclusion of high quality geometry and spatial reasoning as a critical component of early years mathematics, and (4) the creation of innovative resources for other educators. This work continues to inform the work of mathematics educators in Ontario. This approach has been found to be successful in supporting staff acquire deep content knowledge, broaden conceptualization of geometry and spatial reasoning, and increase teacher interest and commitment to teaching and learning geometry.

#### **Ontario Institute for Studies in Education, University of Toronto (OISE/UT)**

##### ***Vocabulary Growth in ESL Students: What Develops and How It Can Be Enhanced***

- **Purpose:** to gain a better understanding of how vocabulary develops for English Language Learner (ELL) students and the relationship between vocabulary development and comprehension
- **Method:** assessments with students in junior division
- **Summary:** This multi-year longitudinal study was initiated in 2009/2010; data were collected annually, for three years on nonverbal reasoning, vocabulary, decoding and reading comprehension. ELL children who are recent immigrants to Canada, struggle to acquire the English vocabulary knowledge necessary for academic success, they begin to catch up to their English Language speaking (EL1) peers on basic word-level reading skills and reading comprehension and show academic improvements in reading skills by Grade 5.
- **Results** showed an emerging relationship between vocabulary

knowledge and reading skills in both language groups. For ELL children, although reading skills often develop after 4 years, academic vocabulary skills are slower to develop – often lagging behind their English Language speaking peers. Results support the need for programming that focusses on developing vocabulary skills. Researchers have been offering professional development workshops for participating schools.

### **Rotman Research Institute - Baycrest Centre for Geriatric Care** ***Cognitively Positive Training Games for Kids***

- **Purpose:** to measure the impact of a music enrichment component on student outcomes
- **Method:** program and assessment involving a sample of Senior Kindergarten classes
- **Summary:** This study examines the impact of a 6 month computer-based music lesson program on Kindergarten-aged children. The computer music training software, SmarterKids, developed by staff at the Rotman Research Institute, Baycrest Centre for Geriatric Care is based research that shows that music training can have positive impact on sound, rhythm, and other music-related concepts as well as language, intelligence, attention, and decision making. TCDSB teachers were trained to deliver the program for 30 minutes, three times per week for six months.
- **Results:** only pre-intervention data were reported – a report with post intervention data is forthcoming. Preliminary analysis and technical validation encourage the researchers to have confidence post-program testing.

### **University of Waterloo** ***2012/2013 Youth Smoking Survey (YSS)***

- **Purpose:** to understand trends in smoking-related behaviours and attitudes and to inform policy
- **Method:** secondary students; part of a national sample that includes Grades 6, 7 and 8
- **Summary:** 4% of Canadian students in grades 6 to 12 are current cigarette smokers (decreased from 6% in 2010-11). Alcohol use among students in grades 7 to 12 has decreased from 45% to 41% (2010-11 to 2012-13); students reporting drinking excessively (5 or more drinks on

one occasion) has also decreased from 33% to 29% in the same time period. After alcohol, marijuana use was the substance with next highest prevalence among Canadian students grades 7 to 12: 19% reported using marijuana in 2012-13 (no change from 2010-11 but lower than 27% reported in 2008-09). After alcohol and marijuana use, prevalence of psychoactive pharmaceuticals use to get high was third highest: 4% reported using at least one prescription pharmaceutical to get high. Collecting accurate national data to identify trends in smoking-related behaviours.

- **Results** enable educators, public health professionals and policy-makers to evaluate how well policies and programs are working to improve the health of Canadian students and to tailor strategies. Information can support teachers in delivering the Health curriculum in the Intermediate and Senior divisions.

#### **School of Nutrition, Ryerson University**

##### ***Do sedentary or physically active screen-based activities affect subjective appetite, satiety and food intake control in children?***

- **Purpose:** to understand the role of diet composition, exercise and environment on the regulation of food intake, appetite and energy imbalances in children
- **Method:** assessing the food intake of children following different activities (recruitment of students in Grade 4-8)
- **Summary:** This study examined the effects video games and glucose consumption on subsequent food consumption. Boys ranging in age from 9 to 14 were first given either a glucose drink or a drink containing artificial sweetener with no calories. After this, half the students in each drink group participated in a videogame for half an hour; the rest did not. Subsequently, they were given pizza; the experimenters measured the amount of pizza the participants ate. Students who consumed glucose ate less pizza than those who had the artificial sweetener, as expected. In addition, students who played the video games consumed less pizza than those who did not.
- **Results** were not consistent with other work which suggested video games or other visual activities increased food consumption (in adolescents or young adults). The scope of the study is limited to immediate food consumption; additional research is needed to study the long-term impact. Healthy food consumption is an issue of importance for health education and the development of policy and programming.



**YouthLink*****Finding Assertive Solutions Together (FAST): Evaluating Student Outcomes and Program Experience of Grade 7 and 8 Students in Scarborough***

- **Purpose:** to learn about the impact of this program (FAST) on student outcomes
- **Method:** student, teacher and parent surveys
- **Summary:** This program (formerly the *Anger Management Program*) is offered to Grade 7 and 8 students at risk of leaving school, underachieving or being expelled due to aggressive or inappropriate behaviour. It helps youth understand the origins of their anger and the triggers to violent behaviour, and to learn ways to communicate their needs and resolve conflict more effectively.
- **Results** in the past have shown that the youth found the program helped them control or manage their anger or to express it verbally. Participants felt it helped to improve their personal relationships and reduce situations where their anger leads them into trouble. The program has been most successful when schools promoted it as a positive experience towards personal and academic achievement, rather than as a punishment.



## REPORT TO

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

### INTERNATIONAL LANGUAGES (ELEMENTARY) PROGAM MODELS AND COSTS SAVINGS

*“All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability.”  
Acts 2:4*

| Created, Draft   | First Tabling    | Review                      |
|------------------|------------------|-----------------------------|
| January 23, 2017 | February 2, 2017 | Click here to enter a date. |

C. Marchetti, Coordinator of International Languages, Parent & Community Engagement  
P. De Cock, Comptroller of Business Services & Finance  
D. Koenig, Superintendent of Human Resources  
L. DiMarco, Superintendent, Curriculum Leadership & Innovation, ICT

#### INFORMATION REPORT

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## **A. EXECUTIVE SUMMARY**

The Toronto Catholic District School Board offers International Languages instruction to elementary students in both an Extended Day and After Hours model. This report analyses cost efficiencies for different delivery models for the Extended Day International Languages program. It provides an overview of the International Languages current model including a statistical and financial overview. In the event the Board determines to implement changes to the program delivery model, revision of the existing International Languages Policy S.P. 05 will be required.

*The cumulative staff time required for the preparation of this report was 20 hours.*

## **B. PURPOSE**

At the Student Achievement and Well Being, Catholic Education and Human Resources Committee on October 3, 2016, the following motions were approved:

- 1. Outline possible program changes which could be implemented to achieve cost savings going forward and to include potential impacts to the board, to students and to instructors.*
- 2. Prepare a report outlining how the extended day International Language programs could be transitioned to an After-Hours program, recognizing the limitations in the collective central agreement.*
- 3. Provide a transition for 20%, 40% and 60% of students with comparative costs and potential savings to the Board.*

## **C. BACKGROUND**

TCDSB established different types of International Language programs, where warranted, on an extended school day basis or on an after-hours basis subject to TCDSB's policy S.P 05. (**Appendix A**).

