

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

AGENDA FEBRUARY 1, 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

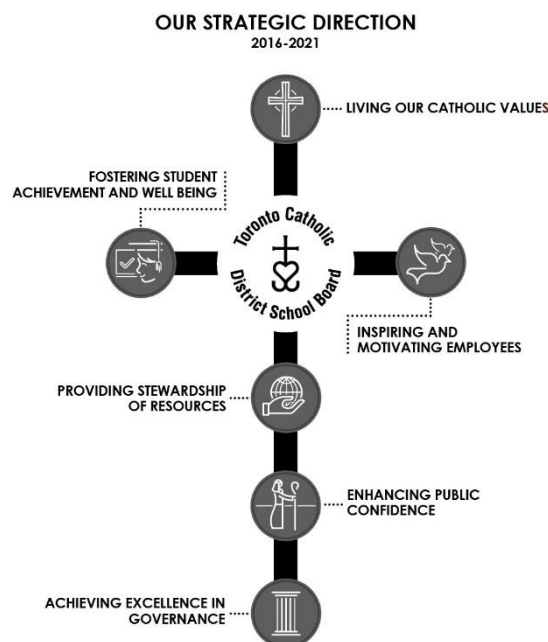
Sal Piccininni
Trustee Ward 3

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

OUR MISSION

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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, February 1, 2018

7:00 P.M.

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 January 11,
2018 for Public Session
9. Delegations
10. Presentations
 - 10.a Pastoral Plan 2018-2021
11. Notices of Motion

1 - 18

12. **Consent and Review**
13. **Unfinished Business**
14. **Matters referred or deferred**
15. **Staff Reports**
 - 15.a Imposition of International Student Caps (Recommendation) 19 - 23
 - 15.b Toronto Catholic District School Board Pastoral Plan 2018-2021
(Refer Item 10a) (Information) 24 - 50
 - 15.c External Research Conducted in the Toronto Catholic District
School Board - Policy S.19 - February 2018 Update (Information) 51 - 64
 - 15.d Employee Absenteeism Report (Information) 65 - 73
16. **Listing of Communications**
17. **Inquiries and Miscellaneous**
18. **Updating of Pending Lists**
 - 18.a Annual Reports 74 - 75
 - 18.b Monthly Pending List 76 - 77
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 11, 2018

PUBLIC SESSION

PRESENT:

Trustees: N. Crawford, Chair
A. Kennedy, Vice Chair
A. Andrachuk
P. Bottoni
F. D'Amico
M. Del Grande
B. Poplawski
M. Rizzo
G. Tanuan

Student Trustees: R. Carlisle
J. Ndongmi

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

G. Iuliano Marrello
M. Puccetti
J. Shanahan
D. Yack

A. Robertson, Parliamentarian

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

1. Call to Order

Lloyd Noronha, newly-appointed Executive Superintendent of Business Services and Chief Financial Officer, was introduced to the meeting.

4. Roll Call and Apologies

Apologies were extended on behalf of Trustees Davis, Martino and Piccininni.

5. Approval of the Agenda

MOVED by Trustee Kennedy, seconded by Trustee Poplawski, that the Agenda, as amended to include the Addendum, Inquiries and Miscellaneous from Trustee Kennedy regarding Opening and Closing Exercises Policies (S.S.02) relating to the Canada 150 O'Canada CD, Trustee Andrachuk regarding the 2018 Calendar of Board and Committee meetings and Trustee Rizzo regarding Leave of Absence, be approved.

Results of the Vote taken as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni

Crawford
D'Amico
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

6. Report from Private Session

MOVED by Trustee Poplawski, seconded by Trustee Andrachuk, that the verbal update from the Director of Education regarding the Chief Information Officer (CIO) position and the verbal report from the Executive Compensation Adhoc Committee dealt with in DOUBLE PRIVATE and TRIPLE PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

7. Declarations of Interest

There was no declaration of interest.

8. Approval and Signing of the Minutes

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that the Minutes of the Regular Meeting held December 7, 2017 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

9. Delegations

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

- 9b) **Vaughn Perusse regarding French Immersion Proposal for St. Patrick Catholic School** received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

- 9a) **Beverlee East, Chair of St. Patrick Catholic Secondary School, regarding French Immersion at St. Patrick Catholic Secondary School** received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

10. Presentations

MOVED by Trustee Del Grande, seconded by Trustee Andrachuk, that Items 10a) and 10b) be adopted as follows:

10a) Intergenerational Hubs – James Schlegel

&

10b) Intergenerational Programming (Schlegel Villages) - James Schlegel, President and CEO, Schlegel Villages, and Flora Cifelli, Superintendent, Area 1 (Refer Item 10a) received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Item 10c) be adopted as follows:

- 10c) Intergenerational Programming (RIA) - Josie d'Avernas, Executive Director, Schlegel-UW Research Institute for Aging** received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico

Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

The Chair declared a five-minute recess.

The meeting continued with Trustee Crawford in the Chair.

Trustee D'Amico was not in attendance after the recess.

MOVED by Trustee Del Grande, seconded by Trustee Poplawski that the Agenda be reopened.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Poplawski, that Item 16a) Feedback from Executive Compensation Public Consultation, November 29 to December 29, 2017 be reordered prior to Item 12 Consent and Review.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

16. Staff Reports

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

16a) Feedback from Executive Compensation Public Consultation, November 29 to December 29, 2017 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 Toronto Catholic District School Board Executive Compensation Program.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Del Grande
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

12. Consent and Review

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

- 13a) Trustee Andrachuk
- 16b) Trustee Kennedy
- 16c) Trustee Poplawski
- 16d) Trustee Poplawski
- 16e) Trustee Poplawski

13. Consideration of Motion for which Previous Notice Has Been Given

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that Item 13a) be adopted as follows:

- 13a) Consideration of Motion from Trustee Andrachuk regarding “Walking School Bus” and “Kiss and Ride” Feasibility Study** 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 for a “Kiss and Ride” and/or the “Walking School Bus” would be determined through discussion and consultation with the local community by the Catholic School Advisory Council (CSAC). Support and guidance would be provided by the Board as required.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Del Grande
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

Staff was directed to include in their report to Trustees the active transportation initiative and any additional relevant transportation information including that of the City of Toronto that would improve the safety of students.

Trustee Bottoni left the meeting at 9:45 pm and returned at 9:50 pm.

16. Staff Reports

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

16b) Mental Health and Wellbeing Annual Report 2016-17:

1. That the TCDSB Mental Health Advisory Committee be expanded to include representation from the Religious Education Department; and
2. That faith-based potential partners be included in the partnership lists in Appendices A and B on pages 50 and 51 of the Agenda.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Del Grande
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Kennedy, that Items 16c), 16d) and 16e) be adopted as follows:

- 16c) Liquor Waiver Request for Brebeuf College Service Trip to Peru Fundraiser Event, February 10, 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 Brebeuf College on Saturday, February 10, 2018 for the Peru Service Trip event;
- 16d) Liquor Waiver Request for Senator O'Connor Catholic High School Annual Irish Dinner Event, March 1, 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 Senator O'Connor Catholic High School on Thursday, March 1, 2018 for the Annual Irish Dinner Event; and
- 16e) Liquor Waiver Request for Senator O'Connor Catholic High School Year-End Staff Social Event, June 14, 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 Senator O'Connor Catholic High School on Thursday, June 14, 2018 for the Year-End Staff Social Event.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Bottoni

Crawford
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

18. Inquiries and Miscellaneous

MOVED by Trustee Andrachuk, seconded by Trustee Bottoni, that Item 18a) be adopted as follows:

- 18a) Inquiry from Trustee Kennedy regarding Opening and Closing Exercises Policy(S.S.02) in respect of the Canada 150 O'Canada CD received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

Staff was directed to ensure that the Opening and Closing Exercises Policy (S.S.02), in respect of the National Anthem, which dictates that students sing O'Canada a cappella or with musical accompaniment, as deemed appropriate, be adhered to.

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that Item 18b) be adopted as follows:

- 18b) Inquiry from Trustee Andrachuk regarding the 2018 Calendar of the Board and Committee meetings** that the 2018 Calendar of Board and Committee meetings be referred to staff to review the dates of the Governance and Policy (GAP) and Special Education Advisory Committee (SEAC) meetings and that in the future, major changes of committee meetings be brought to Trustees' attention.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that Item 18c) be adopted as follows:

18c) Inquiry from Trustee Rizzo regarding Leave of Absence received

Trustee Del Grande left the meeting at 10:33 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

21. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

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

REPORT ON THE IMPOSITION OF INTERNATIONAL STUDENT CAPS

Let your reasonableness be known to everyone. The Lord is at hand; Philippians 4:5

Created, Draft	First Tabling	Review
January 23, 2018	February 1, 2018	Click here to enter a date.

