

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

## AGENDA JANUARY 11, 2018

**Nancy Crawford, Chair**  
Trustee Ward 12

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

**Ann Andrachuk**  
Trustee Ward 2

**Patrizia Bottoni**  
Trustee Ward 4

**Frank D'Amico**  
Trustee Ward 6

**Jo-Ann Davis**  
Trustee Ward 9

**Rhea Carlisle**  
Student Trustee

**Michael Del Grande**  
Trustee Ward 7

**Joseph Martino**  
Trustee Ward 1

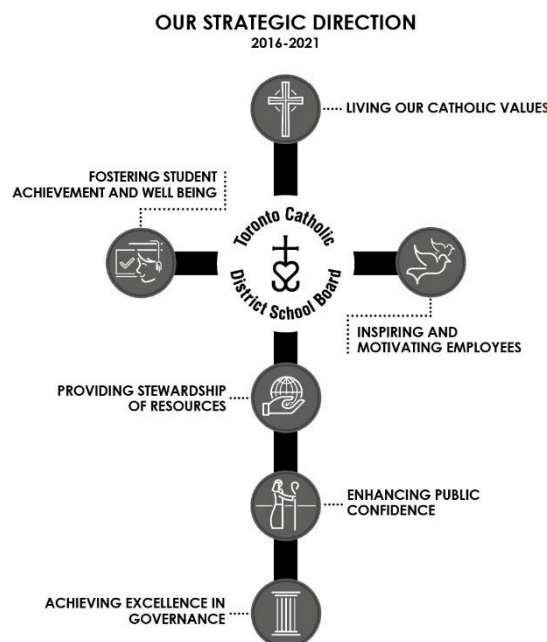
**Sal Piccininni**  
Trustee Ward 3

**Barbara Poplawski**  
Trustee Ward 10

**Maria Rizzo**  
Trustee Ward 5

**Garry Tanuan**  
Trustee Ward 8

**Joel Ndongmi**  
Student Trustee



### MISSION

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

### VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293  
Asst. Recording Secretary: Karen Eastburn, 416-222-8282 Ext. 2298

**Rory McGuckin**  
Director of Education

**Barbara Poplawski**  
Chair of the Board

**TERMS OF REFERENCE FOR THE  
STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND  
HUMAN RESOURCES COMMITTEE  
(APPROVED BY BOARD JUNE 5, 2012)**

The Student Achievement and Well-Being, Catholic Education and Human Resources Committee shall have the responsibility for considering matters pertaining to:

**Terms of reference:**

- (a) The Multi-Year Strategic Plan in relation to Student Achievement and Well-Being, Catholic Education and Human Resources particularly focusing on the goals of the following pillars of the Multi-Year Strategic Plan: Living Our Values, Student Achievement and Well-Being and Inspired and Motivated Employees
- (b) Plans for the improvement of Student Achievement (Board Learning and Improvement Plans, School Learning and Improvement Plans)
- (c) Program alignment with Catholic Graduate Expectations
- (d) Building Catholic School Communities and strong relationships between School, Home and Church
- (e) Building Safe Schools and programs to support positive school climate
- (f) Program alignment with 21<sup>st</sup> Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

## **OUR MISSION**

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## **OUR VISION**

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through witness, faith, innovation and action.*



# **AGENDA THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE**

## **PUBLIC SESSION**

**Nancy Crawford, Chair**

**Angela Kennedy, Vice-Chair**

**Thursday, January 11, 2018**

**7:00 P.M.**

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**Pages**

- 1. Call to Order**
- 2. Opening Prayer (Chair or designate)**
- 3. Singing of O Canada**
- 4. Roll Call & Apologies**
- 5. Approval of the Agenda**
- 6. Report from Private Session**
- 7. Declarations of Interest**
- 8. Approval & Signing of the Minutes of the Meeting held December 7, 2017  
for Public Session** 1 - 22
- 9. Delegations**
- 10. Presentations**
  - 10.a Intergenerational Hubs - James Schlegel**
- 11. Notices of Motion**

<b>12.</b>	<b>Consent and Review</b>	
<b>13.</b>	<b>Consideration of Motion for which Previous Notice Has Been Given</b>	
13.a	From Trustee Andrachuk regarding Walking School Bus and Kiss and Ride Feasibility Study	23
<b>14.</b>	<b>Unfinished Business</b>	
<b>15.</b>	<b>Matters referred or deferred</b>	
<b>16.</b>	<b>Staff Reports</b>	
16.a	Feedback from Executive Compensation Public Consultation, November 29 - December 29, 2017	24 - 39
16.b	Mental Health and Wellbeing Annual Report 2016-17	40 - 56
16.c	Liquor Waiver Request for Brebeuf College Service Trip to Peru Fundraiser Event, February 10, 2018	57 - 58
16.d	Liquor Waiver Request for Senator O'Connor Catholic High School Annual Irish Dinner Event, March 1, 2018	59 - 60
16.e	Liquor Waiver Request for Senator O'Connor Catholic High School Year-End Staff Social Event, June 14, 2018	61 - 62
<b>17.</b>	<b>Listing of Communications</b>	
<b>18.</b>	<b>Inquiries and Miscellaneous</b>	
<b>19.</b>	<b>Pending Lists</b>	
19.a	Monthly Pending List as at January 11, 2018	63
19.b	Student Achievement Annual Reports	64 - 65
<b>20.</b>	<b>Closing Prayer</b>	
<b>21.</b>	<b>Adjournment</b>	

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

**HELD THURSDAY, DECEMBER 7, 2017**

**PUBLIC SESSION**

**PRESENT:**

**Trustees:** N. Crawford, Chair  
A. Kennedy, Vice Chair  
A. Andrachuk  
M. Del Grande  
J. Martino  
B. Poplawski  
M. Rizzo  
G. Tanuan

**Student Trustees:** R. Carlisle  
J. Ndongmi

**Staff:** R. McGuckin  
D. Koenig  
P. Matthews  
P. Aguiar  
V. Burzotta  
S. Campbell  
F. Cifelli  
N. D'Avella  
P. De Cock  
A. Della Mora  
L. Di Marco  
C. Fernandes  
K. Malcolm

G. Iuliano Marrello  
J. Shanahan  
J. Volek  
J. Wujek  
D. Yack

A. Robertson, Parliamentarian

S. Harris, Recording Secretary  
K. Eastburn, Assistant Recording Secretary

**4. Roll Call and Apologies**

Apologies were extended on behalf of Trustees Bottoni, D'Amico, Davis and Piccininni.

**5. Approval of the Agenda**

MOVED by Trustee Andrachuk, seconded by Trustee Tanuan, that the Agenda, as amended to include the Addendum, combine Items 15c) Expansion of French Immersion Report with 15e) French Immersion Consultation Results – St. Rita Elementary Catholic School (Supplemental Information) and reorder Item 15d) Liquor Waiver Request for Neil McNeil Catholic High School's Event on January 26, 2018 prior to Item 15a) Student Voice in Helping to Create Safer Schools, be approved.

Results of the Vote taken as follows:

**In favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Martino

Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**6. Report from Private Session**

MOVED by Trustee Andrachuk, seconded by Trustee Poplawski, that the Human Resources matters involving Reputational Risk and Executive Compensation Plan dealt with in PRIVATE and DOUBLE PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Martino  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

## 7. **Declarations of Interest**

Trustee Rizzo declared an interest in Items 15c) Expansion of French Immersion Report and 15e) French Immersion Consultation Results – St. Rita Elementary Catholic School (Supplemental Information) as her family member is an employee of this Board. Trustee Rizzo indicated that she would neither vote nor participate in the discussion of the item.

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

MOVED by Trustee Kennedy, seconded by Trustee Andrachuk, that the Minutes of the Regular Meeting held November 2, 2017 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Martino  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

**CARRIED**

Trustee Rizzo left the meeting at 7:26 pm.



## 9. Delegations

MOVED by Trustee Kennedy, seconded by Trustee Poplawski, that Item 9a) be adopted as follows:

- 9a) **Delegation from Thomas Fitzsimmons regarding French Immersion Program at St. Brigid's Catholic School** received and referred to staff.

Results of the Vote taken, as follows:

### In Favour

### Opposed

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Martino  
Poplawski  
Tanuan

The Motion was declared

CARRIED

## 10. Presentations

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that Item 10a) be adopted as follows:

- 10a) **CODE Primary Summer School Program 2017** received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Martino  
Poplawski  
Tanuan

The Motion was declared

CARRIED

**11. Notices of Motion**

- 11a) Notice of Motion from Trustee Andrachuk regarding Walking School Bus and Kiss and Ride Feasibility Study** will be considered at the January 2018 Student Achievement and Wellbeing Catholic Education and Human Resources Committee meeting.