### **EXTENDED DAY PROGRAM**

1. The International Languages Extended Day program is an integrated model whereby students receive instruction during the regular school day. This program extends the regular school day by 30 minutes and the languages offered are Italian, Portuguese, Spanish, Ukrainian, Filipino and Mandarin. Students in Grade JK to 8 receive 30 minutes of instruction per day.
2. Statistical Information about the Extended Day International Languages program is presented in Table 1, based on September, 2016 enrolment:

**Table 1:**

| <b>Language</b>           | <b>Number of Schools</b> | <b>Total Number of Students</b> |
|---------------------------|--------------------------|---------------------------------|
| <b>Italian</b>            | 23                       | 9,775                           |
| <b>Portuguese</b>         | 7                        | 2,056                           |
| <b>Spanish</b>            | 1                        | 428                             |
| <b>Ukrainian</b>          | 3                        | 1,029                           |
| <b>Italian/Spanish</b>    | 6                        | 3,598                           |
| <b>Italian/Portuguese</b> | 3                        | 1,238                           |
| <b>Pilipino/Mandarin</b>  | 1                        | 144                             |
|                           | 44                       | 18,268                          |

3. There are a total of 44 schools with a current enrolment of approximately 18,268 students. In the Extended Day Program there are 85 full time equivalent (FTE) instructors.
4. The 2015-2016 International Languages Budget provided \$6,561,060, resulting in a deficit of \$1,639,981. (**Appendix B**)
5. Actual Revenues utilized to support the International Languages Program (Extended Day and After Hours programs) in 2015-2016 totalled \$5,239,366. Included in this amount is \$350,000 provided by Centro Scuola, which is substantially higher than the annual \$200,000 contribution by Centro Scuola. TCDSB received a donation of \$200,000 from Centro Scuola for 2016-2017 for the International Languages program.
6. Actual Expenditures for the International Languages Program (Extended Day and After Hours) in 2015-2016 totalled \$6,241,849. This resulted in a deficit of \$1,002,483 for 2015-2016.

7. On October 28, 2016, the Portuguese government through Camões, Instituto da Cooperação e da Língua (Camões, I.P.) provided TCDSB with funds (25,000 EURO/\$36427.50 CDN) to support the instruction of Portuguese through the International Language program in 2016-2017.

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

The following possible program changes were investigated to estimate potential cost savings:

### **a) Extended Day Schools with Instruction of 2 International Languages Transitioned to Instruction of a Single Language**

**Board:** This would require the Board to change the International Languages Policy for change to existing programs. In order to determine which language should be terminated, stakeholder consultation through a survey would need to be determined and approved.

**Impact:** Proceeding to a single language school would disadvantage all students who have been studying a particular language since JK. This would have a major impact on students in the junior and intermediate grades who would have to start a new language and receive instruction for a limited number of years. Students would be in a language class with an extreme cross section of proficiency levels.

**Cost Savings:** TCDSB has nine dual language schools. Changing from a dual language school to a single language school would result in an FTE reduction ranging from zero to 0.6 per school, with a maximum estimated FTE reduction of 2.1. This would represent savings of approximately \$105,000.

### **b) Extended Day Schools with Instruction of 2 International Languages Transitioned to Instruction of a Single Language Over a Pre-determined Time Period**

**Board:** This would require the Board to change the International Languages Policy for change to existing programs. In order to determine which language should be terminated, stakeholder consultation through a survey would need to be determined and approved.

**Process:** The transition from a dual language school to a single language school could take place over a predetermined time span by eliminating the second language through not offering the program to incoming JK students or eliminating the second language at a higher grade consecutively. For example, JK-Grade 3 students would receive instruction in one language. Two languages would continue to be offered from Grade 4 to Grade 8 eliminating one grade per year. The second language would be phased out over a five year period.

**Impact:** There would be a high negative impact on instructors as the board would have to provide placement based on permanent status and seniority. This placement process at the end of each year could be detrimental to the students and school community as there would be a potential turnover of instructors each year.

**Cost Savings:** This model would result in minimal savings each year but the cost saving would be incremental to a total of approximately \$105,000 at the end of the five years.

c) **Transitioning from an Extended Day Program Model to an After Hours Program Model based on a phased model of 20%, 40%, 60% ,**

**Board:** The board would have to change the International Languages Policy (Elementary) S.P. 05 to approve the process and survey which would determine which schools would be affected for each option.

**Cost Savings:** **Appendix B** outlines the approximate cost savings of transitioning from an Extended Day Program Model to an After Hours Program Model based on five options. This model assumes a 25% reduction in student enrolment, that is, for each option there is a built in factor that 25% of students would opt out of the program entirely.

**Process:** These options for cost savings would require the cancellation of the International Languages program for an entire school. Partial models, such as commencing instruction in Grade 1, would not result in cost savings as the classroom teachers need to be provided with half hour of non-instructional time per day.

The number of schools where the IL program would be eliminated would be determined by the school population. The student enrolment required would be as follows:

**Table 2:**

Impact of Reductions based on 2015-2016 budget shortfall of \$1,639,981:  
(Donations not included)

| IL Program<br>Reduction % | Reduction of Extended<br>Day Students | Remaining<br>Deficit | Efficiencies<br>Realized |
|---------------------------|---------------------------------------|----------------------|--------------------------|
| 20%                       | 3,653                                 | \$1,107,162          | \$532,819                |
| 40%                       | 7,307                                 | \$874,087            | \$765,894                |
| 60%                       | 10,960                                | \$641,011            | \$998,970                |

- A reduction of 20% students participating in the Extended Day IL Program would *decrease* the budget deficit by \$532,819.
- A reduction of 40% students participating in the Extended Day IL Program would *decrease* the budget deficit by \$765,894.
- A reduction of 60% students participating in the Extended Day IL Program would *decrease* the budget deficit by \$998,970.

**d) Employee Contractual Limitations to Changes in Employment Status**

Limitations exist regarding potential loss of employment as outlined in the Memorandum of Settlement of Central Terms between the Canadian Union of Public Employees (CUPE), the Council of Trustee Associations and the Crown, dated November 2, 2015 and ratified on December 8, 2015.

Any changes of employment based on a proposed new delivery model of International Languages would need to conform with the terms contained in Letter of Understanding #3 Re: Job Security: Protected Complement.

Effective as of the date of ratification, the Board undertakes to maintain its Protected Complement, except in cases of: a catastrophic or unforeseeable event or circumstance; declining enrolment; funding reductions directly related to services provided by bargaining unit members; or school closure and/or school consolidation. This Letter of Understanding #3 is maintained through the life of the Collective Agreement.

**E. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

## **International Languages Program (Elementary) S.P.05**

### **Date**

### **Dates of Amendment:**

### **Approved:**

November 13, 2003 – Board Meeting    July 9, 2001 – Board Meeting; Nov. 1996;  
Jan 1995; Oct. 1986; May 1978; Sept. 1977.