A. Mazzucco, Program Coordinator, International Education Team

J. Volek, Acting Comptroller, Planning & Development Services

V. Burzotta, Superintendent, Safe Schools, Alternative Education and SSI

RECOMMENDATION REPORT

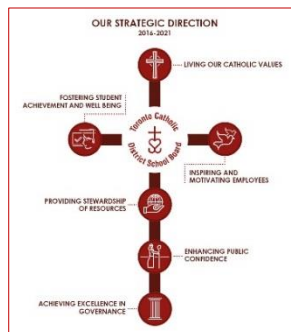
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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

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

A. EXECUTIVE SUMMARY

In response to a Trustee motion from the November 9, 2017 Corporate Services, Strategic Planning and Property Committee, staff developed secondary school entry caps for International VISA students. These caps will be implemented through the established enrolment projection review process for the 2018-19 school year.

The cumulative staff time required to prepare this report was 22 hours

B. BACKGROUND

1. At the Corporate Affairs, Strategic Planning and Property Committee meeting held on November 9, 2017, the Board of Trustees received the report regarding “Comprehensive Review of Programming for the Long-Term Accommodation Plan” and made the following motion:
 - “1. That a maximum cap per school for placement of International Students be implemented;
 2. That International Students being placed at Bishop Allen Academy for February September 2018 registration, appendix c pg 60, not be admitted unless an equal number of international students presently at the school either graduate or move from the school so that the net result is no increase to the present number of international students at that location;
 3. That an immediate review and report on International Students at all oversubscribed schools to determine the impact on the capacity of the school and to include measures to reverse the growth at these sites.”
2. In October of 2017, Planning Services examined facility utilization rates for all secondary schools, incorporating the latest enrolment data and current understanding of facility capacity. Enrolment caps recommended in this report reflect classroom space availability.
3. In collaboration with the International Students department, Planning Services and Director’s Council, caps for International VISA students were developed for all secondary schools, with a particular focus on oversubscribed schools (refer to *Appendix ‘A’*). The majority of International VISA students are distributed between Grades 10, 11 and 12 classes, with only small numbers entering into Grade 9 primarily from the elementary panel.

4. Staff will strictly adhere to International VISA student caps at oversubscribed schools, however, staff recommend exceeding approved caps by up to 20% at undersubscribed schools where there is demand and where space permits.
5. There were 1302 International VISA students as of October 31, 2017. February 2018 enrolment is projected to be approximately 1396 students
6. Staff recommend a phased cap be implemented at Bishop Allen Academy: 125 International VISA students for the 2018-19 school year and 100 International VISA students for the 2019-20 school year.
7. Staff recommend a phased cap be implemented at Michael Power/St. Joseph: 125 International VISA students for the 2018-19 school year and 100 International VISA students for the 2019-20 school year.
8. Staff recommend a cap of 80 International VISA students at Father John Redmond for the 2018-19 school year.
9. Staff recommend a cap of 70 International VISA students at Senator O'Connor for the 2018-19 school year.
10. Staff recommend a cap of 100 International VISA students at Blessed Cardinal Newman for the 2018-19 school year.
11. To be fair and equitable across the system, International VISA student caps for all secondary schools have been developed in accordance with utilization rates and facility size as shown in *Appendix 'A'*. These caps are to be adhered to throughout the school year as students enter or exit the program.
12. In the case of the undersubscribed schools, an aspirational all-grades cap of 100 has been recommended by staff. It is the goal of the International Students department to encourage increased enrolment in schools with available space.
13. In schools where oversubscription remains an ongoing issue, staff continue to investigate options for program relocation to address enrolment pressures. On-going discussions with Principals and other senior staff will continue in this regard throughout the registration period, and during the projection process.

14. Preliminary enrolment projections have been developed considering the aforementioned International VISA student caps.
15. Preliminary projections will be circulated to all Superintendents and secondary school Principals in February of 2018. In-person meetings with all key stakeholders will occur in preparation of the final staff report.
16. A final staff report seeking Trustee approval of consensus enrolment projections is expected for the March 2018 Regular meeting of the Board.
17. There could be a potential loss in revenue if International VISA students do not accept a redirection from their preferred school location to another TCDSB secondary school.

C. RECOMMENDATION

1. Staff recommend approval of International VISA student caps, as provided in *Appendix 'A'*.
2. Staff recommend exceeding approved International VISA student caps by up to 20% at undersubscribed schools where there is demand and where space permits.

APPENDIX 'A'

Proposed 2018-19 TCDSB Secondary School Caps											
Facility Information			October 31, 2017 Enrolment & Utilization						Enrolment Caps		
TCDSB Secondary School	OTG Capacity	Portables	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrolment	Utilization %	2018-19 Grade 9 Cap	February 2017 International VISA Student Enrolment	Proposed 2018-19 International VISA Student Cap ¹
BISHOP ALLEN	717	24	412	400	390	434	1,636	228.2%	365	157	125 (2018-19) 100 (2019-20)
BISHOP MARROCCO/THOMAS MERTON	1,158	0	160	164	246	247	817	70.6%	250	39	100
BLESSED ARCHBISHOP ROMERO	945	0	159	130	216	244	749	79.3%	180	23	100
BLESSED CARDINAL NEWMAN	666	20	205	274	255	360	1,094	164.3%	312	98	100
BREBEUF	1,008	0	237	230	204	290	961	95.3%	286	62	80
CARDINAL CARTER	261	0	165	169	159	166	659	252.5%	175	4	by audition only
CHAMINADE	531	5	234	232	251	191	908	171.0%	215	5	20
DANTE ALIGHIERI	651	20	143	206	215	363	927	142.4%	260	15	80
FATHER HENRY CARR	834	0	206	213	228	258	905	108.5%	210	4	40
FATHER JOHN REDMOND	999	0	293	303	303	289	1,188	118.9%	270	101	80
FRANCIS LIBERMANN	648	6	220	231	240	231	922	142.3%	220	47	60
JAMES CARDINAL McGUIGAN	987	0	146	199	232	252	829	84.0%	180	3	100
JEAN VANIER	909	3	196	181	255	302	934	102.8%	260	19	40
LORETTO ABBEY	480	0	230	226	268	240	964	200.8%	234	59	60
LORETTO COLLEGE	567	0	134	97	97	139	467	82.4%	170	3	100
MADONNA	690	0	156	143	172	268	739	107.1%	150	8	40
MARSHALL McLUHAN	969	0	253	309	252	265	1,079	111.4%	250	44	60
MARY WARD	861	0	270	252	274	271	1,067	123.9%	268	67	80
MICHAEL POWER/ST. JOSEPH	1,644	6	485	435	511	511	1,942	118.1%	500	149	125 (2018-19) 100 (2019-20)
MONSIGNOR PERCY JOHNSON	909	0	229	251	236	271	987	108.6%	235	5	40
NEIL McNEIL	648	6	204	214	205	203	826	127.5%	208	35	40
NOTRE DAME	441	0	185	180	129	175	669	151.7%	130	24	30
SENATOR O'CONNOR	1,062	12	327	351	383	358	1,419	133.6%	289	88	70
ST BASIL THE GREAT	984	0	309	313	344	345	1,311	133.2%	305	13	40
ST JOHN PAUL II	1,074	13	331	335	330	355	1,351	125.8%	350	28	40
ST JOSEPH COLLEGE	714	0	155	213	211	231	810	113.4%	225	131	130
ST JOSEPH MORROW PARK	543	0	100	104	149	125	478	88.0%	199	55	60
ST MARY CATHOLIC ACADEMY	714	0	160	162	146	160	628	88.0%	200	37	80
ST MOTHER TERESA CATHOLIC ACADEMY	984	0	75	101	120	153	449	45.6%	208	5	100
ST MICHAEL CHOIR Sr.	114	0	20	26	20	24	90	78.9%	30	0	by audition only
ST PATRICK	1,152	0	199	161	214	190	764	66.3%	250	68	100
TOTAL:	24,864	115	6,598	6,805	7,255	7,911	28,569	114.9%	7,384	1,396	2,120

NOTES:

1. International VISA student totals represent all grades



REPORT TO

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

TCDSB PASTORAL PLAN, 2018-2021 – ROOTED IN CHRIST: WE BELONG, WE BELIEVE, WE BECOME

Live your lives in him, rooted and built up in him and established in the faith, abounding in thanksgiving. ~Colossians 2:6-7

Created, Draft	First Tabling	Review
January 22, 2018	February 1, 2018	Click here to enter a date.