**12. Consent and Review**

The Chair reviewed the Order Paper.

The following items were questioned:

- 14a) Trustee Del Grande
- 15a) Trustee Poplawski
- 15b) Trustee Andrachuk
- 15c) Trustee Kennedy
- 15d) Trustee Poplawski

16a) Trustee Kennedy

#### **14. Matters Referred or Deferred**

MOVED by Trustee Poplawski, seconded by Trustee Kennedy, that Item 14a) be adopted as follows:

##### **14a) Professional Development Plan for Student Achievement and Well-Being 2017-2018 received.**

The following Amendment was deferred from the Student Achievement and Wellbeing Catholic Education and Human Resources Committee meeting of November 2, 2017:

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Tanuan, that the Toronto Catholic District School Board build a research base of professional development and that staff report on the strategies to be used in the evaluation of measuring the outcome of the professional development.

Results of the Vote taken, as follows:

##### **In Favour**

Trustees Andrachuk  
Del Grande  
Martino  
Tanuan

##### **Opposed**

Crawford  
Kennedy  
Poplawski

The Motion was declared

**CARRIED**

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

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Martino  
Poplawski  
Tanuan

The Motion, as amended, was declared

CARRIED

**15. Staff Reports**

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Item 15d) be adopted as follows:

**15d) Liquor Waiver Request for Neil McNeil Catholic High School's Event on January 26, 2018 that this item be tabled.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy

Martino

Poplawski  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Kennedy, that Item 15a) be adopted as follows:

**15a) Student Voice in Helping to Create Safer Schools** received and that the following items on page 102 be implemented:

The following new opportunities to engage student voice will be implemented:

- i. Add a member of CSLIT to the composition of the Safe Schools Advisory team, in addition to the Student Trustee;
- ii. Beginning this school year, the annual Safe School Survey (secondary) and Safe and Caring Catholic School Climate Survey elementary), students will be provided an opportunity to offer feedback about strategies that could make their school safer; and
- iii. Initiate a CSLIT and ECSLIT forum to address issues of school safety and gather feedback on how to address safe school issues.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Kennedy  
Martino  
Poplawski

Andrachuk

Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Poplawski, that Item 15d) Liquor Waiver Request for Neil McNeil Catholic High School's Event on January 26, 2018 be lifted from the table.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Martino  
Poplawski  
Tanuan

The Motion was declared

CARRIED

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

- 15d) Liquor Waiver Request for Neil McNeil Catholic High School's Event on January 26, 2018** that Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at a School Fundraiser in Support of the Big Brother Student Leadership

Program event on January 26, 2018 at Neil McNeil Catholic High School,  
from 6:30 p.m. to 10:30 p.m.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Martino  
Poplawski  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Poplawski, that Item  
15b) be adopted as follows:

**15b) Report regarding the Non-Qualifying Transportation Students by  
Trustee Ward (All Wards) received.**

MOVED in AMENDMENT by Trustee Andrachuk, seconded by  
Trustee Martino, that staff bring a report by Trustee ward of  
non-qualifying transportation students, broken down by 1km and 0.5  
km.

Trustee Rizzo returned to the meeting at 8:26 pm.

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

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

The Amendment was declared

CARRIED

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

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

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that Items 15c) and 15e) be adopted as follows:



- 15c) Expansion of French Immersion Report** received.
- 15e) French Immersion Consultation Results – St. Rita Elementary Catholic School (Supplemental Information)** received.

Trustee Rizzo left the meeting at 8:47 pm due to a Declaration of Interest, as earlier indicated.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Del Grande, that St. Brigid Catholic School implement the French Immersion program for 2018 and that a comprehensive consultation take place to inform the implementation process of all the schools in the surrounding area.

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

<b><u>In Favour</u></b>	<b><u>Opposed</u></b>
Trustees Del Grande	Andrachuk
Kennedy	Crawford
Poplawski	Martino
Tanuan	

The Amendment was declared

**CARRIED**

MOVED in AMENDMENT by Trustee Poplawski, seconded by Trustee Kennedy, that the French Immersion program be included in the registration process for 2018-2019 at St. Rita conditional upon appropriate enrolment to support the program.

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

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Poplawski  
Tanuan

Martino

The Amendment was declared

CARRIED

MOVED in AMENDMENT to the AMENDMENT by Trustee Kennedy, seconded by Trustee Tanuan, that St. Patrick be deleted from staff recommendation 2 “*French Immersion programs not be offered at St. Jane Frances, St. Vincent de Paul and St. Patrick*” and added to staff recommendation 3 “*French Immersion be included in the registration process for 2019-2020 at Bishop Marrocco/Thomas Merton*”.

Time for business expired and the Chair called for the debate to be extended by 15 Minutes, as per Article 12.6, which was favoured by majority consent, as follows.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford

Andrachuk

Del Grande	Martino
Kennedy	
Poplawski	
Tanuan	

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

**In Favour**

**Opposed**

Trustees	Andrachuk	Martino
	Crawford	
	Del Grande	
	Kennedy	
	Poplawski	
	Tanuan	

The Amendment to the Amendment was declared

CARRIED

MOVED in AMENDMENT to the AMENDMENT by Trustee Del Grande, seconded by Trustee Kennedy, that staff recommendation 4 “*TCDSB not implement any additional French Immersion programs for elementary schools in the next five years*” be deleted from the list.

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

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Martino  
Poplawski  
Tanuan

The Amendment to the Amendment was declared

CARRIED

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

**In Favour**

**Opposed**

Trustees Andrachuk	Martino
Crawford	
Del Grande	
Kennedy	
Poplawski	
Tanuan	

The Motion, as amended, was declared

CARRIED

Trustee Rizzo returned to the meeting at 9:20 pm.

## 16. Listing of Communications

MOVED by Trustee Kennedy, seconded by Trustee Andrachuk that Item 16a) be adopted as follows:

- 16a) Letter from Robin Pilkey, Chair, Toronto District School Board to Premier Wynne, Minister Hoskins and Minister Hunter regarding Reorganisation of Public Health in the Greater Toronto Area** received and that the Chair send a letter on behalf of the Board to the Premier of Ontario, Minister of Health and Long-Term Care and the Minister of Education opposing the proposed recommendations in the *Public Health Within an Integrated Health System* report.

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Martino  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Martino left the meeting at 9:23 pm.

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Poplawski, that the meeting resolve into TRIPLE PRIVATE Session.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that all matters discussed in PUBLIC and all PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

The PUBLIC Session continued with Trustee Kennedy in the Chair.

**PRESENT:**

**Trustees:** A. Kennedy, Acting Chair  
N. Crawford  
A. Andrachuk  
M. Del Grande

B. Poplawski  
M. Rizzo  
G. Tanuan

S. Harris, Recording Secretary

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the HR matter regarding Executive Compensation Plan discussed in TRIPLE PRIVATE Session be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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



Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that the meeting adjourn.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Del Grande  
Kennedy  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

---

SECRETARY

---

CHAIR



*Ann Andrachuk  
Trustee, Ward 2*

*Email: [Ann.Andrachuk@tcdsb.org](mailto:Ann.Andrachuk@tcdsb.org)*

*Voicemail: (416) 512-3402*

**To:** Student Achievement – Thursday January 11, 2018

**From:** Trustee Andrachuk, Ward 2

**Subject: Consideration of Motion – Walking School Bus & Kiss and Ride Feasibility Study**

---

**MOVED BY:** Trustee Andrachuk, Toronto Catholic District School Board

**WHEREAS:** Congestion surrounding local elementary schools has hit a critical mass

**WHEREAS:** Board Transportation costs are increasing while financial resources are declining

**WHEREAS:** Healthy living, good nutrition and exercise lead to positive student outcomes

**WHEREAS:** Students are required to have 20 minutes per day of physical activity

**BE IT RESOLVED THAT:** Staff undertake a feasibility study for a "Kiss and Ride" program including implementation protocols, review of capacity for drop off and walk areas in close proximity to the school and recommendations for drop off for Primary grade students at school. The study would also include protocols for the "Walking School Bus", already taking place as a special annual event in a number of schools, with recommendations for implementation for communities wishing to initiate such a program. Implementation of a "Kiss and Ride" and/or the "Walking School Bus" would be determined through discussion and consultation with the local community by the school CSAC. Support and guidance would be provided by the Board as required.