### **Cross Reference:**

### **Policy**

The TCDSB shall establish International Languages Programs where warranted:

1. On an extended school day basis; OR
2. On an after school and/or weekend basis; subject to the following regulations:

### **Regulations:**

1. Classes may be established upon the written request of a Catholic School Advisory Council, or the local school community, or upon the recommendation of the principal to the area superintendent of education.

2. An after school hours and/or weekend International Languages class may be established where there are a minimum of 25 pre-registered students from any division in a given language.

### **3. Types of Classes:**

(a) International Languages classes shall be offered outside of the regular school hours of instruction.

(b) Notwithstanding a) above, classes shall be offered on an extended day basis where the parents of 67% of the students attending the school request the classes on an extended school day basis.

### **4. Viability of Existing Programs:**

(a) Schools which currently offer the Extended Day Program may request through their CSAC that the Board consider conducting a survey of that local school community to determine the feasibility of their International Language Program. If

as a result of the needs assessment, certain International Languages Programs or the International Language Program in the school is recommended to be reduced, a report will be submitted to Board on the impact the reduction would have on the jobs of the International Languages Instructors.

(b) Prior to surveying the local school community to determine parent support for an International Languages Program, the matter shall be fully discussed with the Catholic School Advisory Council. At such meeting the implications (pro and con) for the students in implementing an extended day or outside of school hours program are to be reviewed.

(c) Where the extended day program is considered viable for the following year, the International Languages Program may continue.

(d) Where the extended day program is not viable for the following school year, the area superintendent of education and principal shall inform the local school community at a meeting, and an effort will be made to continue classes in an after school hours/weekend program.

#### 5. New Programs:

(a) School communities will also be surveyed, upon request of their Catholic School Advisory Committees to determine if a new Extended Day Program will be provided.

(b) All requests shall be forwarded through the principal and the area superintendent of education and processed through the Special Services Division.

6. (a) In every school where an International Languages Program is to be offered on an extended day basis, the principal and the area superintendent of education will ensure that there will be a minimum of five hours instruction in addition to the International Languages Program,

(b) Provision will be made for the learning activities for those exempted.

7. The participation of a student in an International Languages Program will be mandatory, (Students with an IEP or English As A Second Language students may be exempted upon parental request). Parents must complete and sign the Initial Student Registration form.

8. A fee of \$15.00 per year per student enrolled in the Extended Day program will be included in the budget of the program.

9. Transportation to and from International Languages Programs is a parental responsibility.

10. Regular full time classroom teachers may not be employed to teach an International Languages Program except after 6 p.m. on a school day and on days when the school is not in session.

11. International languages instructors shall be hired according to the requirements for employment of the instructional staff of TCDSB.

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## **Protocol / Procedures for Policy**

### **A: Existing Programs**

1. The approved preliminary protocol being used is as follows:

- It is understood that a request for a survey shall be for extenuating circumstances only.
- Requests for a survey will come to the Director of Education from the school's Catholic School Advisory Council (CSAC) through a letter to the local Superintendent of Education. The Superintendent of Education, Special Services and the Superintendent of Education for the school will prepare a report for the Board.
- Minutes of the CSAC meeting where the request was discussed, including the motion for a survey, which was moved and seconded, will be attached to the letter of request.
- The school community will be made aware that they can make a delegation before the Board of Trustees with respect to this request outlining the rationale for the request.
- The local trustee will be informed by the CSAC of the intent of the community to request a survey.
- While the CSAC may initiate the process at any time, the report to the Trustees will be submitted annually, no later than March of any given year.
- The Board of Trustees will determine if there is a sufficient need to grant the request and approve accordingly.
- A needs assessment committee representing parents on both sides of the issue (maximum of four) and school principal will oversee the distribution of the surveys



and the tallying of the results. The tallying of results will be scrutinized by the local school superintendent where required.

- The needs assessment is to be sent to parents of students in grades JK - 7 in the school community and a response of at least 90% of the parents is required.

2. The results of the survey will be compiled and any changes to the languages offered or continued viability of the program would take effect in the subsequent September of that year.

**B: New Programs**

1. New programs will be governed by the new policy S.P. 05 – 5(a), (b).

(a) School communities will also be surveyed, upon request of their Catholic School Advisory Councils to determine if a new Extended Day Program will be provided.

(b) All requests shall be forwarded through the principal and the area Superintendent of Education and processed through the Special Services Department.

- Assuming that there will be a loss of enrolment of 25% for each scenario



REPORT TO

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

### INTERIM REPORT ON SAFE SCHOOLS INQUIRY IMPLEMENTATION

Galatians 6:10

So then, while we have opportunity, let us do good to all people, and especially to those who are of the household of the faith.

| Created, Draft    | First Tabling    | Review |
|-------------------|------------------|--------|
| December 19, 2016 | February 2, 2017 |        |

Vincent Burzotta, Superintendent Safe Schools  
Nadia Adragna, Principal Msgr. Fraser St. Martin Campus

#### 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**

On January 28, 2016 the Safe School Inquiry Recommendation Report was presented to Board. The Report highlighted 33 recommendations and staff was asked to begin the process of implementation. Recommendation #33 directed staff to assign a monitoring team to oversee the implementation of the recommendations and provide a yearly update until all recommendations were fully implemented. This report is a mid-year update on the status of this process thus far. Using the implementation continuum scale of Awareness, Early Implementation, Implementation and Routine Use, the monitoring team has identified that the majority of the recommendations fall within the continuum of Implementation and Routine Use. An updated yearly Report on the continued implementation process will be delivered in the fall of 2017.

*The cumulative staff time dedicated to developing this report was 27 hours.*

## **B. PURPOSE**

1. As per the Safe School Inquiry Report recommendation 33, staff is to provide a yearly update on the status of implementation of all 33 recommendations identified in the Report. In May 2016, a report on the Safe School Monitoring Team identified that an interim Report be delivered to Board on the status of year 1 implementation.

## **C. BACKGROUND**

1. In October 2014 a violent incident occurred on the premises of 2067-2063 Islington Avenue which resulted in 2 TCDSB student fatalities.
2. A Private Report was delivered in November 2014 outlining the details of the event. This Report also recommended that an Inquiry Panel be established to investigate this incident so as to prevent similar events in the future.
3. In early 2015 an Inquiry Panel was formed and the Inquiry panel met with various TCDSB community stakeholders over the course of 3 months.
4. In May 2015 the Safe School Inquiry Panel Report was presented to Board which highlighted the Inquiry Panel's findings. The Inquiry Panel also identified 33 recommendations.

5. Staff was then directed to bring back a Report on how Staff would respond and implement the recommendations.
6. In January 2016 Staff presented the Safe School Inquiry report and described how each recommendation would be addressed.
7. In May 2016 a Report on the Safe Schools Implementation Monitoring Team was presented. The Report outlined the composition of the Monitoring team and suggested that an interim status Report be presented prior to the yearly update.