Michael Caccamo, Superintendent of Nurturing our Catholic Community

INFORMATION REPORT

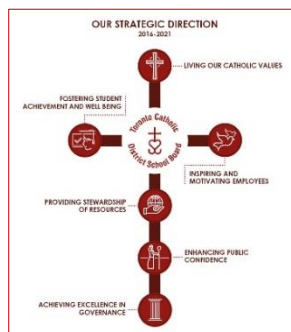
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Rory McGuckin
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of Academic Affairs

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

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

A. EXECUTIVE SUMMARY

The Board, since 2009, has adopted a three-year pastoral plan to support the Multi-Year Strategic Plan's goal of Living our Catholic Values by nurturing our Catholic community.

The most recent plan, *Together With One Voice: Harmonizing our Faith through Family, Parish and School*, will end in June 2018 as we bring to a close our Year of the School.

This report outlines the theme that is being developed for the pastoral plan for the next 3 years – 2018-2021, as well as a celebration to launch the new plan during Catholic Education Week 2018.

The cumulative staff time required to prepare this report was 210 hours

B. PURPOSE

1. For the past three years, we have been nurturing our Catholic community, harmonizing our faith in order to strengthen and enhance living our Catholic values daily in our local TCDSB communities of home, parish and school. These collective experiences help foster our larger Catholic community and create a positive public profile of Catholic education within Toronto.
2. The theme for the pastoral plan was proposed and further developed at the Nurturing our Catholic Community Steering Committee meeting held November 1, 2017. This committee is made up of representatives from various stakeholder groups in the Board. This report summarizes the new pastoral plan for 2018-2021.

C. BACKGROUND

1. TCDSB's Multi-Year Strategic Plan maintains Living our Catholic Values as one of its strategic direction and priorities. The three-year pastoral plan is designed to support that goal through curriculum links and special events that celebrate our Catholic faith unique to the TCDSB.
2. The pastoral plan for 2015-2018 focused on *Together with One Voice: Harmonizing our Faith through Family, Parish and School*. In each of the

three years, the focus turned to one of the key partners in Catholic Education, with this last year focusing on The Year of the School.

3. Throughout the plan, the Board witnessed the strengthening of relationships between our schools and our parish communities, which was celebrated in a profound way during our Year of the Parish, encouraging schools to share their connection with their parish or their pastor through music, video, artwork and written material.

D. EVIDENCE/RESEARCH/ANALYSIS

1. To continue the momentum that has been created, and to continue to nurture those all-important relationships, the pastoral plan theme developed for 2018-2021 is ***“Rooted in Christ: we Belong, we Believe, we Become”***, as outlined in Appendix A.
2. During **Year 1: we Belong**, we explore what it means to belong to Family, Church, School, and Community. We share the value of knowing one another’s story. We are reminded that God loved us into being and we share that love with one another as a sacramental (life-giving) people. Equity and Inclusivity are themes that are emphasized, as all are welcome regardless of gender, race, ethnicity, ability, etc. Baptism is highlighted as a Sacrament of Initiation, where we are invited to begin our faith journey toward full communion with Christ.
3. During **Year 2: we Believe**, the Creed is celebrated as a profession of our faith: One, Holy, Catholic, Apostolic Church. We renew our commitment to faith, community, family and church, as an opportunity to continue to reinforce our Catholic identity. We believe in Catholic values, family values, and in Catholic Education. The Eucharist is highlighted as a common celebration by communities of believers and as the source and summit of the Christian life (cf. CCC 1324) – Christ is present in the community. A greater emphasis is placed on faith in Christ, in ourselves and in one another through school celebrations of the Eucharist, teaching Masses, Liturgy of the Hours, community prayer, school prayers, community celebrations, retreats and Christian meditation. The theme also supports and reinforces the Ontario Catholic School Graduate Expectation of Becoming a Discerning Believer.

4. During **Year 3: we Become**, we learn more deeply about our vocation to become what God has called us to be. Through our Catholic Teachings, we are called to discipleship, service and mission; e.g. common good, preferential option for the poor, stewardship, solidarity, etc.. We empower voice, encouraging all to speak for those who have no voice. We highlight the role of the Sacrament of Confirmation: “Confirmation brings an increase and deepening of baptismal grace.” (CCC 1303). We renew our commitments to community service: ShareLife, ACCTS (A Catholic Call To Serve), Development and Peace, Service Trips—Student Leadership (Kenya, Philippines), TCDSB Young Disciples Ignite, Mission of Hope for Haiti, School Social Justice Initiatives.
5. The new pastoral plan will be launched at a special event on May 9, 2018, during Catholic Education Week at Montecassino Banquet Hall. His Eminence Cardinal Thomas Collins will be invited to speak on the theme for the new plan at a special prayer service that afternoon.
 - a. Representatives from all TCDSB schools, including administrators and teachers/chaplains, senior staff, Trustees, Parishes, the Archdiocese of Toronto, parents, students and other Catholic partners will be invited to attend.
 - b. The morning session, *Spotlight on Your School*, will focus on the culminating celebration for our Year of the School, showcasing some of the projects that were developed by students and staff across the Board.
6. Resources will be developed to further reinforce the connections between the pastoral plan and the virtues of the month, the Catholic Graduate Expectations and Catholic Teachings, which have been widely used by TCDSB schools for many years. These resources will be updated annually to reflect the specific focus for each year of this pastoral plan.

E. METRICS AND ACCOUNTABILITY

1. A report will be developed after each year of the pastoral plan and will be presented to the Nurturing Our Catholic Community Steering Committee. The report will include assessment of the impact of initiatives and events, as well as assessment of engagement of school and parish communities, as monitored through stakeholder use of social media, and the tracking of

participation in events and initiatives across the Board. Other artefacts to be used to measure impact would include results from *School Effectiveness Framework* surveys, student surveys (e.g., *My School, My Voice*, and *Safe and Caring Catholic School Climate Survey*), staff and parent surveys, as well as evaluations and feedback from PD sessions.

F. COMMUNICATIONS

The following communications vehicles will be utilized to share the new pastoral plan with the TCDSB community:

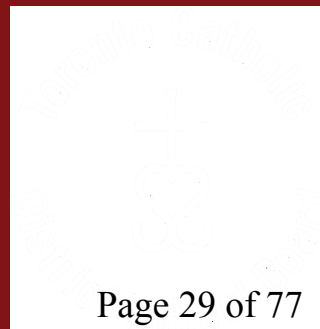
- The official launch of the new plan on May 9, 2018, preceded by invitations to the launch
- Direct email to schools
- Letter to pastors
- Presentation to CPIC and OAPCE
- Media outreach
- Online Director's Bulletin
- E-News
- Website (public site as well as employee portal)
- Weekly Wrap Up
- Social media (Twitter, Instagram)
- In-service for Religion Reps and Chaplaincy Leaders
- Presentations to Principals and System Leaders
- Promotional materials such as posters, pop up banners, flyers

G. CONCLUDING STATEMENT

This report is for the information of the Board.