**Ann Andrachuk**



REPORT TO

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

### REVISED-FEEDBACK FROM EXECUTIVE COMPENSATION PUBLIC CONSULTATION NOVEMBER 29-DECEMBER 29, 2017

Then the king consulted the sages who knew the laws (for this was the king's procedure toward all who were versed in law and custom. Esther 1:13

Created, Draft	First Tabling	Review
January 4, 2018	January 11, 2018	<a href="#">Click here to enter a date.</a>

Eric Roher, External Legal Counsel

### RECOMMENDATION REPORT

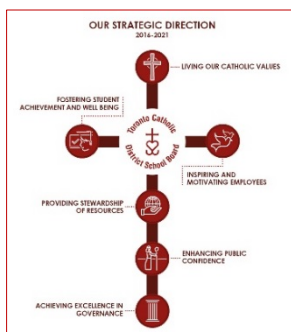
#### Vision:

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

#### Mission:

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

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



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

A. Sangiorgio  
Associate Director  
of Planning and Facilities

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

## A. EXECUTIVE SUMMARY

Ontario Regulation 306/14 *Executive Compensation Framework*, the Regulation, established under the *Broader Public Sector Executive Compensation Act 2014* sets out the requirements that designated broader public sector employers, such as the TCDSB, must meet when determining executive compensation programs. The TCDSB submitted its proposed Executive Compensation Program to the Ministry of Education on September 29, 2017, however the Ministry notified the Chair of the Board on November 3, 2017 that it did not approve this initial submission, and offered suggested revisions.

The Board submitted its revised Executive Compensation Program on November 10, and learned that the Ministry approved the TCDSB Program on November 24, 2017.

As per the Regulation, the Ministry was provided two days' notice that the TCDSB would post its proposed Executive Compensation Program on its public website commencing on November 27, 2017. The Communications Department informed all stakeholders through the regular channels about the public consultation, commencing on November 29, 2017 until December 29, 2017. The Program was posted on November 29, 2017 and on December 29, 2017, public access to the Program on the TCDSB portal ended.

This report will provide information about, and an assessment of the relevant public feedback in accordance with Ministry direction concerning the following:

- i. Total number of comments received;
- ii. Number of comments that were generally supportive of the Program, and the number of comments that were not;
- iii. Name of any organizations that commented;
- iv. A summary of any common themes; and
- v. If necessary, what the designated employer did to address the feedback.

***The cumulative time required to prepare this report was 8 hours***

## **B. PURPOSE**

1. As per the Regulation, this report will provide an assessment of the public consultation process.

## **C. BACKGROUND**

1. **September 29, 2017** – the Board submitted its Executive Compensation Program to the Ministry of Education for approval, seeking an upgrade to a Level 7 Board within the framework.
2. **November 3, 2017** – The Chair received notification from the Ministry of Education that the TCDSB's Program was not approved on the basis that TCDSB was not deemed to be a Level 7 Board, and that one of the comparators was missing.
3. **November 9, 2017** – At Corporate Services, Strategic Planning and Property Committee in Double Private, the Board approved a revised TCDSB Executive Compensation Program for re-submission to the Ministry of Education at the earliest opportunity.
4. **November 10, 2017** – The TCDSB revised Program was submitted to the Ministry of Education.
5. **November 24, 2017** – The Ministry of Education notified the TCDSB Chair that the Board's revised Program was approved, and provided a reminder of the next stage in the process: public consultation.
6. **November 27, 2017** - As per the Regulation, the Ministry was notified that the TCDSB would post its proposed Executive Compensation Program on its public website on November 29, 2017, thus providing two days' notice.
7. **November 29, 2017** – The Communications Department informed all stakeholders through its regular channels about the public consultation being launched. The TCDSB Executive Compensation Program was posted, with information about how to provide feedback.
8. **November 29-December 29, 2017** – Public feedback was provided via the special Executive Compensation e-mail account.

9. **December 29, 2017** – Access to the Executive Compensation e-mail account was ended.
10. **January 4, 2017** – the feedback was reviewed and this report was prepared with input from External Legal Counsel.

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

1. As per the Regulation, this report will provide information about, and an assessment of the relevant public feedback in accordance with Ministry direction concerning the following:
  - i. Total number of comments received;
  - ii. Number of comments that were generally supportive of the Program, and the number of comments that were not;
  - iii. Name of any organizations that commented;
  - iv. A summary of any common themes; and
  - v. If necessary, what the designated employer did to address the feedback.
2. Copies of all feedback received are provided in **Appendix A**.
  - i. **Total number of comments received;**
    - Seventeen (17) responses were received from the public
  - ii. **Number of comments that were generally supportive of the Program, and the number of comments that were not supportive of the Program:**
    - a. One (1) comment was erroneous in that it was sent from a Chinese organization, apparently dealing with health issues. (Appendix A1)
    - b. One (1) comment was from an internal staff member, bringing attention to a caller who wanted anonymity in the process. (Appendix A2)
    - c. Two (2) comments suggested anonymity of the responder would have been preferred. (Appendix A3, A4)
    - d. Zero (0) comments were in favour of the program
    - e. Thirteen (13) comments were opposed to the Program. (Appendix A5 – A17)
  - iii. **Names of Organizations that commented**

- Other than the erroneous message from an organization in Asia, there were no comments provided by organizations.

**iv. Summary of Common Themes**

Below is a summary of the common themes, most being in opposition to the Executive Compensation Program:

- Increases for the highest paid employees is not fair compared to lower salaries paid to other employees;
- Increases for executives should mirror increases for other TCDSB employee groups;
- Disappointment with the proposed increases given previous years of budget cuts and deficits. Where is the money coming from?
- Opposed to the increase (5 responses);
- Question posed about why other TCDSB non-union staff are not included in the Executive Compensation Program;
- Agree that to attract diverse, talented people to the organization, the job must reflect a competitive salary;
- Focus on improving middle management employees' compensation package - who is advocating for this employee group? Should review middle management for the number of women and visible minorities employed;
- Opposed to providing executives with increases in order to attract talent. Increases for all employee groups should be commensurate. The increases do not reflect our Catholic principles.

**v. Actions taken by the designated employer to address the feedback**

- Each school board is responsible for addressing relevant public feedback provided about its proposed Executive Compensation Program. Pending the outcome of this report, a plan to address the feedback can be developed.

3. As per Ministry Memo 2017: B11, each school board must submit its proposed Executive Compensation Program to the Ministry, along with summaries of the public feedback received and any changes to the program since the Ministry review of November 24, 2017. (**Appendix B**).



4. The Ministry will review the submission with respect to public consultation and will make a determination whether to approve the selected comparator organizations and the proposed maximum rate of increase to the executive salary pay envelope.
5. Once Ministry approval is received, the Board of Trustees will determine whether to adopt the proposed Executive Compensation Program, and then post its finalized Executive Compensation Program on its website.
6. On November 2, 2017, the Regulation was amended and the Broader Public Sector Executive Compensation Guide was updated to include further clarification on the implementation of Executive Compensation Programs. The updated Regulation provides that if the finalized Program is posted before February 28, 2018, the Board may administer increases to its envelope retroactively to September 1, 2017.
7. Once the Board's proposed Program is approved by the Ministry under Regulation 304/16, the Ministry and the Treasury Board have agreed to fund the annual increase in pay envelope for the Board for three years and will provide the funds in a protected GSN allocation to the Board.

## **E. METRICS AND ACCOUNTABILITY**

1. Submission of the final TCDSB Executive Compensation Program to the Ministry of Education for approval.
2. A subsequent report will be submitted to the Board in Spring 2018 in preparation for the 2018-2019 year.

## **F. STAFF RECOMMENDATION**

That Trustees submit the required documentation to the Ministry of Education with respect to the public consultation process and request the Ministry's approval of the proposed TCDSB Executive Compensation Program.

**TCDSB Executive Compensation Process Feedback**

The following comments have been taken verbatim from the Executive Compensation website. All names of respondents have been redacted, and any detailed information that could potentially identify a respondent has been removed. It is a requirement to provide responses to the individuals who provided feedback.

Each response is provided below under general categories:

**ERRONEOUS COMMENT**

**A1**

<http://coduyen.info/mh/17/mhbb-71.pdf>

<http://stralife.com/thetruth.aspx>

**INTERNAL STAFF COMMENTING ON THE PROCESS**

**A2**

I just received a call from a teacher, regarding the invitation to provide feedback for the proposed Executive Compensation program.

There is concern that the platform being used is unfair in that it requires providing your work email, and this is seen as a deterrent to providing feedback. There is also questions as to why there is not an anonymous survey option.

The teacher mentioned that this topic was brought up at a meeting this week and committed to sharing feedback at the Board level. I advised her that it would be shared with the Director's office.

After initially requesting to be anonymous, the teacher agreed to share her information as they would like a response regarding this inquiry.