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

An Implementation Continuum scale was adopted and the Monitoring team solicited input from their respective stakeholders with use of the continuum scale below:

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| <b>Awareness</b><br>Total of recommendations (5)             | Staff have knowledge of issues and strategies; no evidence of implementation across the system. |
| <b>Early Implementation:</b><br>Total of recommendations (1) | Ongoing professional learning among stakeholders; initial implementation is observable          |
| <b>Implementation:</b><br>Total of recommendations (9)       | Evidence of regular implementation across system  |
| <b>Routine Use:</b><br>Total of recommendations (18)         | Consistent evidence of implementation.  |

### 1. Recommendations in the continuum that fall under **Awareness**

- There are very few recommendations that fall on the Awareness continuum however recommendations 28-32 require Board action or motions. At this point in time these motions or actions are known or have been initiated but have not been fully implemented. For a full list of the 33 Recommendations with Staff responses please see Appendix A.

### 2. Recommendations in the continuum that fall under **Early Implementation.**

- Recommendation #2 Placement & Maintenance of Security Cameras
  - Elementary schools systems are in place and receive regular maintenance. Secondary schools are transitioning into a new IT camera system and are receiving maintenance and/or upgrades as required based on their current camera system.

### 3. Recommendations in the continuum that fall under **Implementation.**

- Recommendation #1 Controlled Access at Secondary Schools.
  - All schools are on schedule for end of 2016 year access. Monsignor Fraser College campuses will have control access cards completion by early spring 2017
- Recommendation #7 After-School Access to Schools by Students
  - Principals are sharing best practices on how to engage students in after school activities.
- Recommendation #8 “Don’t Snitch” Ethos.
  - Although the majority of action items fall under routine use, the anonymous reporting app has been piloted in three schools and full implementation in secondary schools is expected by February 2017.
- Recommendation #9 Catholic Expectations of Students.
  - The majority of schools have implemented the recommendation, a few missed deadline revision dates with local School Agenda publishers but all revisions will be captured in future editions.
- Recommendation #12 Anonymous Smart Phone Reporting
  - The anonymous reporting app has been piloted in three schools and full implementation in secondary schools is expected by February 2017.
- Recommendation #13 Placement of Expelled Students and Students on a Fresh Start.
  - There are 5 sub recommendation within Recommendation #17 and the majority would fall under routine use, however feedback has been received that greater transparency on the part of principal actions can be improved.
- Recommendation #16 Safe and Accepting Schools Teams
  - All schools have Safe and Accepting School Teams however some schools will need to be more transparent with the promotion of this committee.

- Recommendation *#23 Alternate Safe Place.*
  - Majority of schools have identified and communicated an alternate safe place other than another school, others are still reviewing possibilities as some school communities may present greater challenges.
- Recommendation *#26 Approaching a School in Lockdown*
  - All schools have practiced and are familiar with Threats to School Safety protocols. A revised Police School Board Protocol is in its final edits and any changes will be shared with identified stakeholders.

4. Recommendations in the continuum that fall under **Routine Use.**

- Recommendation *# 3 Liaising with Community Support Groups*
- Recommendation *# 4 Secondary School Child and Youth Workers*
- Recommendation *# 5 Secondary School Social Workers*
- Recommendation *# 6 Student Leadership*
- Recommendation *# 10 Responsible Use of Social Media*
- Recommendation *# 11 Acceptable Use Policy*
- Recommendation *# 14 Hearing Deadlines in Student Discipline Cases of Principal Recommendation for Board Expulsion*
- Recommendation *# 15 Exclusions under Section 265(1)(m) of the Education Act*
- Recommendation *# 17 Safe Schools Training for Principals and Vice-Principals*
- Recommendation *# 18 Guidelines for Parents and Guardians Regarding Lockdowns, Hold and Secure, and Shelter in Place*
- Recommendation *# 19 Social Work Crisis Response*
- Recommendation *# 20 City of Toronto Community Crisis Response Program*
- Recommendation *# 21 Post-Crisis Consultation/ Support*
- Recommendation *# 22 Emergency Procedures During Lunch or Recess Period*
- Recommendation *# 24 School Staff Crisis Response Training*
- Recommendation *# 25 Emergency Procedures Described in Student Handbook*
- Recommendation *# 27 Emergencies when Principal and Vice-Principal(s) are Away*
- Recommendation *# 33 Implementation of Recommendations*

## **E. METRICS AND ACCOUNTABILITY**

1. The Monitoring team will meet periodically through the 2017 Academic year and an updated Report will come to Board by December 2017.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



## APPENDIX A

### SAFE SCHOOLS INQUIRY 33 RECOMMENDATIONS CHART

| #  | Recommendation Title  | Description  | Staff Response  |
|----|---|--|---|
| 1. | <b>Controlled Access at Secondary Schools</b><br><br><u>Status of Implementation:</u><br><i>Implementation</i>              | <i>All Secondary School staff should be provided with security card access to the school. This will facilitate the locking of exterior doors during a Hold and Secure.</i> | <p>The Facilities Department will issue access cards to all Secondary School staff by the end of 2016. Take note that Secondary schools typically have one point of entry into the school when all exterior doors are locked. In most cases the card reader is located at the main entrance of the building.</p>  |
| 2. | <b>Placement and Maintenance of Security Cameras</b><br><br><u>Status of Implementation:</u><br><i>Early Implementation</i> | <i>The School security cameras should receive regular maintenance, inspection and upgrades to ensure proper functioning and placement.</i>                                 | <p>Facilities staff, through the in-house preventative maintenance program, have initiated twice a year inspection cycles for all video surveillance camera systems in schools. This will identify repairs and any camera adjustments/cleaning to insure optimal functionality. There are currently ninety-seven (97) elementary and secondary schools with video surveillance systems – for a total of 1780 cameras and 166 DVRs system wide. All secondary schools have video surveillance systems. The majority of the systems are analog based. New video surveillance systems will use Internet Protocol (IP) technology, rather than analog. This will allow for remote verification of systems, and remote downloading of images as required. The first IP-based installations are scheduled for 2016, including two elementary schools and one secondary school. Replacements as well as new installations will be phased through the School Renewal program, insuring that video surveillance systems are functional and present in all secondary schools.</p> |
| 3. | <b>Liaising with Community Support</b>  | <i>It is recommended that Administrators, teachers, and</i>  | <p>The Community Relations Department along with Senior Staff consults with a number of community groups through Advisory Committees that have been established between</p>   |