TCDSB PASTORAL PLAN

2018-2021



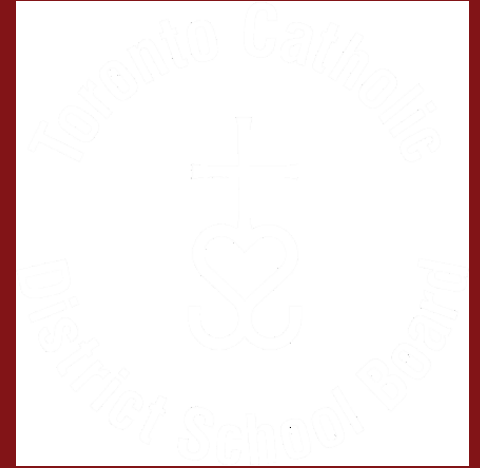
NCC Steering Committee

- Julie Altomare-Di Nunzio, TECT
- Rosanna Bottero, Principal
- Michael Caccamo, Superintendent
- Rhea Carlisle, Student Trustee
- Nancy Crawford, Trustee
- Marisa Celenza, Angel Foundation
- Annalisa Crudo-Perri, OAPCE
- Angela Kennedy, Trustee
- Dan Koenig, Associate Director

NCC Steering Committee

- Rocchina Leone, Principal
- Rory McGuckin, Director
- Joel Ndongmi, Student Trustee
- Joe Russo, 21st Century Learning and ICT
- Felix Salazar, TOTL
- Dan Smith, Archdiocese of Toronto Liaison
- Emmy Szekeres Milne, Communications
- Garry Tanuan, Trustee
- Joan Tschernow, Principal
- Gillian Vivona, TSU

NCC Central Team



Michael Caccamo – Superintendent of NCC

Robert Gallo – Religion Resource Teacher, Areas 1 & 2

Lisa Malcolm – Religion Resource Teacher, Areas 3 & 4

Azniv Marie Jorge – Religion Resource Teacher, Areas 5 & 6

Michelle Peres – Religion Resource Teacher, Areas 7 & 8

Michael Consul – Catholic Student Leadership

Susan HooKong-Taylor – Catholic Teachers' Centre

Fr. Obinna Ifeanyi, CSSp. – Catholic Teachers' Centre

Fr. Michael Lehman, CSB – System Chaplain

Nurturing Our Catholic Community Contact – ncc.team@tcdsb.org

Rooted in Christ:



we BELONG
we BELIEVE
we BECOME

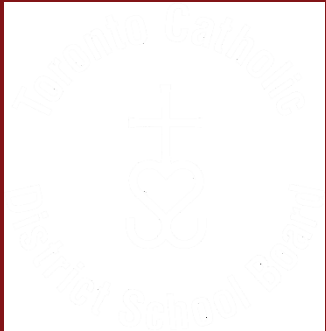
2018-2021

*Live your lives in him, rooted and built up in him and
established in the faith, abounding in thanksgiving.*

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~Colossians 2:6-7

Year One

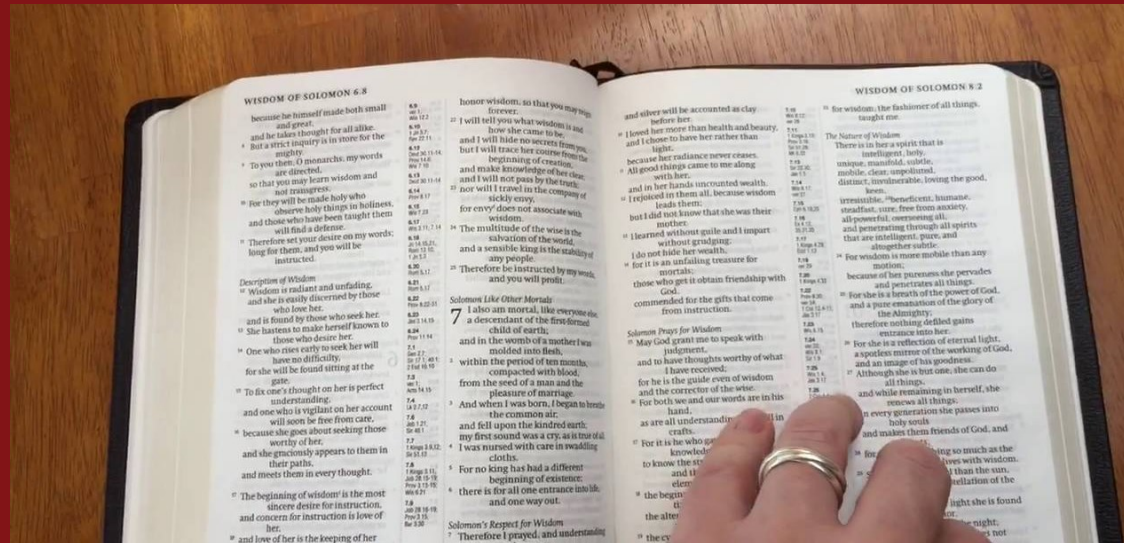


2018-2019

we BELONG

Scriptural References

“Enlarge the site of your tent, and let the curtains of your habitations be stretched out; do not hold back; lengthen your cords and strengthen your stakes.”



Isaiah 54:2

“There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus.... heirs according to the promise.”

Galatians 3:28-29

- **What does it mean to belong?** – we are created as community with different gifts and capacities but connected as brothers and sisters in humanity
- **Family, Church, School, Community** - Knowing one another's story
- God loved us into being and we share that love with one another as a **sacramental (life-giving)** people
- **Inclusivity & Equity**—All are welcome, regardless of gender, race, ethnicity, ability etc.

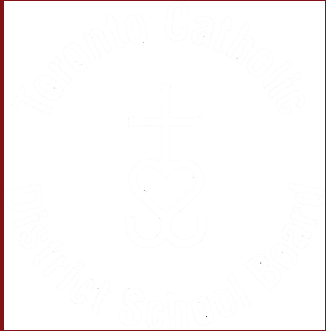
we BELONG—Sacramental Reference

- Baptism is a Sacrament of Initiation where we are invited to begin our faith journey toward full communion with Christ
- *“Baptism is the source of that new life in Christ from which the entire Christian life springs forth” (CCC 1254)*



- **NCC will continue to collaborate with other TCDSB departments to promote communities where everyone knows they belong:** e.g. Safe Schools, Special Services (Psychology, Mental Health and Well Being, Social Work, Autism), Equity, Diversity and Indigenous Education, Student Success, etc.
- **School action pieces—** pastoral care, hospitality, equity, inclusivity
- **Connections to Pope's encyclicals** on the Environment ***Laudato Si' (Praise be to you)*** – *Belonging to the Earth*; ***Amoris Laetitia (The Joy of Love)***— *Belonging to the family*
- **Synod on the Youth October 2018**—working on ways to bring young people into fuller participation in church life