**CONCERN WITH PROCESS - ANONYMITY**

**A3**

After reviewing the document and discussing with my colleagues, the general sentiment is that it is intimidating to send feedback via email. Please consider a forum where one can choose to provide anonymous feedback. This would be more welcoming and effective.

**TCDSB Executive Compensation Process Feedback****A4**

This forum should not be on our work email. Persons who wish to give comments or criticisms will inevitably fear reprisals in other repercussions. Therefore, I suggest that the opportunity to provide such comments be available by way of anonymity.

**COMMENTS OPPOSED TO THE EXECUTIVE COMPENATION PROGRAM****A5**

I would suggest that the compensation package mirror the increases that other Board employees receive. If there are differences than I would say go with the highest one. This would send a clear sign that we are in this together.

**A6**

If the pay envelope for executives at the TCDSB can increase by 5% per year, then the pay for teachers should increase by 5% per year. Otherwise, the executive pay envelope should increase in parallel to that of teachers in the board.

**A7**

...Since this email was sent, I have already received four calls from staff stakeholders who want to provide feedback on this proposal but fear reprisal if they do so. Two of them were teachers who aspire to become Administrators, one was an Educational Assistant, the other was a supervisor who hoped to make their way up the leadership ladder one day. In light of the various anonymous mechanisms available such as Survey Monkey, I do not understand why that type of software was not utilized in this process to get this feedback.

I personally do not have a problem about openly providing feedback about this proposal.... I am very disappointed in the fact that an increase is being sought especially given the budget cuts and the salary freezes many of us had to endure (including myself) because of financial mismanagement in the past. I love my job and I do the best I can... Am I bitter? Not anymore, but I am not going to be silent about my view that anyone that does not have an education background or education based portfolio is not valued within this organization. Subject matter experts, like myself, the lawyers within this organization and the many other specialists are grossly underpaid in comparison to the private sector. I accept that

**TCDSB Executive Compensation Process Feedback**

because I am committed to working for an organization that espouses Catholic values. That is why I remain a part of the TCDSB, not because of my salary. I hope my comments are duly considered.

**A8**

A 5% increase of a \$200,000 salary is \$10,000.00, that is almost a \$1000.00 pay increase per month. An 8 hour Caretaker clears approximately \$2600.00 in one month. That increase is almost equal to a 40% increase in pay if a Caretaker was to receive a pay increase the same as this. You might say well you can not compare a caretaker's job to an executive position. No I agree but this amount of money is too much. If you gave a 5% increase to a caretaker it would be only a \$130.00 increase per month. But you are giving an executive 10 times a raise received by a caretaker. Both jobs are needed to operate the school board. So why give such an absorbent amount of money to someone. It displays how the school board is willing to pay a few people increases in pay which other do not receive. Under the teachings of the catholic institution it preaches that treat others as you would want to be treated. There is no equality or fairness in trying to justify paying an executive person so much. Economically it will cost more and the money has to come from somewhere. It means you have to cut caretaker's positions to subsidize a pay increase for an executive. Not very Christian is it? There is no money tree and to say the other executives in other boards make more, well maybe they do but we can not afford it. Our buildings are getting older and need repairs. Management has cut hours for cleaning schools. Budgets are under the microscope so where do you justify giving a select few absorbent pay cheques. Please think it over and be reasonable. You can not get blood out of a stone. saying you don't want to lose such talented people is not going to fly with everyone. We weren't born yesterday. Take a smaller wage or find another job. Don't try to justify taking a gold plated salary. It does not make economic sense, and we can't afford it. Fiscal restraint must be considered. A business in the public sector could not even consider doing this. If you give a raise like this there will be a backlash from taxpayers.

**A9**

I am wondering why non-union management staff is not included as part of this compensation package because they also have had their salaries frozen for some time.

It is also indicated that the board of trustees is implementing a performance related pay strategy for all its executives. I am wondering what factors will be used to

## TCDSB Executive Compensation Process Feedback

judge performance? In other organizations, performance has been measured by parameters which would likely affect the level and quality of programs and services provided for our students and families such as the amount of cost-cutting achieved, reduction in staffing levels, and achieving financial efficiencies without regard to the full impact of such changes.

I would welcome further discussion to answer my questions and queries.

### A10

As you mentioned in the email, the Executive Compensation Program is to ensure a transparent and consistent approach to executive compensation. It seems to me that this does not equal to more money. I don't agree with increasing the salaries and benefits of the executives. Are we really attracting people we want to attract to a school board by giving them more money. These are decisions that affect the children in our care. May I respectfully suggest that if there is any extra money it is best put back into the classrooms to support and provide programs for our children. After all, isn't that what we are all about.....

### A11

I am a teacher of 25 plus years with the board. I don't assume to be knowledgeable about executive compensation. I do appreciate the information provided and the invitation to respond. The article quotes cost of living statistics in general. Should an executives cost of living increase not be connected to the rest of the boards staff increases? Is one persons job worth greater stability than all others? I agree that to attract diverse, talented people to this important job it must reflect a competitive salary. I pray that our gospel values help you to make this decision.

### A12

Based upon the information provided to us via the Weekly Communication 'Newsletter', I understand that employees may provide input regarding the Executive Compensation Review.

**I am thinking that the source of this feedback will be kept confidential? I would like to remain anonymous please.**

I would suggest that well before an executive review take place that a compensation review of non-unionized Management take place as we have had our salaries frozen for 6+ years (with a minor 1% adjustment last year).

**TCDSB Executive Compensation Process Feedback**

It is middle management that the majority of work falls to and this is not unique to just my position. Middle Management compensation has fell out of competition with outside, comparable organizations.

It seems that it is often the CEOs and Presidents of companies that often ask for salary reviews on their own behalf and then pay themselves bonuses, etc. (in the private sector). Yet who is there to advocate for middle management?

It is those Superintendents and Executive employees that middle management report to that have the power to address compensation discrepancies for this group but it never seems to happen. As a non-union group, there is little voice for us.

It's important to attract skilled, talented middle management because this is where the specialized services land—Capital Department positions (architects, engineers, electricians, maintenance specialists), Early Years (child care, Early ON), Finance, etc.

Within these positions, there is very little opportunity to move up so employees will leave for more lucrative positions outside of the Board if their positions are not properly compensated. The Board needs to retain these specialists by recognizing their skills and compensating accordingly.

There should be a review of middle management to see how many women and visible minorities are in place and fairly compensated in comparison to males in similar positions and with similar responsibilities.

A Master's Degree should be required, as a minimum, for those in Executive and Superintendent Positions as I believe this is the case in other organizations.

The Board's deficit a few years ago was the responsibility of the Executive and Supervisory Group and yet it is middle management that suffered the consequence when positions were eliminated and management had to take on the extra work.

Most of the Executive and Supervisory positions are filled from within the organization; rarely is someone from 'the outside' brought in. So why does compensation need to be reviewed for this group if we are not competing to secure employees from outside organizations for these positions most of the time? And yet for middle management, it is extremely important to be competitive when it comes to salaries because many are brought in from the 'outside' and we bring our unique training/education and experience into the TCDSB. We are the ones whom need to be retained, valued and regularly evaluated against other organizations when it comes to compensation; so that we don't choose to leave for better opportunities.

The priority should be to evaluate middle management compensation to bring it into 2017/2018 especially due to the 6+ year freeze on salary increases. Executive and Supervisory folks have moved up within the organization and have had the opportunity to improve upon their pay scales. Middle Management usually cannot

### TCDSB Executive Compensation Process Feedback

do so and end up stagnant in their positions for their entire career so depend upon job reviews and salary evaluations.

I do agree that the Legal folks should undergo a review as this is a specialty area.

#### A13

This is my feedback regarding the **Proposed Executive Compensation Program**. **It is outrageous that the** TCDSB is proposing the maximum rate increase for the executives. This means that their Pay cheque will roughly increase \$50 thousand more per year.

As an educator working for the board and earning  $\frac{1}{2}$  sometimes  $\frac{1}{4}$  or the salary of my fellow colleagues, I am asking why should the TCDSB increase the paycheques of these executives. The board has already deficits yet they seem to find money to put in someone's else pocket: programs are cancelled such ESL, 5<sup>th</sup> Block, librarians are being replaced by library technicians, the International Languages program every year is always being brought to questioning as it is seen a "bothersome". Why isn't the board invest in those things, paying those deficits instead of filling the pockets who already earn a six figure income?

#### A14

I have reviewed the material regarding the proposed Executive Compensation Program, and I wish to say, at the outset, that I am completely against such a proposal and fully reject it.