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|    | <b>Groups</b><br><br><u>Status of Implementation:</u><br>Routine Use                                   | <i>school support staff consult with various community groups who may offer partnerships, strategies, and support to assist the School in dealing with vulnerable and marginalized youth, so that services for students are rationalized and information is shared.</i> | <p>the Board and these groups; the purpose of which is develop strategies and support for enhanced student achievement and well-being. The Community Relations department will continue this practice of consultation and will advise the Safe School Department when relevant Safe School issues arise that could impact Student Achievement and Well-Being. The Community Relations and Partnership Development department will identify partnerships for consideration and share at local principal meetings yearly or as needed.</p> <p>In addition, the TCDSB Mental Health Partnerships Committee actively seeks Community Partnerships with children and youth mental health agencies on an on-going basis. The TCDSB Mental health Advisory Council includes membership from Community partners, advocates, parents, students, Trustees, and employee groups. This mechanism offers guidance and input to The TCDSB Mental health and well-Being Strategy. As part of TCDSB Mental Health Partnership Committee, Department staff supports and assists the team in creating strategic alliances with community groups to the benefit of the Board, students and the community.</p> |
| 4. | <b>Secondary School Child and Youth Workers</b><br><br><u>Status of Implementation:</u><br>Routine Use | <i>It is highly recommended that the current allocation of Secondary School Child and Youth Workers (CYWs) be maintained. CYWs play a crucial role in dealing with students who have behavioural and other social challenges.</i>                                       | <p>The Safe Schools Department will continue to provide Safe Schools training to CYW's and all appropriate staff in promoting a whole school approach to school safety. Senior Staff will review, discuss and prioritize future CYW allocations to ensure school safety is not compromised. Future allocations will need to reflect current fiscal realities.</p>  |
| 5. | <b>Secondary School Social Workers</b>   | <i>The Toronto Catholic District School Board should maintain or increase current Secondary School</i>  | <p>The TCDSB recognizes the critical role that Social Workers play in providing social/emotional support and appropriate referral services in support of student</p>   |

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|    | <p><u>Status of Implementation:</u><br/>Routine Use</p>                                  | <p><i>Social Worker staffing levels. Secondary School Social Workers provide essential supports to students on a Fresh Start, as well as other vulnerable youth.</i></p>  | <p>achievement. The Safe Schools Department will continue to provide Safe School training to Social workers and all appropriate staff in promoting a whole school approach to school safety. The TCDSB is committed to maintaining appropriate Secondary School Social Worker staff levels. . Following the recommendation of the Safe Schools Inquiry Panel Report, The TCDSB Social Work Department and Safe Schools Departments are currently reviewing the role of the TIPSS Social Worker in an effort to increase transitional support for students on a Fresh Start.</p> <p>Senior Staff will review, discuss and prioritize future Social Worker allocations to ensure school safety and student well-being is not compromised. Future allocations will need to reflect current fiscal realities.</p>  |
| 6. | <p><b>Student Leadership</b></p> <p><u>Status of Implementation:</u><br/>Routine Use</p> | <p><i>All Toronto Catholic District School Board schools should be encouraged to learn about and support programs and practices which build individual leadership skills in students to help keep schools safe.</i></p> | <p>Student leadership initiatives are a proactive way to address issues of keeping our schools safe by empowering student leaders to take responsibility for the climate and culture of their school communities. TCDSB's student leadership program has a deep and complex infrastructure and many entry points for all students. This allows for a powerful networking and sharing of best practices to occur among schools around positive actions and program initiatives - throughout the student population which ultimately results in safer schools. Every September local schools will identify, promote and encourage participation in student school-specific leadership programs and initiatives including but not limited to, Catholic School Leadership Impact Team (CSLIT), Elementary School Leadership Impact Team (ESLIT) and Safe Schools Student Ambassador Program. Student Trustees will also continue to be good role models and promote the many benefits of student leadership.</p> |

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| 7. | <b>After-School Access to Schools by Students</b><br><br><u>Status of Implementation:</u><br>Implementation | <i>The Toronto Catholic District School Board should permit students to use School facilities after regular School hours. This will allow students to remain in the safe environment of the School. This is especially important in high-risk neighbourhoods of the City.</i> | Principals will be reminded that the school remains a safe haven for many students after the instructional day concludes. Many Schools already have healthy after school initiatives encouraging students to remain engaged in afterschool activities. Area Superintendents will facilitate a sharing of best practices between principals to encourage greater use of school facilities by students after school. An inventory of school activities will be maintained at a school level and shared at principal meetings.  |
| 8. | <b>“Don’t Snitch” Ethos</b><br><br><u>Status of Implementation:</u><br>Implementation                       | <i>All students should be encouraged to report School safety concerns to a trusted adult in the School in a timely manner. The “Don’t Snitch” ethos is a significant barrier to School safety.</i>  | Although it is difficult to compel students to report incidents for fear of reprisal, the following actions will be taken to maximize student reporting: <ul style="list-style-type: none"> <li>• Safe Schools Action Teams will develop a protocol to address the “Don’t Snitch Ethos” and ensure that students are engaged in the protocol development process. The protocol will outline safe reporting practices.</li> <li>• Safe Schools will provide Safe Schools Action Teams with appropriate resources including but not limited to contact information of presenters and resources.</li> <li>• Although student feedback has shown that the Toronto Police Service TIPS line is not trusted by all students, Safe School Teams will still be encouraged to promote the use of 222-TIPS and the service is considered anonymous and has led to valuable information being shared to Police.</li> <li>• Safe Schools has initiated an RFP to identify an Anonymous Reporting App in secondary schools to address the “don’t snitch ethos”. A decision on the successful bidder will be made this fall with implementation scheduled for September 2016.</li> </ul> |
| 9. | <b>Catholic</b>   | <i>The Toronto Catholic District</i>  | Principals will engage their chaplaincy teams to ensure that   |

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|    | <b>Expectations of Students</b><br><br><u>Status of Implementation:</u><br><i>Implementation</i>     | <i>School Board should declare that it is a fundamental expectation that students in our Catholic Schools will follow the ethic of our Catholic faith, where empathy, care for others, and respect for life dominate, by adhering to the following principle, which should be noted in all Student Agendas:</i><br><br><i>“If you are aware that a student or group of students is in a dangerous situation, then you should tell a caring adult in the school community immediately”</i> | <p>the above mentioned statement is a cornerstone discussion at all student retreat activities and any other chaplaincy-related events.</p> <p>By September 2016 all schools will be directed to include the preamble and statement, in student agendas “<i>the fundamental expectation of students in our Catholic Schools will follow the ethic of our Catholic faith, where empathy, care for others, and respect for life are present. If you are aware that a student or group of students is in a dangerous situation, then you should tell a caring adult in the school community immediately</i>”.</p>   |
| 10 | <b>Responsible Use of Social Media</b><br><br><u>Status of Implementation:</u><br><i>Routine Use</i> | <i>All Schools in the Toronto Catholic District School Board should teach, encourage and support policies and programs that teach students responsible use of social media. Irresponsible use of social media can create or escalate conflict in a School.</i>  | <p>The Safe Schools Department and the TCDSB21C department will facilitate opportunities that address the importance of responsible use of social media to school communities by providing a list of resources and presenters to local Safe and Accepting Schools teams.</p> <p>The Safe Schools Department will address this topic with secondary students involved in the Safe Schools Student Ambassador Program. The department will also encourage the use of the Bullying Awareness and Prevention Toolkit in elementary schools.</p> <p>To support this recommendation Safe Schools will continue to offer professional learning modules on this topic.</p> |
| 11 | <b>Acceptable Use Policy</b><br><br><u>Status of Implementation:</u><br><i>Routine Use</i>           | <i>All schools of the Toronto Catholic District School Board should review students’ use of electronic devices in school and determine whether students are complying</i>   | <p>The TCDSB21C Department will continue to provide principals with insert of the Acceptable Use Policy to be included in student agenda books, the Student Internet Agreement for all students, and a PowerPoint presentation addressing this policy.</p>   |