Year Two



2019-2020

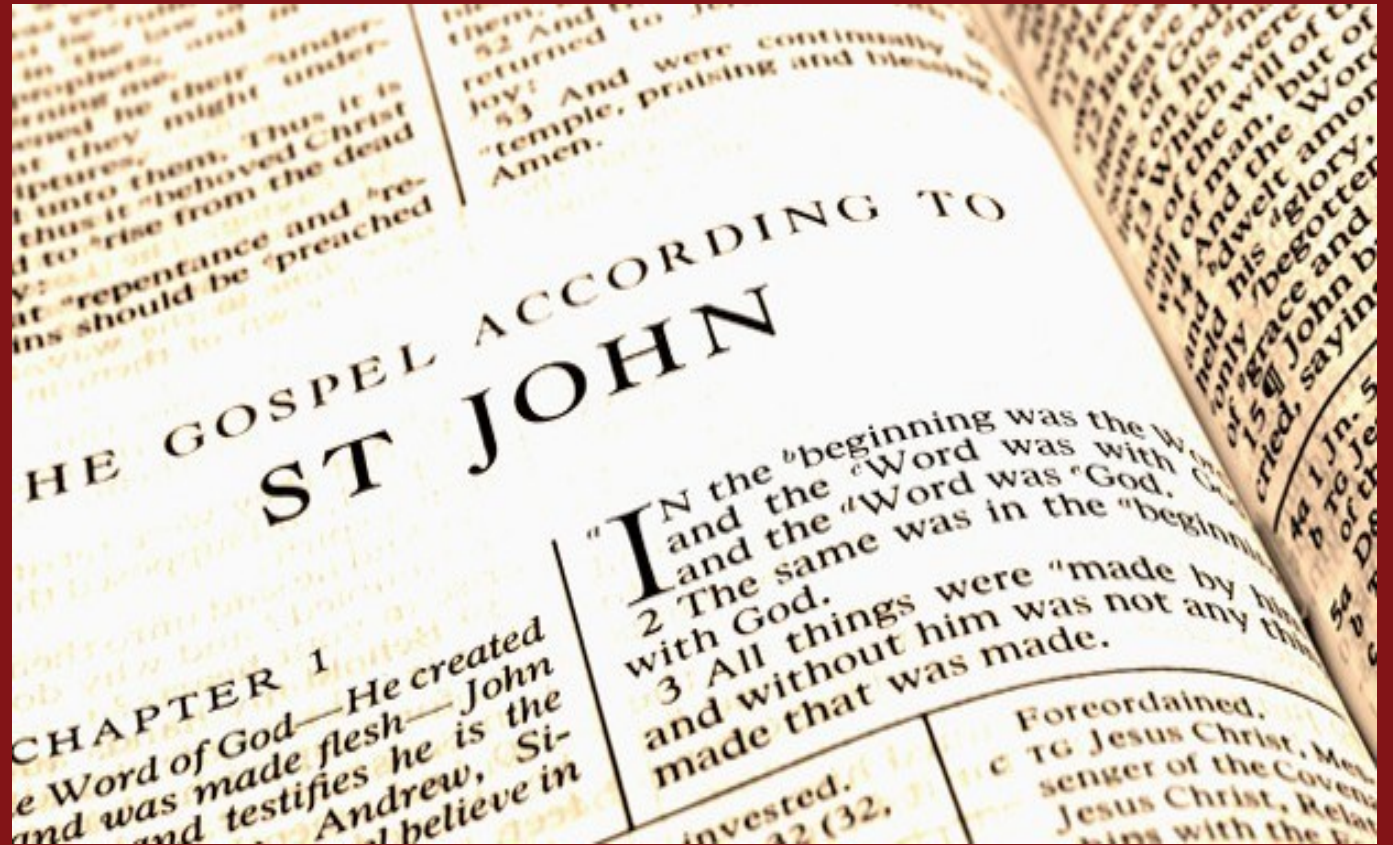
we BELIEVE

Scriptural References

*Jesus said to them,
‘I am the bread of life.
Whoever comes to me will
never be hungry, and
whoever believes in me will
never be thirsty.
~John 6:35*

*Do not let your hearts be
troubled. Believe in God,
believe also in me.*

~John 14:1



we BELIEVE

2019/20

- **The Creed**—Our Profession of Faith: One, Holy, Catholic, Apostolic Church
- Renew our commitment to faith, community, family and church
- An opportunity to continue to reinforce our Catholic identity

We believe:

- In Family Values
- In Catholic Values
- In Catholic Education



we BELIEVE—Sacramental Reference

- Eucharist: the source and summit of the Christian life (cf. CCC 1324, YouCat 208-223) —Christ is present in the Community



Behold what you are, become what you receive. ~St. Augustine

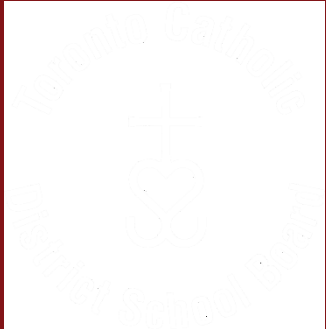
we BELIEVE

2019/20

Greater Focus on Faith in Christ, **Faith in Ourselves and Faith in One Another** through:

- School Celebrations of the Eucharist
- Teaching Masses
- Liturgy of the Hours—Prayer of the Church
- Community Prayer-- School Prayers
- Community Celebrations
- Retreats
- Christian Meditation
- Ontario Catholic School Graduate Expectations: **Discerning Believer**

Year Three



	A Discerning Believer
	An Effective Communicator
	A Reflective, Creative And
	A Self-Directed, Responsible,
	A Collaborative Contributor
	A Caring Family Member
	A Responsible Citizen

2020-2021

we BECOME

Scriptural References

*‘Before I formed you in the womb I knew you,
and before you were born I consecrated you;
I appointed you a prophet to the nations.’ ~Jeremiah 1:5*

*Do not be conformed to this world, but be transformed by the renewing of
your minds, so that you may discern what is the will of God—what is good
and acceptable and perfect. ~Romans 12:2*

I came that they may have life, and have it abundantly. ~ John 10:10

we BECOME

2020/21

- We become what God has called us to be— *The glory of God is man (and woman) fully alive* ~ St. Irenaeus
- We are called to **discipleship, service and mission** (cf. *TCDSB Multi Year Strategic Plan*)
- **Catholic Social Teachings**



we BECOME—Sacramental Reference

Confirmation: “Confirmation brings an increase and deepening of baptismal grace.” (CCC 1303)



we BECOME

TCDSB Initiatives



- **ShareLife**
- **ACCTS**
- **Development and Peace**
- **Service Trips—Student Leadership (Kenya, Phillipines)**
- **TCDSB Young Disciples Ignite**
- **Mission of Hope for Haiti**
- **School Social Justice Initiatives**

Rooted in Christ:



we BELONG
we BELIEVE
we BECOME

2018-2021

*Live your lives in him, rooted and built up in him and
established in the faith, abounding in thanksgiving.*

Page 49 of 77

~Colossians 2:6-7





REPORT TO

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

EXTERNAL RESEARCH CONDUCTED IN THE TCDSB - POLICY S.19 FEBRUARY 2018 UPDATE

“An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.”
Proverbs 18:15 (NRSVCE)

Created, Draft	First Tabling	Review
January 22, 2018	February 1, 2018	Click here to enter a date.

M. Vanayan, Senior Coordinator, Educational Research

L. DiMarco, Superintendent of Curriculum, Leadership and Innovation; Information and Communication Technology

INFORMATION REPORT

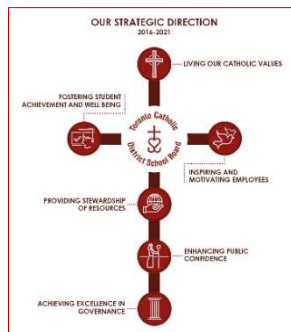
Vision:

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.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

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

A. EXECUTIVE SUMMARY

This report provides the annual list of approved external research and a summary of findings or previous research projects received as of December 31, 2017. Appendix A lists applications that were newly approved, in 2016-2017. Appendix B provides a description of findings from external research approved in 2013-2014.

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

B. PURPOSE

1. According to TCDSB Policy S.19 Research Conducted in the TCDSB, a list of approved external research and a summary of findings from completed research is to be reported annually to the Board.

C. BACKGROUND

1. In Ontario, it is a professional expectation within the field of education that school boards support external research activities for the purpose of gaining insights into various aspects of education. TCDSB Policy S.19 Research Conducted in the TCDSB (first developed in 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. As per TCDSB Policy S.19, each year, there is an annual report to Board outlining the external research that was approved to be conducted at the TCDSB during the previous school year. In February 2016, it was moved that a summary of previous external research findings be included where available.

D. 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 outside of 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. Any participation in an approved external research initiative by school staff, parents and students is voluntary and must include informed consent.
4. During the 2016-2017 school year, 12 applications were approved. These studies were in various areas including, social and emotional programs, web-based tools, numeracy, and they represented research from public and mental health agencies and universities. Appendix A provides a summary of approved applications.
5. The timeframe for external research and subsequent reporting often extends beyond the school year (e.g., research takes place in multiple locations, 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). Appendix B provides a summary of the findings from external research that was approved during the 2013-2014 school year.

E. METRICS AND ACCOUNTABILITY

1. An annual report on approved external projects is presented for the information of the Board (see Appendix A).
2. It is an expectation that upon study completion, all external researchers provide a copy of any report they write describing their findings. A summary of findings from completed projects appears in Appendix B. Reports are shared with staff within the various departments (e.g., Teaching and Learning Collaborative Curriculum, Leadership and Innovation; Student Success; Safe Schools; Special Services; Equity, Diversity and Indigenous Education) to consider results and application (see Appendix B).

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

APPENDIX A

TCDSB External Research Applications: Approved in 2016-2017

1. *The use of facilitated group activity to support school readiness skills in preschool children with hearing loss.*

- **Purpose:** Studies identifying challenges in speech, language and pre-literacy development of children with hearing loss have demonstrated the benefits of music and group activities. This research investigates the impact of combining group activities including music, movement and crafts into traditional listening and spoken language therapy on skill development in preschool children with hearing loss, particularly in the areas of language, pre-literacy, social interactions and self-regulation.
- **Method:** Assessments of students in the Deaf and Hard of Hearing Program and questionnaires completed by teachers and parents.

2. *ezClass Test Beta Testing – Grades 3 and 6 Ontario Mathematics*

- **Purpose:** The ezClass Test is a new online curriculum-based diagnostic mathematics assessment for students in Grades 3 and 6. Teachers can access the online system using any computer or tablet and create tests specific to the curriculum topics they are teaching at the time. They have the option of administering it to groups of students as needed. Tests are scored automatically and reports sent to the teacher. The purpose of the research is to learn about the principal, teacher, and student user experience when using the ezClass Test online assessment system and to analyze the technical quality of the Grade 3 and Grade 6 mathematics test questions.
- **Method:** Online teacher and principal questionnaires.