The proposal is patently unfair and wrong. Salary increases have been nominal for front -line teachers and instructors for years, and yet, we are seeking to enrich a small group of executives based on the spurious and unproven notion that we cannot attract talented, conscientious employees without paying them more. Who are you kidding?

The profession of education is a vocation to which each person in the administration of education - from educational assistant to senior executive - is called. Presumably, a strong employee should have these principles top of mind, and not simply the desire to line their pockets. This is the type of person you need to attract. This is the type of person that the TCDSB should be seeking.

**TCDSB Executive Compensation Process Feedback**

If we follow the reasoning set forth in this proposal, then we should all get salary increases commensurate with senior executives. After all, doesn't the Board want to attract talented, capable teachers, or are such qualities only sought in the higher echelons of the Board?

We are a Catholic Board and, as such, should pursue the virtues of justice and fairness for all. You cannot purport to enrich some, and leave behind others. You cannot propose to benefit the few by taking away from the many. This would be unjust, and therefore, not in keeping with our Catholic principles.

I have hope that I have made myself clear. In no uncertain terms am I in favour of this proposal.

**A15**

I am totally against this proposed program.

**A16**

I disagree with the proposed executive compensation program.

**A17**

After I have read the letter regarding the proposed Executive Compensation Program, I am definitely against to any kind of increase of salary for the executives. I reject it.

I hope my feedback will help to stop this unfair proposal.



**Ministry of Education****Office of the ADM**

Capital and Business Support  
Division  
900 Bay Street  
20th Floor, Mowat Block  
Toronto ON M7A 1L2

**Ministère de l'Éducation****Bureau du sous-ministre adjoint**

Division du soutien aux immobilisations et  
aux affaires  
900, rue Bay  
20<sup>e</sup> étage, Édifice Mowat  
Toronto ON M7A 1L2

**2017: B11**

**MEMORANDUM TO:** Directors of Education  
Senior Business Officials

**FROM:** Joshua Paul  
Assistant Deputy Minister  
Capital and Business Support Division

**DATE:** September 20, 2017

**SUBJECT:** Executive Compensation – Technical Information to  
Support School Board Program Implementation

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The purpose of this memorandum is to provide technical information about the school board executive compensation program submission and implementation process and additional data that must be submitted with the program. Proposed school board executive compensation programs are due to the Minister of Education by September 29, 2017.

- Please submit your programs and additional data to the Minister of Education, with copies to the Deputy Minister of Education and myself.
- For your convenience, the following email address can be used to officially submit to those recipients: [EDUExecComp@ontario.ca](mailto:EDUExecComp@ontario.ca).

As noted in my earlier memorandum to school boards, the *Broader Public Sector Executive Compensation Framework* regulation (O. Reg. 304/16) under the *Broader Public Sector Executive Compensation Act*, sets out requirements that all designated employers, including school boards, must follow when establishing executive compensation programs.

On August 31, 2017, the ministry endorsed the proposed Provincial Executive Compensation Framework. A provincial framework that is supported by both the sector and the ministry is an important first step to assist school boards with developing executive compensation programs that meet the government's regulatory requirements.

The following steps will be taken before a board's compensation program can be adopted. School boards are expected to work closely with the Ministry of Education during the implementation process to ensure that their programs meet regulatory requirements.

- 1) School Board Submits Proposed Executive Compensation Program for Government Review
  - Each school board will submit its proposed executive compensation program to the ministry. The submission will be carefully assessed for completeness and compliance. It must include additional data as outlined below.
- 2) School Board Addresses Government Feedback
  - Each school board must address government feedback in its proposed executive compensation program and receive confirmation of approval to post before posting a program for public consultation.
  - Government feedback could include direction to resubmit a proposed executive compensation program after addressing comments.
- 3) Public Consultation
  - Once the Minister confirms in writing that the submitted program is ready for public consultation, a school board is required to seek public comment by posting its proposed draft executive compensation program on its public-facing website for a minimum of 30 days.
  - A school board must provide notification to the ministry of when it intends to post for public comment two days before posting.
  - Each school board is responsible for addressing the relevant public feedback in its proposed executive compensation program.
- 4) School Board Applies for Minister Approval of Specific Components
  - Each school board must submit its proposed executive compensation program to the Minister along with summaries of the public feedback received and any of the changes to the program since the government review in step 2.
  - Before the proposed executive compensation program can be finalized, the school board, in accordance with the Regulation, must obtain Minister's approval of comparator organizations and the proposed maximum rate of increase to its salary and performance-related pay envelope.
  - School boards that align their proposed executive compensation programs with the ministry-endorsed Provincial Executive Compensation Plan (the framework) will have a streamlined approval process for their comparators.
  - Any approval of the Minister will be provided in a formal letter issued to the board.
- 5) Board of Trustees Approves Decision to Adopt and School Board Posts Final Program

- The school board's Board of Trustees determines whether to adopt the proposed executive compensation program.
- The school board posts its finalized executive compensation program on its website as required by the Regulation.

### **Additional Data Request**

In accordance with the *Broader Public Sector Executive Compensation Program Directive*, and after discussions with Trustee Associations and CODE (see attached letter), the ministry is requesting further data from school boards on salary and performance-related pay by executive for the following: 2015-16, 2016-17 and 2017-18 school years.

A template is attached to assist with the data collection and explains the details of the request. These data are due together with the executive compensation program submission on September 29, 2017.

The ministry remains committed to working with the education sector to develop fair and responsible executive compensation programs that recognize and value the work of all school board executives.

Should you require further information, please contact Cheri Hayward, Director of the School Board Business Support Branch. Cheri can be reached by telephone at 416-327-7503 or by e-mail at [cheri.hayward@ontario.ca](mailto:cheri.hayward@ontario.ca).

Thank you for your ongoing leadership and support.

Sincerely,

*Original Signed by:*

Joshua Paul  
Assistant Deputy Minister  
Capital and Business Support Division

attach: Minister Hunter's letter to Trustee Associations and data template



REPORT TO

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

### MENTAL HEALTH AND WELL-BEING ANNUAL REPORT FOR 2016-2017

“Do you hear what these children are saying?” they asked him. “Yes,” replied Jesus, “have you never read, from the lips of children and infants you, Lord, have called forth your praise?” Mathew 21:16

Created, Draft	First Tabling	Review
December 18, 2017	January 11, 2017	<a href="#">Click here to enter a date.</a>

Cristina Fernandes, Superintendent of Education, Special Services  
Patricia Marra-Stapleton, Mental Health Leader  
Dr. Maria Kokai, Chief Psychologist  
John Wilhelm, Chief Social Worker

#### INFORMATION REPORT

##### Vision:

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

##### Mission:

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

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



D. Koenig  
Associate Director of Academic Affairs

TBA  
Associate Director of Planning and Facilities

Lloyd Noronha  
Executive Superintendent of Business Services and Chief Financial Officer

R. McGuckin  
Director of Education

## **A. EXECUTIVE SUMMARY**

A priority area within the TCDSB Multi Year Strategic Plan is fostering Catholic student achievement and well-being. This is accomplished, in part, by creating equitable learning environments. Equitable learning environments strive to ensure that the physical, emotional, intellectual and spiritual needs of all students are met. This is both the responsibility of the board as well as the broader community. TCDSB recognizes the importance of partnerships with parents, community, and parish. Student Mental Health and Well-Being nurtures these partnerships and thus strengthens public confidence.

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

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

TCDSB Student Mental Health and Well-being continues to offer professional development opportunities to all staff groups to educate staff and raise awareness of student mental health and well-being. This is complimented by efforts to offer presentations and seminars to both the student and parent community as well. In addition, TCDSB's Stop the Stigma Initiative incorporates student leadership and voice in the creation of events and seminars for students, by students. Our Student Mental Health Advisory Council (SMHAC) is leading the Stop the Stigma Initiative at both the elementary and secondary panels.

## **B. PURPOSE**

1. The Mental Health and Well-Being 2016-17 Report includes both qualitative and quantitative data related to student mental health and well-being procedures, programs, and professional development related to the creation of mentally healthy learning environments, and the strengthening of public confidence in the TCDSB. The Mental Health and Well-Being 2016-17 Report serves the requirement of the board for an annual review and update.

2. The following areas are addressed in this report:
  - i. TCDSB Mental Health and Well-Being Strategy 2015-2018
  - ii. TCDSB Mental Health and Well-Being Policy (S.03) and associated guidelines
  - iii. Professional Learning to build capacity within the system
  - iv. Service Delivery – Board level
  - v. Service Delivery – Inter-ministerial Partnerships
  - vi. Actionable Items 2017-18
3. The evidence will highlight areas of strength and success for the 2016-17 school year well as areas for future growth for the 2017-18 school year.