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|    |   | <i>with the Board's Acceptable Use Policy A. 29, and to initiate a Board-wide awareness program if required.</i>   | <p>All principals will receive direction regarding the above resources at the start of every school year and ensure this information is shared with student, parents and staff.</p> <p>A thorough review of the Acceptable Use Policy will be conducted in 2016 to ensure it remains both relevant and current relative to the increasing new social media platforms brought about by rapid technology changes. Any recommended policy changes or enhancements will be brought to the Board's Governance and Policy Committee for consideration by October 2016.</p> |
| 12 | <b>Anonymous Smart Phone Reporting</b><br><br><u>Status of Implementation:</u><br>Implementation                              | <i>The Toronto Catholic District School Board should investigate the feasibility of developing a smartphone-based application that would permit students to anonymously report school- related safety concerns.</i>  | Safe Schools has initiated an RFP to identify an Anonymous Reporting App in secondary schools to address the "don't snitch ethos". A decision on the successful bidder will be made this fall with implementation scheduled for no later than September 2016.  |
| 13 | <b>Placement of Expelled Students and Students on a Fresh Start</b><br><br><u>Status of Implementation:</u><br>Implementation | <i>The Toronto Catholic District School Board should review placement protocols for expelled students and students on a Fresh Start to ensure that:</i> <ol style="list-style-type: none"> <li><i>The Ontario Student Record ("OSR") is at the receiving School before a student can be accepted;</i></li> <li><i>The necessary academic and social work supports, including a Transition Plan, are in place, and that there is documentation</i></li> </ol> | <p>This is the current practice and expectation for all schools. Communication regarding compliance with this expectation will be communicated yearly and a flowchart of the Fresh Start process will be posted on the Safe School's Portal Page.</p> <p>A Checklist will be developed for administrators to identify steps related to the Safe Schools transition process.</p>  |

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|    |   | <p><i>to support this, including a checklist of critical documentation and steps;</i></p> <p><i>c) Administration ensures appropriate staff are advised of the supports provided and the concerns surrounding the student;</i></p> <p><i>d) A particular school does not receive too many placements of expelled students and students on a Fresh Start.</i></p> <p><i>e) In addition, placement protocols for expelled students and students on a Fresh Start should be published on the Toronto Catholic District School Board's web site.</i></p> | <p>Legal Services will advise and direct the sharing of Information with appropriate staff regarding the expectations of Bill 168 (Occupational Health &amp; Safety Act).</p> <p>Current practice monitors student transitions and ensures equity across the system. Equitable transition are not solely based on numbers but also include consideration regarding the nature and severity of the precipitating infraction and impact of the transition on the school community. Safe Schools will continue to advocate and communicate equity with respect to this practice.</p> <p>Protocols are currently available on the board website under TCDSB Policy Register, Fresh Start Policy - S.S.12 and will be updated as per Ministry requirements.</p> |
| 14 | <p><b>Hearing Deadlines in Student Discipline Cases of Principal Recommendation for Board Expulsion</b></p> <p><u>Status of Implementation:</u><br/>Routine Use</p> | <p><i>When dealing with a Suspension Pending Possible Expulsion, and the deadline for holding an expulsion hearing has been extended by agreement, a specific new hearing deadline date (rather than an indefinite extension) should be established, except in cases of student incarceration.</i></p>   | <p>In cases where an extension is agreed upon by all parties, a hearing date will be scheduled within a 30 day timeline. The extension form has been amended to reflect this expectation.</p>  |

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| 15 | <b>Exclusions under Section 265(1)(m) of the Education Act</b><br><br><u>Status of Implementation:</u><br>Routine Use  | <i>Documentation must be included in the Ontario Student Record that explains the reasons why a student was excluded from a school pursuant to section 265(1)(m) of the Education Act. This should be an integral part of the documentation available to principals through the Toronto Catholic District School Board Safe Schools Platform.</i>                                | <p>Currently Legal Services assists principals and superintendents in developing documentation to be included in the OSR for those students subject to an Exclusion under 265 (1) (m) of the <i>Education Act</i>, to ensure appropriate information is shared and is consistent with the <i>Education Act</i>.</p> <p>The Information Technology department will investigate the development of a feature on the platform to permit principals to upload this documentation.</p>  |
| 16 | <b>Safe and Accepting Schools Teams</b><br><br><u>Status of Implementation:</u><br>Implementation                      | <p>a) The Toronto Catholic District School Board should review and clarify the Terms of Reference of the Safe and Accepting Schools Teams and ensure that a Safe and Accepting Schools Team is operational in <b><u>all</u></b> schools.</p> <p>b) Secondary Schools are encouraged to ensure that their student representatives attend the Safe Schools Ambassador Program.</p> | <p>The Safe and Accepting Schools Team Guideline, available on the Safe Schools Portal Page, includes expectations regarding the effective implementation of Safe and Accepting Schools Teams. Principals will annually review the guideline and identify members of the local Safe and Accepting Schools team on the Safe Schools Plan</p> <p>Safe Schools Department will share with all secondary principals' communication encouraging full participation in the Safe Schools Student Ambassador Program. Communication will highlight the exemplary work of students already involved in the program.</p> |
| 17 | <b>Safe Schools Training for Principals and Vice-Principals</b><br><br><u>Status of Implementation:</u><br>Routine Use | <p><i>All Principals and Vice-Principals in the Toronto Catholic District School Board should annually receive mandatory training on Safe Schools matters, including, but not limited to:</i></p> <p>a) <i>Reviewing Lockdown, Hold and</i></p>  | <p>Safe Schools has developed training video related to</p>  |