3. *Addressing the Numeracy Gap: A solution to increase student engagement and achievement in mathematics*

- **Purpose:** Numeracy is an area of weakness for many Canadian students in all levels of education and has become an area of focus for Ontario. The Ontario College Math Test (OCMT), founded on 12 years of research, is a tool that aligns with the Ministry goals of improving achievement in mathematics. Through the provision of pre- and post-diagnostic assessments and a suite of digitally rich, online remedial modules, students who use the OCMT have access to individualized feedback on their math skills to address areas of weakness. The same individualized assessment feedback is available to their teachers to inform instruction and to address the numeracy gap. The goal of the research is to learn about the impact of participation on teachers and students. This research is part of a \$250,000

<p>grant from the Ontario Centres of Excellence, Advancing Education Programme, for the partnership between Humber College, TCDSB, and Vretta.</p> <ul style="list-style-type: none"> • Method: Pre- and post-surveys completed online by participating Grade 9 students; Grade 9 mathematics achievement scores.
<p>4. <i>The 2017 Ontario Student Drug use and Health Survey (OSDUHS)</i></p> <ul style="list-style-type: none"> • Purpose: The OSDUHS began in 1977. It monitors drug use, mental health, physical health, gambling, bullying and risk behaviours among Ontario students in Grades 7 to 12, every two years. The repeated design allows researchers to track change over time. The main purpose is to provide a knowledge-base for health promotion, education, and policy efforts at all levels of government with the ultimate goal of improving the well-being of young people. • Method: Students in Grades 7 to 12 are surveyed within a stratified sample representative of Ontario.
<p>5. <i>Canadian Student Tobacco, Alcohol and Drugs Survey (formerly Youth Smoking Survey)</i></p> <ul style="list-style-type: none"> • Purpose: Understanding Canadian trends in tobacco, alcohol and drug use is vital to the effective development, implementation and evaluation of strategies, policies and programs aimed at addressing substance use and abuse. It is important to regularly monitor health behaviour to judge the effectiveness of programs aimed at reducing substance use and regulating tobacco products, alcohol and illicit drugs. The Canadian Student Tobacco and Drugs Survey is conducted every second year and includes questions related to tobacco use, purchasing behaviour, and tobacco marketing and drug and alcohol use. • Method: Surveys of samples of students from Grade 7 to 12 in schools representative of Canada.
<p>6. <i>An Evaluation of the Policy/Protocol Memorandum No.158 to Require Concussion Education in Ontario Schools</i></p> <ul style="list-style-type: none"> • Purpose: Recent evidence suggests that concussions are becoming more common, especially among school-aged children. In March 2014, the Ministry of Education of Ontario issued a Policy/Program Memorandum (PPM) No.158 that requires school boards to create a concussion education and prevention policy. The main objective of the study is to evaluate the effectiveness of the PPM by analyzing the concussion prevention policies across the different school boards in Ontario and to conduct a pre-policy, post-policy implementation analysis of Ontario School Board Insurance Exchange incident data.

- **Method:** Questionnaires for one staff member regarding the concussion policy and a small sample of teachers from each Board.

7. *Optimizing Mothers' Milk for Preterm Infants (OptiMoM) Program of Research: Study 1-Impact of Donor Milk at Kindergarten*

- **Purpose:** In Canada, the leading cause of long-term disability in children is being born at very low birth weight (VLBW). A key goal of improving the early nutrition of VLBW infants is to improve their long-term neurodevelopment, especially at school age. Mother's own breastmilk is the optimal way to feed VLBW infant; however, many need a supplement of donor milk or preterm formula as not enough mother's own milk is available. The purpose of this research is to follow up on the development of VLBW infants who in hospital were fed donor milk or preterm formula and/or mother's own milk, and it is part of a large longitudinal study.
- **Method:** Cognitive, motor, language and brain development is assessed at the hospital; a measure of school readiness is obtained through the Early Development Instrument (EDI) completed by teachers.

8. *Third Progress Report on the implementation of the First Nations, Metis and Inuit Education Policy Framework*

- **Purpose:** In 2007, the Ministry of Education released the Ontario First Nation, Metis and Inuit Education Policy Framework. The Framework is the foundation for delivering quality education to all First Nation, Metis, and Inuit students attending provincially funded schools in Ontario. The ministry has committed to releasing a progress report on the implementation of the Framework every three years. The purpose of this research is to learn more about the unique and diverse needs of Indigenous students to support more responsive and effective education policy and to inform the Third Progress Report.
- **Method:** Online survey for members of school communities, focus groups with Indigenous and non-Indigenous students and with staff.

9. *SHINE: Students Helping to Inspire New Education*

- **Purpose:** Transitioning from high school to university can be a very stressful and difficult process. These struggles are amplified when the students in question are diagnosed with or may self-identify as having an autism spectrum disorder (ASD). The purpose of Students Helping to Inspire New Education (SHINE) is to create a space in which students with ASD can explore questions around transitioning by collaborating to create an online animation video with the purpose of sharing it with other students, families and service providers interested in the topic. The goal of the research is to learn about students' concerns and questions regarding

transitioning to high school education and how participation in the program can benefit specific skills development.

- **Method:** Questionnaires completed by students at the beginning and at the end of the program.

10. *Suspension and Expulsion Program Evaluation*

- **Purpose:** A number of initiatives are in place in Ontario to support the achievement of all students. One such initiative is the provincial suspension and expulsion program. The Ministry of Education is supporting an evaluation of the program to be conducted in two phases to assess the impact on outcomes for students and identify promising practices and alternatives to suspensions and expulsions.
- **Method:** Surveys and interviews with professionals in the field and document analysis.

11. *The efficacy of one school-based intervention (ACT & ADAPT) and two prevention programs (SNAP for School and Start Right Social Skills)*

- **Purpose:** ACT & ADAPT is an intervention program for students with depressive symptoms; SNAP is a program for classrooms focussed on reducing disruptions in the classroom and increasing self-control/positive social interactions; Start Right Social Skills (SRSS) is a program for children in kindergarten who are having difficulty adjusting to the everyday demands of their regular classroom. The purpose of the research is to study the efficacy of these interventions.
- **Method:** Questionnaires completed by students, teachers and parents before and after the program.

12. *High School Student Surveys and Administrator surveys*

- **Purpose:** The Toronto Police Service measures the effectiveness of its service to the public to gauge the success in achieving priorities they have set for the service. As schools within Toronto are a valuable and vital part of the community, surveys are sent to schools to learn about the perceptions of students and staff regarding their interaction and involvement with the service.
- **Method:** Surveys of principals and students from high schools in Toronto.

APPENDIX B

TCDSB External Research Applications: Approved 2013 – 2014 Studies Completed

1. *Status of Daily Physical Activity (DPA) in Ontario Elementary Schools*

- **Purpose:** To study the implementation of Daily Physical Activity.
- **Method:** On-line surveys for administrators and teachers of randomly selected elementary schools across Ontario.
- **Summary:** The goal was to measure implementation fidelity of DPA policy and questions were asked related to each of the six requirements of the policy: duration (minimum of 20 minutes); frequency (each school day); scheduling (during instructional time); intensity (moderate to vigorous physical activity); continuity (sustained physical activity); inclusivity (including children with special needs). The research showed that respondents are aware of most of these requirements but least aware of the requirements for intensity and continuity. Also, the findings showed schools and classrooms that had scheduling or monitoring activities were more likely to meet DPA policy requirements. The majority of respondents believed the DPA policy had positive impacts on students, including their physical and emotional wellbeing and the development of physical activity habits. Barriers to implementing DPA that were identified included curriculum priorities, time, school readiness and lack of space.
- **Results and Application:** Results highlight the role of understanding the DPA policy and all of its requirements, its importance as a component of the curriculum, and the need for ongoing monitoring to improve implementation. These results will be shared with the Health/Physical Education Resource Teachers and Superintendent of Curriculum, Leadership and Innovation and will be used to inform in-servicing that is being delivered this school year.