## C. BACKGROUND

1. The TCDSB Mental Health and Well-Being Strategy was adopted by TCDSB in January 2016. The TCDSB Mental Health and Well-Being Policy (S.03) was adopted in June 2013, and amended in September of 2017. This is the fourth annual review and update report.

## 4. EVIDENCE/RESEARCH/ANALYSIS

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

build our awareness and understanding of Mental Health and Well-being and its connection to our Catholic faith.

c. **Supporting Well-Being and Decreasing Stigma**

A focus on *Supporting Well-Being and Decreasing Stigma* will promote wellness and help combat the debilitating impact of stigma. Student mental health occurs along a continuum. Our supports for student mental health will mirror that continuum. Acknowledging that we all have mental health, just as we all have physical health, will go a long way to tearing down barriers built by stigma. Our students' voice is a crucial element of combatting social injustice and stigma associated with mental illness. Our TCDSB "Stop the Stigma" Initiative is evidence of our students living the Gospel Values at its best.

d. **Engaging Families**

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

e. **Partnering with the Community**

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

2. **Related Legislation/ Policy:**

The following related legislation and policy govern the TCDSB mental health strategy:

- Open Minds, Healthy Minds Ontario's Comprehensive Mental Health and Addictions Strategy June 2011<sup>1</sup>
- Ontario's Well-Being Strategy for Education: A Discussion Document 2016<sup>2</sup>
- TCDSB Mental Health and Well-Being (S. 03)

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<sup>1</sup> [www.health.gov.on.ca/en/common/ministry/publications/reports/mental\\_health2011/mentalhealth\\_rep2011](http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_rep2011)

<sup>2</sup> <http://www.edu.gov.on.ca/eng/about/WBDiscussionDocument.pdf>

### 3. **Sources of Evidence:**

The following sources of data support the TCDSB mental health strategy:

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



## E. METRICS AND ACCOUNTABILITY

<b>2015-2018 TCDSB Mental Health and Well-Being Strategy</b>	<b>EVIDENCE / DELIVERABLES (2016-17)</b>
<p><b>1. Building Foundations</b> refer to the development of the organizational conditions which are key in effective school mental health. The foundations range from commitment, to a clear and focused vision, ongoing quality improvement, clear protocols directing our work and care, and collaboration.</p>	<ul style="list-style-type: none"> <li>• TCDSB Mental Health Advisory Council (MHAC) continues to meet regularly providing guidance and input from various board and community stakeholders. (See APPENDIX A). Includes all collective bargaining units, trustee, parents, students, and community.</li> <li>• The Stop the Stigma Secondary School Students Mental Health Advisory Council is convened annually. Members are secondary students who have been nominated by their school as representatives to the council to assist in planning and delivering various Stop the Stigma training and education events for students (secondary and elementary).</li> <li>• TCDSB Mental Health and Well-being Policy and associated guidelines (i.e. Mental Health Response Guidelines, and Suicide Intervention Guidelines) were shared with principals via regular K-12 principal meetings, as well as presentations to various principal and vice principal associations through presentations at “Issues Series for Vice Principals” and “Succession Series for Principals”.</li> <li>• School Social Work and Psychology Staff deliver annual presentations reviewing the TCDSB Mental Health and Well-Being Policy to all school staff via school staff meetings.</li> <li>• The TCDSB Mental Health Crisis Response Guidelines were shared with principals via regular K-12 principal meetings, as well as presentations to various principal and vice principal associations, through presentations at “Issues Series for Vice Principals” and “Succession Series for Principals”.</li> </ul>

<b>2015-2018 TCDSB Mental Health and Well-Being Strategy</b>	<b>EVIDENCE / DELIVERABLES (2016-17)</b>
<p><b>2. Fostering Skills and Knowledge</b>  TCDSB is committed to the <i>Fostering of Skills and Knowledge</i> of mental health and well-being for and with all students and staff. Our Catholic faith teaches us compassion for one another. As a community, our school board's mental health and well-being can flourish as we build our awareness and understanding of mental health and well-being and its connection to our Catholic faith.</p>	<ul style="list-style-type: none"> <li>• School Social Work and Psychology staff delivered presentations of the Ministry of Education's Mental Health Resource Guide for Educators <b>Supporting Minds</b> (Mood and Depression Module )</li> <li>• Presentations to elementary school staff delivered on an invitational basis.</li> <li>• School Psychology staff delivered 70 Mental <b>Health Awareness and Literacy Presentations</b> to schools (this would include <i>Supporting Minds</i> Presentations).</li> <li>• School Social Work staff delivered a total of 782 Mental <b>Health Awareness and Literacy Presentations</b> (the total is comprised of 406 Mental Health presentations to school staff including <i>Supporting Minds</i> Presentations, 301 student presentations, and 75 Parent presentations).</li> <li>• High quality professional development for teachers regarding student mental health and well-being. This will include making links between evidence based mental health programs (e.g. Friends for Life/ Fun Friends, Stop Now and Plan, and Stress Lessons) and the Ontario Curriculum expectations.</li> <li>• Expertise level professional development for school psychology staff and school social workers regarding specific areas/populations pertaining to student mental illness as well as health promotion.</li> <li>• All TCDSB School Social Workers, and all School Psychology staff, 86 Guidance staff, and a number of school administrators trained in ASIST (Applied Suicide Intervention Skills Training) thus far. There were 128 additional staff trained in ASIST in 2016-17.</li> </ul>

<b>2015-2018 TCDSB Mental Health and Well-Being Strategy</b>	<b>EVIDENCE / DELIVERABLES (2016-17)</b>
	<ul style="list-style-type: none"> <li>• 995 TCDSB staff (teachers, EAs, CYWs, Administrators) Trained in safe TALK (Suicide Awareness) 154 were trained in 2016-17.</li> <li>• Support for teachers as they deliver the newly revised Health and Physical Education curriculum- particularly as it pertains to Mental Health and Well-being (grade 7-8 teachers).</li> </ul>
<p><b>3.</b> A focus on <i><b>Supporting Well-Being and Decreasing Stigma</b></i> will promote wellness and help combat the debilitating impact of stigma. Student Mental health, occurs along a continuum. Our supports for student Mental Health will mirror that continuum. Our students' voice is a crucial element of combatting social injustice and stigma associated with mental illness. Our TCDSB "Stop the Stigma" Initiative is evidence of our students living the Gospel Values at its best.</p>	<ul style="list-style-type: none"> <li>• All Secondary Schools, and 21 (12 new schools added in 2016-17) pilot elementary schools involved in the Stop the Stigma Student Leadership initiative. This includes many presentations/ seminars for students and staff, and parents. We have increased the number of participating elementary schools from 2 pilot schools in 2014-15, to 11 in 2015-16.</li> <li>• School Psychology staff served 303 students for <b>individual counselling</b>.</li> <li>• School Social Work staff served 7356 students for <b>individual counselling</b>.</li> <li>• School Psychology staff served 80 students for <b>group counselling</b> intervention.</li> <li>• School Social Work staff served 1248 students for <b>group counselling</b> intervention.</li> <li>• School Psychology staff completed <b>full class intervention programs</b> with approximately 770 students.</li> <li>• School Psychology staff completed 70 <b>assessments of social emotional functioning / mental health</b>, often resulting in a psychological diagnosis (note: most of the 770 completed Psycho-educational Assessments include a mental health component).</li> <li>• School Psychology staff performed 105 <b>ASIST</b> (Applied Suicide Intervention Skills Model) <b>suicide intervention risk reviews</b>.</li> </ul>

<b>2015-2018 TCDSB Mental Health and Well-Being Strategy</b>	<b>EVIDENCE / DELIVERABLES (2016-17)</b>
<p><b>4. Engaging Families</b> Parents and guardians are an integral part of student well-being and achievement. When families are engaged, students demonstrate increased motivation, higher grades, and better behavior. TCDSB will endeavour to incorporate the family's voice in all aspects of Mental Health and Well-being plans and programming.</p>	<ul style="list-style-type: none"> <li>• School Social Work staff performed 626 <b>ASIST</b> (Applied Suicide Intervention Skills Model) <b>suicide intervention risk reviews</b>.</li> <li>• 2015-16 marked the introduction of monthly TCDSB Mental Health Newsletters created for staff, parents, and parish. Our readers indicate that the newsletters continue to be an excellent way to communicate to parents about positive Mental Health and Well-being with attention paid to the connection between our Catholic Faith and well-being.</li> <li>• Parent Members of the TCDSB Mental Health Advisory Council met with the executive of CPIC and OAPCE to encourage parent voice with regards to student mental health.</li> <li>• Annual Mental Health Presentation at the TCDSB Special Services Parent Engagement Event (approximately 100 parents in attendance). Presentation focused on the Role of Relationships/ Stillness and Prayer, Balance, and Sleep in supporting our children's mental health</li> <li>• Annual information Mental Health booth at the OPACE AGM and Parent Fair.</li> </ul>
<p><b>5. Partnering with the Community</b> Student Mental Health and Well-being is a shared responsibility between family-school- community. TCDSB recognises the crucial role that each play. Our community partners in child and youth mental health, and health services are</p>	<ul style="list-style-type: none"> <li>• Developed and maintained 13 separate partnership agreements (See APPENDIX B) with children's mental health agencies (2016-17). An additional partnership was developed in 2016-17 with <b>Central Toronto Youth Services</b>.</li> <li>• TCDSB Mental Health Leadership are members of MCYS (Ministry of Children and Youth Services) Priority Access Steering Committee.</li> <li>• TCDSB represented on various community council and expert panels including The Mental Health Commission of Canada's Forum on Immigrant, Refugee, Ethno-cultural and Racialized Populations, TCDSB Psychology and Social Work</li> </ul>