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|  |  | <p><i>Secure, and Shelter in Place policies and procedures;</i></p> <p><i>b) Developing strategies for attaining staff cohesion, trust, and understanding when dealing with problem youth;</i></p> <p><i>c) Learning mediation skills as a vehicle for effective and safe resolution of conflict between students;</i></p> <p><i>d) Forming effective community partnerships in order to enhance safety in schools;</i></p> <p><i>e) Reviewing crisis response Do's and Don'ts</i></p> <p><i>f) Setting up effective Safe and Accepting Schools Teams;</i></p> | <p>Emergency Response Procedures. Principals will review emergency response procedures with staff yearly. Principals will hold 2 lockdown training drills per semester as documented in their Safe School Plan.</p> <p>Safe Schools will provide professional development in the area of appropriate strategies for dealing with at risk youth. Principals will promote training with staff and are encouraged to devote time to this topic during local professional development days. Local Guidance staff will also be encouraged to provide support and training in this area.</p> <p>Safe Schools will provide training in restorative practices. Principals will be encouraged to participate in this training. Also all new Vice Principals receive training yearly at the Head Start Conference. In addition Safe Schools is currently preparing a training video in restorative conflict mediation practices. Safe Schools has distributed a resource related to restorative conflict mediation practices to assist principals in building capacity in this area.</p> <p>Safe Schools will support school partnerships with Toronto Police Services and the various programs offered through Toronto Police Service.</p> <p>The Emergency Response Procedures outline the expectations during crisis situations. The Communications Department and the Social Work Department will advise on appropriate additional steps.</p> <p>Safe Schools Department has developed a training video</p> |
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|    |  | <p><i>g) Building trust with the parents in the community;</i></p> <p><i>h) Building trust with students in the school (e.g., encouraging student presentation be made to staff regarding safety matters, and encouraging older students to mentor younger ones); and</i></p> <p><i>i) Conducting a Safe Schools audit.</i></p> | <p>related to “Effective Safe and Accepting Schools Teams”. Safe Schools will direct principals to utilize the Guideline for Safe and Accepting Schools to establish effective SAST teams.</p> <p>The Community Relations department will continue its efforts to support parent engagement and initiatives focused on building trust with the parent community. Safe and Accepting School Teams and appropriate staff will ensure parents are consulted on local safe school issues and create action plans that address areas of need.</p> <p>The TCDSB Student Leadership department will collaborate with the Safe Schools department to identify emerging safe school issues. Student Leadership will then liaise with principals to offer appropriate supports.</p> <p>Principals will conduct Safe Schools Audits as per direction of the Health and Safety Department.</p> |
| 18 | <b>Guidelines for Parents and Guardians Regarding Lockdowns, Hold and Secure, and Shelter in Place</b> | <p><i>The TCDSB should prepare a booklet to be provided to all parents and guardians of students of the Board that provides advice on dealing with Lockdown, Hold and Secure, and Shelter in Place situations at their child’s school. Parents and guardians can assist in</i></p>  | <p>Safe Schools Department will make available to principals a brochure related to “Threats to Schools Safety Response Procedures” that can be distributed to parent community. This brochure outlines the steps taken during lockdown, hold and secure, shelter in place.</p>   |

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|    | <p><u>Status of Implementation:</u><br/><i>Routine Use</i></p>   | <p><i>keeping their children safe by:</i></p> <ul style="list-style-type: none"> <li><i>a) Encouraging their children to follow all instructions from school staff and police with respect to emergency response procedures;</i></li> <li><i>b) Stressing the importance to their children of not using cellphones during a school emergency so as not to interfere with school and police communication;</i></li> <li><i>c) Not calling the school or their child during a school emergency so as not to interfere with school and police communication;</i></li> <li><i>d) Not coming to the school until after the school emergency is over.</i></li> </ul> <p><i>The booklet should provide the Toronto Catholic District School Board Communications Department telephone number that a parent or guardian can call for information in case of a School emergency.</i></p> |  |
| 19 | <p><b>Social Work Crisis Response</b></p> <p><u>Status of Implementation:</u><br/><i>Routine Use</i></p> | <p><i>The Toronto Catholic District School Board should maintain the current Social Work Department led “team approach” to respond to a crisis in Schools.</i></p>  | <p>The TCDSB Mental Health Steering Committee has developed <i>Mental Health Crisis Response Guidelines</i>. These guidelines inform school principals and other school staff of best practices when a crisis of a mental health nature occurs. Following consultation with the TCDSB Mental Health Advisory Council, the <i>TCDSB Mental Health Crisis Response Guidelines</i> should be made</p> |

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|    |   |  | available on the public and/or employee portal as deemed appropriate.   |
| 20 | <b>City of Toronto Community Crisis Response Program</b><br><br><u>Status of Implementation:</u><br>Routine Use | <i>It is recommended that the Safe Schools Department, on behalf of the Toronto Catholic District School Board, arrange and coordinate representation and regular communication with the City of Toronto Crisis Response Program to ensure that the Program can provide crisis response resources in the event of an emergency at a TCDSB school anywhere in the City of Toronto.</i>  | The Safe Schools Department will communicate regularly with the City of Toronto Crisis Response Program. Since the tragic events of October 6, relationships and ongoing communications have been established with members of the City of Toronto Crisis Response. The Area superintendent and school principals have attended a number community meetings organized by the City of Toronto team in response to other incidents in the City. This has served to increase Board staff's awareness of some of the social challenges among the communities served by our schools and building of relationships that will help deal proactively with issues that may arise.   |
| 21 | <b>Post-Crisis Consultation/ Support</b><br><br><u>Status of Implementation:</u><br>Routine Use                 | <p>a) <i>The Toronto Catholic District School Board should ensure that school and other Board staff directly dialogue with parents and guardians of students who have experienced a school crisis. The purpose of the dialogue is to enhance school safety and provide reassurance after a crisis has occurred</i></p> <p>b) <i>The Toronto Catholic District School Board recognizes that trauma from events such as these can be manifested many months after the fact. Having</i></p> | <p>As per TCDSB Board Communication Policy A.37, The Director of Education, or his/her designate will be the official spokesperson of the board during crisis situations. The Director or his/her designate can assist school principals in providing communication to parents and guardians who have experienced a school crisis. The communications should include contact information for Social Work and Psychology staff that are available to support students and parents/guardians during and following a school crisis. The communications can also include tips for parents in supporting their children during and after a traumatic event.</p> <p>TCDSB School Social Workers and Psychology staff, including those School Social Workers and Psychology staff assigned to the impacted schools as well as additional School Social Work and Psychology staff, are made available during crisis situations. These staff persons</p> |

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|    |   | <i>support staff aware and available to support students and staff is crucial to their long-term mental health.</i>  | provide immediate trauma counselling for students that is in keeping with our Catholic faith and values as well as follow up support many months after the occurrence. The School Social Work and Psychology staff also provide immediate support for TCDSB staff who are impacted by a traumatic event. Furthermore, the TCDSB has recently developed a staff well-being committee and will continue the important work of determining best available supports for TCDSB staff following traumatic events and at all other times. |
| 22 | <b>Emergency Procedures During Lunch or Recess Period</b><br><br><i>Status of Implementation:</i><br><i>Routine Use</i> | <i>All TCDSB schools should conduct at least one of their mandated twice-yearly Lockdown drills during a lunch or recess period so that staff and students are aware of the emergency response procedures to be followed when not all staff and students are in a classroom.</i>             | Safe Schools will direct principals to conduct at least one of their mandated twice-yearly Lockdown drills during a lunch or recess period.<br><br>Principals will document these drill dates in their Safe Schools Plan.  |
| 23 | <b>Alternate Safe Place</b><br><br><i>Status of Implementation:</i><br><i>Implementation</i>                            | <i>All TCDSB schools should have an alternate “safe place” in addition to a neighbouring school. An alternate “safe place” is needed to address situations where the neighbouring school is unavailable for use as a safe place because the neighbouring school is in a Hold and Secure.</i> | Safe Schools will direct principals to have an alternate “safe place” location in addition to a neighbouring school and ensure this location is communicated to all staff and students.  |
| 24 | <b>School Staff Crisis Response Training</b><br><br><i>Status of Implementation:</i><br><i>Routine Use</i>              | <i>All staff in TCDSB schools must be trained in Lockdown, Hold and Secure, and Shelter in Place procedures. The TCDSB should develop a training video on these emergency procedures and the</i>   | Safe Schools has developed a training video related to Emergency Response Procedures. In an effort to review emergency response procedures Principals will present this video to staff at the start of each academic school year.  |