2. *Determinants of Breast Tissue Composition in Young Women*

- **Purpose:** To examine factors in early life that influence later risk of breast cancer and to educate students regarding factors (e.g., lifestyle, diet, genes) that affect breast cancer risk later in life.
- **Method:** Educational component in secondary school followed by recruitment for participation in a scientific study and questionnaires in hospital or home.
- **Summary:** The composition of breast tissue is linked to the risk of developing breast cancer. Women with the highest breast tissue density have greater risk of developing breast cancer than women with little to no density.

The study points to an association between in utero and early life risk factors with variations in breast tissue composition in 15- to 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. Student were provided with a handout entitled ‘Understanding Cancer: Research and Education’ to use throughout the school year.

- **Results and Application:** Results 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 finding that will inform the continued work of the Ontario Cancer Institute.

3. School Based Action Research for Developing an Empirical Framework for Diversity and Multicultural Education in Catholic Schools in the Greater Toronto Area

- **Purpose:** To explore the challenges and opportunities of implementing the Ontario Ministry of Education policy document on diversity and equity education in two secondary schools.
- **Method:** Interviews, focus groups and participation in social justice initiatives.
- **Summary:** This research examines the challenges and opportunities of implementing diversity and multicultural education in faith-based Catholic high schools in Ontario which meets the requirements of both the Equity and Inclusive Education (EIE) policy and the Catholic Equity and Inclusive Education (CEIE) policy. The data for this research were generated through interviews and focus group discussions with stakeholders (students, parents, teachers, educational assistants, and administrators). School culture was identified as the most decisive component in realizing the strategy for inclusion and safe schools required both by the EIE and the CEIE. The research also highlights the importance of understanding differences and challenges in the interpretation and application of equity and inclusion among different stakeholders. It is proposed that this reality may serve as an opportunity for Catholic schools to create an identity which places greater accent on the cultural, personal, and social status of students.
- **Results and Application:** Results will be shared with the Superintendent of Nurturing Our Catholic Community, Superintendent of Safe Schools, and the Superintendent of Equity, Diversity and Indigenous Education. The research underscores the importance of an inclusive school culture as the key component of fostering equitable school communities and affirms many of

our current undertakings in creating equitable environments to support the cultural, personal, and social status of our students. Several of the recommendations from this research are also reflected in the Ontario Equity Action Plan and are acted upon (e.g., professional learning focused on understanding internal bias and how it informs our decisions; intentionally engaging system leaders in dialogue on the removal of systemic bias; differentiated allocation of resources to meet community needs).

4. *Towards a Formative Leadership Curriculum in a Catholic School*

- **Purpose:** To study exemplary religious and leadership attitudes among students in one secondary school.
- **Method:** Student survey, staff interviews, documentation review.
- **Summary:** Catholic schools in Ontario face the challenges of being rendered unnecessary to the public interest and unsustainable as autonomous and distinctive educational institutions in the absence of the religious orders. Using a mixed-method approach, this study took place in the context of a Catholic secondary school and a founding religious order. The findings suggested to the researcher that in the absence of religious orders in the Catholic schools and the challenges of diminishing influence of the Catholic Church and maintaining one distinct identity, there needs to be continued strong and youthful voices who are adequately faith-formed.
- **Results and Application:** Results from this study will be shared with the Superintendent of Nurturing Our Catholic Community, Superintendent of Student Success, Superintendent of Equity, Diversity, and Indigenous Education, and the Religion Department. The research reinforces our commitment to educate students in living our Catholic values and understanding and applying Catholic teachings in all that we do.

5. *Impact of Integrating Technology in the Classroom: A Canada-Wide Study of Students, Parents, Teachers, and Principals*

- **Purpose:** To identify key factors that contribute to understanding the integration of technology in schools as a means to enhance teaching and learning in the classroom.
- **Method:** On-line surveys (students, teachers, principals, parents) in one elementary school.
- **Summary:** Forty elementary and secondary schools from across Canada participated in the project, including one from the TCDSB. Schools received a technology grant, which included tablets, laptops, a camera and interactive whiteboards. Funds were also provided to ensure that all teachers received training on the new technologies in the classroom. Surveys were completed by school leaders, teachers, students and parents/guardians before and after

using the technology. The researchers detailed four major findings: (1) The education community in Canada is ready to embrace technology in the classroom: most school leaders, teachers, and students reported that they are ready to embrace more technologies – most teachers believe that technologies enhance teaching, learning, engagement, and achievement; (2) Integrating technology positively impacts the learning experience: most participants reported that using technology improved skills development; (3) Educators are utilizing the technology in innovative ways: teachers comfortable with technology used it in creative ways, beyond substituting for traditional teaching tools; (4) Integrating technology in the classroom poses three key challenges: teachers who were less technologically fluent were more likely to resist technology because of (i) lack of effective training or support, (ii) IT infrastructure challenges, and (iii) lack of time to learn and adopt new methods.

- **Results and Application:** Researchers provided the following recommendations: (a) provide ongoing and timely professional development for teachers; (b) enhance educator comfort, confidence and competency with technology; (c) ensure reliable infrastructure, ecosystem and IT support; and (d) ensure a shared understanding and collaboration among stakeholders. These results will be shared with the Superintendent of Curriculum, Leadership and Innovation, Superintendent of Student Success, and staff implementing IT initiatives as guidelines for implementation.

6. *Kids, Families and Places – A Study on Child Development*

- **Purpose:** To study the relation between children’s individual and social factors and their learning and well-being.
- **Method:** Teacher questionnaires (to supplement larger data collection process outside the Board).
- **Summary:** A sample of TCDSB students participated in this large international study. Findings suggest an interaction between parenting style and child outcomes (i.e., that children with parents demonstrating more cognitive sensitivity and parental warmth tend to have better developmental outcomes). The research suggests several factors that may impact on parental cognitive sensitivity or parenting warmth (e.g., adverse childhood experiences, maternal abuse history, and family dynamics). Researchers also explore the mitigating impact of personal factors, parental and family factors, and home/community factors on differential child outcomes. In many cases, negative contextual factors (e.g., low education levels, depression, history of abuse, lone-parent families, household-chaos, poor neighbourhood quality, lack of personal safety) increased the link between negative parenting and

negative child outcomes. Numerous peer-reviewed articles have been published and researchers have offered to speak to board staff regarding these findings, including school readiness and language development.

- **Results and Application:** Results from this research have implications for student achievement and well-being and will be shared with the Superintendent of Special Services and the Department of Psychology. Where appropriate, they will be incorporated in professional learning offered to staff to support their ongoing work with students and their families.

7. *Math for Young Children Project*

- **Purpose:** To collaborate with teacher teams to study how young children learn and can best be instructed in mathematics in one elementary school.
- **Method:** Interviews for Kindergarten and Grade 1 students, teacher questionnaire, collection of pedagogical documentation.
- **Summary:** Researchers worked with an individual school team, including four kindergarten teachers, a Grade one teacher, the principal, a numeracy resource teacher and a Student Achievement officer. The research took place over a 5-month period and included a total of 7 days of professional learning. The study integrated effective features of both design research and Japanese Lesson study to support teacher development of content knowledge and learning of new approaches for teaching geometry and spatial reasoning. Three key findings are outlined as follows: (i) Changed perception of children's capacities (i.e., the teachers observed that the PD process influenced their perceptions of student abilities and even young children could engage in and enjoy challenging tasks); (ii) Rethinking pedagogy (i.e., the teachers, who were initially skeptical of inquiry based mathematics learning, developed an appreciation of an open-ended inquiry-based approach to mathematics learning); (iii) New perspectives on Geometry (i.e., teachers who previously presented very limited aspects of geometry in class, became more comfortable teaching a broader range of spatial concepts on a regular basis).
- **Results and Application:** All elementary math resource teachers were involved in this project, on an ongoing basis culminating in the development of a professional learning resource. This resource is currently being used in all TCDSB Renewed Math Strategy Intensive Support Schools.

8. *Schools, Safety and the Urban Neighbourhood*

- **Purpose:** To examine young people's (Grades 9 – 12) transitions between various systems and their experiences of safety.
- **Method:** Student, teacher, administrator and school personnel focus groups and interviews.