<b>2015-2018 TCDSB Mental Health and Well-Being Strategy</b>	<b>EVIDENCE / DELIVERABLES (2016-17)</b>
<p>integral to the success and well-being of our students. We will continue to work towards equitable and sustainable community partnerships.</p>	<p>staff presented at a variety of Provincial Mental Health Conferences.</p> <ul style="list-style-type: none"> <li>• MCYS Priority Access Program (see APPENDIX C) accepted 118 referrals for counselling from TCDSB Social Workers and Psychology Staff.</li> <li>• TC-CCAC (Toronto Central Community and Care Access Centre) Mental Health and Addictions Nurses (MHAN) completed 153 referrals (2016-17) a 14% increase in students served from the previous year.</li> </ul>

Appendix D outlines the actionable items for 2017-18.

## **5. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

## **APPENDIX A**

### Mental Health and Well Being Report 2016-17

#### MCYS Priority Access Counseling Program: Participating Agencies

##### East :

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

##### North:

- The Hinks Dellcrest Centre
- Griffin Centre

##### South :

- The Hinks Dellcrest Centre
- Central Toronto Youth Services

##### West :

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

##### Specific Populations:

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

## **APPENDIX B**

### **Mental Health and Well Being Report 2016-17 TCDSB Mental Health Partnership Agreements**

1. Aisling Discoveries Child and Family Centre:  
(Partners for Success, and Peacekeepers and Finding The Leader & Power in You Programs)
2. Boost Child Abuse Prevention and Intervention  
(I'm a Great Kid, and I'm a great Little Kid Programs).
3. Breakaway Addiction Services
4. Child Development Institute  
(SNAP, and Act and Adapt Programs).
5. Central Toronto Youth Services (CTYS)  
(Peaceful Alternatives to Tough Situations: PATTS) NEW Partner for 2016-17
6. Dr. Elyse Dubo  
(Sunnybrook Adolescent Psychiatry "Lost and Found")
7. The Etobicoke Children's Centre  
(Fun FRIENDS and Friends for Life Programs)
8. The George Hull Centre  
(Fun Friends)
9. Native Child and Family Services of Toronto
10. Toronto – Central Community Care Access Centre (TC-CCAC)  
(Mental Health and Addictions Nurses Program).
11. prevNET (Promoting Relationships and Eliminating Violence)  
Safe Schools Ambassadors Program
12. Toronto Public Health  
One on One Youth Mentoring Program
13. Youth Link  
FAST ( Finding Assertive Solutions Together)

## APPENDIX C



### TCDSB Mental Health Advisory Council

- **Terms of Reference**

As school boards continue to develop and implement strategies and initiatives to meet Ministry requirements in support of Provincial Student Mental Health, it is expected that they will consult with different stakeholders.

1. The Mental Health Advisory Council is an Advisory Council of TCDSB providing input and advice on Ministry of Education policy and strategies, as well as TCDSB guidelines and strategies pertaining to student mental health.
2. The Council receives presentations on a variety of Student Mental Health topics, and reviews metrics for monitoring, reviewing and evaluating the effectiveness of board policies, procedures, and strategies.
3. Various employee and stakeholder group representatives can bring forth information related to student mental health for consideration.
4. The composition of the Council includes representatives from parents, students, teachers, support staff, principals, and vice principals, community members, and trustees.
5. Representatives serve on the committee for a school year (one year) term.
6. Presently, representatives from the following groups comprise the committee. :
  - Association of Professional Student Support Services (APSSP)
  - Canadian Union of Public employees (CUPE)
  - Elementary Principals Association ( T CPA)
  - Elementary Vice Principals Association ( TCVPA)
  - Secondary Principals Association ( SSPA)
  - Secondary Vice Principals Association (SSVPA)
  - Toronto Secondary Unit (TSU)
  - Toronto Elementary Catholic Teachers (TECT)



## APPENDIX C

- Trustees
- Parents
- Student - Mental Health Student Advisory Council (SMHAC)
- Catholic Students Leadership Impact Team (CSLIT)
- Community -Toronto Central – Local Health Integration network( TC-LHIN),  
Mental Health Advocacy Representative
- Chief Psychologist ( TCDSB)
- Superintendent of Student Achievement and Well-being ( Special Services)

### **Dates for the Mental Health Advisory Council Meetings**

<b>Date</b>	<b>Time</b>	<b>Location</b>
Nov. 15, 2017	5:30 pm to 7:30 pm	M. Cornacchia Meeting Rm. (Formerly Small Committee Rm.)
Dec. 13, 2017	5:30 pm to 7:30 pm	Same as above
Feb. 21, 2018	5:30 pm to 7:30 pm	Same as above
April 25, 2018	5:30 pm to 7:30 pm	Same as above
May 30, 2018	5:30 pm to 7:30 pm	Same as above

## APPENDIX D

### TCDSB Student Mental Health and Well-Being Strategy

#### Actionable Items

2017-18 School Year.

1. Highlight the connection between **Mental Health and Well-Being and our Catholic Faith Values (“Faith for Mental Health”)**.
  - i. The 2015-18 Strategy revision incorporates this and demonstrate the links.
  - ii. Communicate to our school and parish community the “protective” and supportive nature of our Catholic Faith as it pertains to wellness, wholeness, and the dignity of the human being and human spirit.
  - iii. Continued collaboration with our Religious Education Department.
  - iv. Continued Liaison with the Archdiocese of Toronto
  - v. Inclusion of Faith and Mental Health connection in the TCDSB Mental Health and Well-Being Newsletters and at Student Symposiums and Parent Events.
2. It is suggested that Mental Health be considered for inclusion in the **School Learning Improvement Plan**. Development this year will focus on expanding the examples of :
  - i. School mental health goals, and
  - ii. Mental health resources schools can employ to meet those goals.
3. The **Supporting Minds Module “Mentally Healthy Classroom”** to the modules available to schools for presentation. Social Work and Psychology staff will be in-serviced fall 2017, with availability to schools 2017-18. Communication will include presentation to all K-12 principals, as well as relevant resource and curriculum areas / groups.
4. Review of the TCDSB **Mental Health Crisis Response Guidelines** with all principals will be completed annually. Annual communication of the Mental Health Policy which will now include the Mental Health Crisis Response Guidelines.

5. Continuation of organizing and delivering suicide awareness (safe TALK) for all TCDSB staff groups and suicide intervention (ASIST) professional development and training for targeted groups (i.e. Social Workers, Psychology Staff, Guidance Counsellors, and School Administrators).
6. Continuation of delivering Professional Development for Health and Physical Education (HPE) teachers regarding the connection between HPE and mental health in the curriculum from a mental health and faith based lens (focus on grade 7-8).
7. Exploration of the development of specific school wide social emotional learning Professional Development for Child and Youth Workers (CYWs) and Educational assistants (EAs) and Kindergarten staff (e.g. Zones of Regulation, Stress Lessons, FRIENDS).
8. By focusing on areas of targeted need, pursue the development of more **mental health partnerships with children's mental health agencies**. A focus on further developing our partnership and collaboration with Toronto Lead Agency (East Metro Youth Services).
9. Building on TCDSB's collaboration with the Registered Nurses Association (RNAO) and Toronto Public Health "**Youth Mental Health Champions Project**" at 5 TCDSB schools, we expanded this awareness campaign at more elementary schools in 2014-15. Adding 6 additional elementary schools 2015-16, 10 more in 2016-17, and 15 additional schools in 2017-18 (a total of 36 elementary schools will be participating in 2017-18). The Stop the Stigma program will involve "on-boarding" new teacher mentors in the fall, a Student Symposium in early winter, and training days in the early spring. Our TCDSB Student Mental Health Advisory Council (SMHAC) is instrumental in planning, designing, and delivering both staff and student events.
10. Examination and exploration of **Parent engagement strategies** with respect to student mental health. Continued consultation with the Parent representatives to the Mental Health Advisory council, as well as consultation with CPIC and OAPCE to further develop parent engagement in this area.