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|    |  | <i>video should be available on the Board's web site. The video will assist in ensuring training consistency across the Board.</i>  |  |
| 25 | <b>Emergency Procedures Described in Student Handbook</b><br><br><u>Status of Implementation:</u><br>Routine Use                     | <i>All student Handbooks should fully described the procedures to be followed when the school is in a Lockdown, Hold and Secure, or Shelter in Place, and these procedures should be reviewed with students by School Administration.</i>   | Safe Schools will direct principals and appropriate staff to include emergency procedures in their school's student handbook. Principals will review all emergency procedures with students at the start of each academic school year.   |
| 26 | <b>Approaching a School in Lockdown</b><br><br><u>Status of Implementation:</u><br>Implementation                                    | <i>All TCDSB schools should develop and implement a visual cue which can be quickly displayed to alert students and staff approaching a school that the school is in Lockdown. When the cue is displayed, students and staff must not try to enter the building, but instead go to the designated safe place.</i> | A Lockdown is initiated when the threat/active attacker is inside the school building <u>or</u> on school premises. All schools will be asked to consider this recommendation, and if it is safe to do so, they must comply. Upon being notified of a Lockdown, all students outside the building as per Lockdown protocols, will proceed to the identified alternate safe location. TCDSB will review all Lockdown protocols with Toronto Police Services. The TCDSB together with co-terminus boards are currently reviewing and revising The Police School Board Protocol and any new revisions will be documented and shared with school and Board staff. Further consultation will be required. |
| 27 | <b>Emergencies when Principal and Vice-Principal(s) are Away from School.</b><br><br><u>Status of Implementation:</u><br>Routine Use | <i>All School Principals should authorize selected staff member(s) as delegates to initiate emergency response procedures when the Principal and Vice-Principal(s) are away from the school.</i>  | The Board will endeavour to ensure administrator presence in all secondary schools.  |
| 28 | <b>School Resource Officer (SRO)</b>   | <i>The Trustees of the Toronto Catholic District School Board</i>   | The Board of Trustees should consider approving a motion as described above.   |

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|    | <b>Program of the Toronto Police Service</b><br><br><u>Status of Implementation:</u><br>Awareness                 | <i>should approve a motion that indicates the Board's endorsement of the SRO Program and its desire to have the Program continue, as it is a highly effective program that assists in keeping Schools safe.</i>   |  |
| 29 | <b>Communication with Students by Toronto Police Service</b><br><br><u>Status of Implementation:</u><br>Awareness | <i>Subject to the Toronto Police Service - Toronto Catholic District School Board Protocol, it is recommended that when investigating a serious criminal event, Toronto Police Officers be permitted to address students to encourage them to provide a trusted Police Officer, or the confidential 222-TIPS phone line, with information that might assist the Police investigation. By doing so, the Toronto Catholic District School Board would show that it is not encouraging the belief system held by many youth that Police are not to be trusted.</i> | The Director of Education should direct that this recommendation be implemented immediately as it promotes student safety and is consistent with the objectives of the Police/School Board Protocol.               |
| 30 | <b>Official Spokesperson during Crisis Situations</b><br><br><u>Status of Implementation:</u><br>Awareness        | <i>Toronto Catholic District School Board Communication Policy A. 37 provides that the Director of Education, or his/her designate, will be the official spokesperson of the board during crisis situations, and on matters of academic program, administrative, human resource, and education matters, and in the application of a Catholic</i>  | The Board of Trustees should resolve that the Trustee Code of Conduct be amended to explicitly provide that violating TCDSB Communications Policy A.37 by a trustee is a violation of the Trustee Code of Conduct. |

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|    |   | <p><i>lens to all educational issues.</i></p> <p><i>It is strongly recommended that the Board of Trustees determine and define disciplinary measures against any member of the Board of Trustees, as permitted under the Toronto Catholic District School Board Trustee Code of Conduct, for violating TCDSB Communications Policy A.37.</i></p> |   |
| 31 | <b>Hand Gun Control</b><br><br><u>Status of Implementation:</u><br>Awareness                    | <i>The Board of Trustees of the Toronto Catholic District School Board should approve a motion to support the Federal Government, the Police, and community groups in doing everything possible to eliminate all illegal hand guns in Canada.</i>  | It is recommended that the Board of Trustees consider such a motion.  |
| 32 | <b>Toronto Community Housing Authority</b><br><br><u>Status of Implementation:</u><br>Awareness | <i>The Board of Trustees of the Toronto Catholic District School Board should petition Toronto Community Housing Authority to assert its responsibility as landlord to keep the buildings at 2063 and 2067 Islington Avenue, Toronto, safe for the community who live at those addresses and for other people in the neighbourhood.</i>          | It is recommended that the Board of Trustees approve this recommendation.   |
| 33 | <b>Implementation of Recommendations</b><br><br><u>Status of Implementation:</u>                | <i>The Toronto Catholic District School Board should appoint a team to monitor and ensure that progress is made on the</i>   | The Director of Education will ensure a team is created to monitor the recommendations and will prepare an annual Report on the status of the implementations of the recommendations. The First Report will be made available |



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|  | <i>Routine Use</i> | <i>implementation of the recommendations made in this Report. The Director of Education should prepare an annual report to the Board of Trustees on the status of the implementation of these recommendations.</i> | in the fall of 2016. |
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**STUDENT ACHIEVEMENT AND WELL BEING  
PENDING LIST AS OF FEBRUARY 2, 2017**

| # | Date Requested<br>&<br>Committee/Board | Report<br>Due Date | Destination of Report<br>Committee/Board | Subject   | Delegated To                                      |
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| 1 | June-16<br>Student<br>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<br>Academic Affairs            |
|   | Jan-17<br>Student<br>Achievement       |                    |  | <p>This report to be included as an Appendix to the 2017 – 2018 budget reductions options and staff to include the following information for each reduction option:</p> <ul style="list-style-type: none"> <li>- Risks to students, schools and the system (including risks to achievement, well-being, and learning opportunities);</li> <li>- Our proposed response(s) to identified risks</li> </ul> | Associate Director<br>Academic Affairs            |
| 2 | June-16<br>Student<br>Achievement      | Apr-17             | Student Achievement                      | Report regarding a review of Educational Assistant efficiencies Boardwide in both elementary and secondary  | Associate Director<br>Academic Affairs            |
|   | Jan-17<br>Student<br>Achievement       |                    |  | 1) Report on the impact of EA and CYW reductions already made to include details (in public or private as   | Associate Director<br>Academic<br>Affairs/CFO and |

| # | Date Requested<br>&<br>Committee/Board | Report<br>Due Date                                | Destination of Report<br>Committee/Board | Subject  | Delegated To                                |
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| 3 |  |   |  | appropriate) on the individual requests made for EAs and CYWs being made by school staff and parents and our system response to those requests<br><br>2) Staff to provide a dollar unit cost per special education student, and if possible, comparisons with other Boards | Executive Superintendent, Business Services |
|   | June-16<br>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         |
|   | Oct-16<br>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         |