- 11.Exploration of the creation of **School Well-Being teams** for the 2018-19 school year. School Well-Being Teams will be a consolidation of existing Safe and Accepting School Teams. School Well-Being Teams will be a joint initiative between Special Services, Safe and Accepting Schools, Equity and Inclusive Education, and Student Success. School Well-Being Teams aim to consolidate at the school level the various Ministry Initiatives and Strategies that contribute to the “Well-Being Strategy “at the provincial level. The four elements of Well-Being are: Positive Mental Health, Equity and Inclusion, Safe and Accepting schools, as well as Healthy and Successful Schools. Student voice will be an integral element of the future School Well-being teams
- 12.Exploration of **Employee well-being** as it supports student mental health and well-being. Collaboration with Ministry of Education, as well as neighbouring School Boards will be pursued. Completion of the Healthy Minds at Work workshop series focusing on the 13 Psychological Safety Standards (Mental Health Commission of Canada) will be pursued as a support to our board efforts.



REPORT TO

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

### LIQUOR WAIVER FOR BREBEUF COLLEGE

Choose an item.

Created, Draft	First Tabling	Review
October 30, 2017	January 11, 2018	<a href="#">Click here to enter a review date</a>

Michael Del Grande, Trustee Ward 7

### RECOMMENDATION REPORT

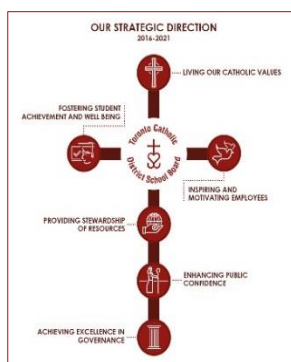
**Vision:**

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

**Mission:**

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

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



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

TBD  
Associate Director  
of Planning and Facilities

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

**A. EXECUTIVE SUMMARY**

Notification was received from Trustee Michael Del Grande that the Brebeuf School community is planning an event at Brebeuf on Saturday, February 10, 2018

**B. PURPOSE**

A request was received from Brebeuf College to serve alcohol at the Service Trip to Peru Fundraiser event, from 7 p.m. to 12 a.m. on Saturday, February 10, 2018.

**C. BACKGROUND**

Notification was received from Michael Del Grande to waive Regulation 6, of Appendix A of the Permits Policy B.R. 05, in order to be able to serve alcohol at Brebeuf College on Saturday, February 10, 2018, for the Peru Service Trip event.

**D. STAFF RECOMMENDATION**

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



REPORT TO

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

**LIQUOR WAIVER FOR SENATOR O'CONNOR CHS**

*Isaiah 65:8 Thus says the Lord: "As the new wine is found in the cluster, and they say, 'Do not destroy it, for there is a blessing in it,' so I will do for my servants' sake, and not destroy them all.*

Created, Draft	First Tabling	Review
December 15, 2017	January 18, 2018	<a href="#">Click here to enter a review date</a>

Angela Kennedy, Trustee Ward 11

**RECOMMENDATION REPORT**

**Vision:**

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**Mission:**

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R. McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

TBD  
Associate Director  
of Planning and Facilities

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

**A. EXECUTIVE SUMMARY**

Notification was received from Trustee Angela Kennedy that the staff at Senator O'Connor are planning an event at Senator O'Connor CHS on Thursday, March 1, 2018.

**B. PURPOSE**

A request was received from Senator O'Connor to serve alcohol at The Annual Irish Dinner event, from 6:00pm to 10:30pm on Thursday, March 1, 2018 .

**C. BACKGROUND**

Notification was received from Angela Kennedy to waive Regulation 6, of Appendix A of the Permits Policy B.R. 05, in order to be able to serve alcohol at Senator O'Connor on Thursday March 1, 2018, for the Annual Irish Dinner event.

**D. STAFF RECOMMENDATION**

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





REPORT TO

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

**LIQUOR WAIVER FOR SENATOR O'CONNOR CHS**

*1 Timothy 5:23 - Drink no longer water, but use a little wine for thy stomach's sake and thine often infirmities.*

Created, Draft	First Tabling	Review
December 15, 2017	January 18, 2018	<a href="#">Click here to enter a review date</a>

Angela Kennedy, Trustee Ward 11

**RECOMMENDATION REPORT**

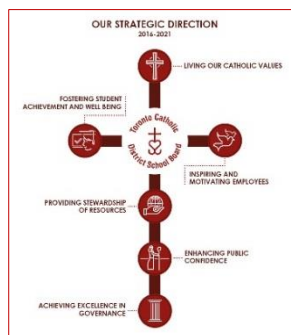
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Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

TBD  
Associate Director  
of Planning and Facilities

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

**A. EXECUTIVE SUMMARY**

Notification was received from Trustee Angela Kennedy that the staff at Senator O'Connor are planning an event at Senator O'Connor CHS on Thursday, June 14, 2018.

**B. PURPOSE**

A request was received from Senator O'Connor to serve alcohol at The Year End Staff Social event, from 3:00pm to 7:00pm on Thursday, June 14, 2018 .

**C. BACKGROUND**

Notification was received from Angela Kennedy to waive Regulation 6, of Appendix A of the Permits Policy B.R. 05, in order to be able to serve alcohol at Senator O'Connor on Thursday June 14, 2018, for the Year End Staff event.

**D. STAFF RECOMMENDATION**

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

## STUDENT ACHIEVEMENT AND WELL BEING PENDING LIST TO JANUARY 11, 2018

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Sep-07 Student Achievement	TBD	Regular Board	Report regarding information on accessibility, ownership, costs, payment, permission, storage and usage of photographs taken by CPIC representative(s) at Board events ( <b>Inquiry from Trustee Andrachuk</b> )	Director of Education
2	Nov-17 Student Achievement	TBD	Regular Board	Report from the Governance and Policy Committee on the updated Anaphylaxis policy together with the response to the delegation and a copy of the presentation at the same time ( <b>Review of Anaphylaxis Policy, Protocol and Guidelines</b> )	Associate Director Academic Affairs
3	Dec-17 Student Achievement	TBD	Regular Bard	Report by Trustee Ward of non-qualifying transportation students, broken down by 1km and 0.5 km ( <b>Report regarding the Non-Qualifying Transportation Students by Trustee Ward (All Wards)</b> )	Associate Director of Planning and Facilities

## ANNUAL REPORTS

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	February (A)	Student Achievement	External Research Report	Associate Director Academic Services
3	February (A)	Student Achievement	Accountability Framework for Special Education	Associate Director Academic Services
4	March (A)	Student Achievement	Staffing Status Report for Next School Year	Associate Director Academic Services
5	April (A)	Student Achievement	Conflict Resolution Department Report	Associate Director Academic Services
6	May (A)	Student Achievement	Report regarding Updates on items referred to in Ministry of Education Operational Review	Associate Director Academic Services
7	May (A)	Student Achievement	Staffing Status Report for Next School Year	Executive Superintendent Business Services
8	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
9	June (A)	Student Achievement	21 <sup>st</sup> Century Learning Update	Executive Superintendent Business Services
10	September (A)	Student Achievement	Portuguese Speaking	Associate Director Academic Services
11	September (A)	Student Achievement	Community Engagement	Director of Education

<b>12</b>	October (A)	Student Achievement	Student Trustees: Voices that Challenge	Associate Director Academic Services
<b>13</b>	October (A)	Student Achievement	CLIST Report at the Elementary Level	Associate Director Academic Services
<b>14</b>	October (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
<b>15</b>	October (A)	Student Achievement	Annual Safe Schools Report	Associate Director Academic Services
<b>16</b>	October (A)	Student Achievement	Information Report on the International Languages Program to include dates, statistical trends, surveys, results of previous assessments in changing demographics (city-wide population and home language dynamics) and immigration patterns in all wards.	Associate Director Academic Services
<b>17</b>	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO) ·Grade 9 Assessment of Mathematics (second semester and full-year students) and OSSLT Assessment (EQAO)	Associate Director Academic Services
<b>18</b>	November (A)	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Services
<b>19</b>	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
<b>20</b>	November (A)	Student Achievement	Religious Accommodation Report	Associate Director Academic Services
<b>21</b>	December (A)	Student Achievement	Status of Monitoring Team for the Safe School Inquiry Recommendations	Associate Director Academic Services