- **Summary:** Across Toronto communities, and in both the TDSB and TCDSB, interviews took place with youth who lived, worked and/or attended school in municipally designated vulnerable neighbourhoods or “Neighbourhood Improvement Areas” (NIAs). Focus groups were held with professionals who worked with youth. In the interviews, there were young people who described being falsely accused, misunderstood, and/or misrepresented. In most cases, they did not deny having broken the law; but they rejected the official versions of their actions that the criminal legal system produced in the process of laying a charge (e.g., they said they were framed for the offence). The research suggests how seemingly objective institutional processes can produce experiences of exclusion among racialized young people living in low-income neighbourhoods (e.g., as black youth being stopped by police for reasons that are not crime related such as “suspicious activity” or “fits the description”; principal use of the ambiguous “code of conduct violation” to justify suspensions).
- **Results and Application:** Results of this research will be shared with the Superintendent of Safe Schools and Superintendent of Equity, Diversity and Indigenous Education. They will be reviewed and where applicable, integrated into the ongoing work in creating safe and inclusive Catholic schools. Where appropriate they will supplement the information in the annual Safe School Report.

9. *High School Student Surveys and Administrator Surveys*

- **Purpose:** To learn how students feel about their interaction with the Toronto Police Service.
- **Method:** Survey for all students in a randomly selected grade (Grade 9 -12), and for an administrator in all secondary schools.
- **Summary:** At the end of each year, the Toronto Police Service distributes surveys to high schools of the TDSB and TCDSB for samples of students in Grades 9 through 12. The survey addresses issues related to school safety, crime and disorder, bullying and cyber-safety, witnessing and/or being a victim of crime. Comparing results over the past ten years, increasingly students have felt safe in their schools and have not felt that their schools or school grounds are violent places. Fewer students say that they have been the victim of/or witness to a crime on school grounds. While fewer students say they reported to police that they were victimized or witness to a crime, more students say they *would* report to police if they ever did become a victim or witnessed a crime. More students feel that the relationship between police and students at their school is good to excellent; more students believe that there is a tendency for police to target members of

minority or ethnic groups for enforcement. Regarding approaching police, fewer students reported that they talked to a police officer in or around their school during the school year, but more reported that they would feel comfortable talking to an officer about problems around their schools.

- **Results and Application:** The results will be used to inform the ongoing work of the Toronto Police Service and will be shared with the Superintendent of Safe Schools and Superintendent of Equity, Diversity and Indigenous Education. They will be discussed and considered in the context of our work in creating safe and caring communities. TCDSB will continue to monitor student attitudes and behaviour regarding school safety and nurture a responsive, welcoming and inclusive climate in all of our schools.



REPORT TO

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

EMPLOYEE ABSENTEEISM

*I Trust in You, O Lord. You are my God. My times are in your hand.
- Psalm 31: 14-1*

Created, Draft	First Tabling	Review
January 22, 2018	February 1, 2018	Click here to enter a date.

Adrian Della Mora – Superintendent of Education, Human Resources & Employee Relations
Paul De Cock – Comptroller of Business Services
Darlene Purkess – Senior Coordinator, Human Resources

INFORMATION REPORT

Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

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

A. EXECUTIVE SUMMARY

This report summarizes employee absenteeism for the school years 2015-2016, 2016–2017, and the present school year up to December 31, 2017. It also highlights data variances, absenteeism trends, presents a snapshot of actual absenteeism –related expenses compared to budgeted amounts and outlines steps taken to address areas of concern.

The cumulative staff time required to prepare this report was 30 hours

B. PURPOSE

1. At the January 17, 2018 Audit Committee, the Trustees approved the following motion:

That staff bring a report back to the February 2, 2018 Student Achievement & Well Being Meeting (with a go forward reporting on a quarterly basis) that covers:

- a) Employee absenteeism to date
- b) A variance analysis against the budget
- c) Management response of what will be implemented/done to address concerns
- d) Long-term prognosis for the budgeted funds for employee absenteeism (i.e. projected to come in under/over/at budget)

C. BACKGROUND

1. **Prior to 2013:** sick leave for teachers was in accordance with the local collective agreements. At the start of each school year, each teacher's sick leave was credited at the rate of two (2) days per calendar year for the ten months from September 1. All unused sick leave accumulated and carried over to future years.
2. **July 5, 2012:** Ministry of Education and OECTA signed a Memorandum of Understanding as it was referred to in Bill 155, Putting Students First Act. Each school year, a teacher shall be paid 100% of regular salary for up to ten (10) days of absence due to illness. It halted the practice of accumulating sick leave days year to year. Teachers were entitled up to an additional one hundred and twenty (120) days short term sick leave to be paid 66.7% of regular salary, and eligible

for 90% of regular salary in accordance with the Short-Term Leave and Disability (STLDP) provisions. Absences could be eligible for the STDPL subject to the third party adjudication process and certain conditions.

3. **January 2, 2013:** Ontario Regulation 1/13 of the Education Act dealt with Sick Leave Credits and Sick Leave Credit Gratuities. This regulation allowed for the introduction of top up days whereby an employee may use any unused sick leave credits that were provided for the immediately preceding fiscal year. Each unused sick leave credit may be used to top up a maximum of ten (10) sick leave credits provided. For the 2012-2013 fiscal year, it was deemed that every permanent employee had a total of two unused sick leave credits that may be used. The regulation also included information regarding carry over from previous year if absent for the first day of the academic year. The legislation was revised on January 21, 2013 and increased the number of sick leave days from 10 to 11 payable at 100% and also included other information regarding graduated returns to work with top up provisions. Various other changes to the sick leave provisions regarding adjudication occurred June 2013 to August 2015.
4. **August 25, 2015:** The Memorandum of Settlement of Central Terms between OCSTA and OECTA was signed. This memorandum outlined the 11/120 sick leave allocations per academic year along with 5 non-personal illness days. It also set out the internal administration of sick leave/short-term disability plans, specifically that medical confirmation required to be provided by the teacher for absences of 5 consecutive days or greater. The Board may request medical confirmation of illness or injury confirming dates of absence, the reason therefore (omitting a diagnosis), the teacher's prognosis and any limitations or restrictions.
5. Employee absenteeism is a challenge for all Ontario district school boards as boards struggle with the demand on the overall budget while also being tasked to provide quality instructional programming and service support with the increase in absences.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The six-year absenteeism trend analysis which is provided in Appendix A suggests the following:
 - From 2011 through to 2017 all employee groups are trending upward in terms of average number of days absent per year

- Educational Assistants and Custodial/Maintenance staff have experienced the highest year over year (2015/2016 to 2016/2017) increase in terms of average number of days absent per year at a significant average of 24.6 and 18.9 days respectively
 - When non-personal absence days (5 days for Family Illness and/or Urgent Personal Illness) are considered, Elementary Teachers and Educational Assistants show greater use of these days
2. Detailed absenteeism data for five employee groups (Elementary teachers, Secondary teachers, Educational assistants/Child and Youth Workers, Other Board employees) is provided in Appendix B. An analysis of this data suggests the following:
- When comparing employee absences over the period September 2016/2017 to September 2017/2018 the system has experienced an increase of 4,121 recorded absent days for all employee groups.
 - All four of the specific employee categories (Elementary teachers, Secondary teachers, Educational Assistants/Child & Youth Workers, and Custodians/Maintenance staff) experienced increases in the number of absences taken for other paid leaves (outside of personal illness and family illness and urgent personal business days).
3. Key comparisons of actual to budgeted figures for absentee costs related to each employee group are provided in Appendix C. An analysis of the data suggests the following:
- The revised 2017/2018 budget estimates for Occasional Teachers reflect our concern with increased levels of absenteeism.
 - The significant increase in the percentage of the budgeted amount used (when comparing actual usage over the period September – December 2016/2017 to September – December 2017/2018) for Educational Assistants and Early Childhood Educators (49% and 45% respectively) suggests that we will be over budget for these groups in absenteeism costs for this school year.

E. ACTION PLAN

1. Cost is a key measure of the impact that employee absenteeism has on our board. There are many direct and indirect costs associated with employee absenteeism. Direct costs associated with the replacement of the employee are easy to measure. Indirect costs associated with employee absenteeism include such things as an adverse impact on student achievement and engagement, inconsistent delivery of program, classroom discipline issues, costs of organizing temporary/replacement workers, increased demand on management's time and employee morale issues.
2. TCDSB acknowledges that their employees are the Board's greatest resource and realizes that a positive workplace culture contributes to significant cost savings and better levels of engagement. The board's introduction of an Employee Family Assistance Plan in December 2017 and its partnership with the School Board Co-operative Inc. are testaments to its commitment to supporting employees in need and exploring and implementing provincial best practices to address factors which contribute to increased employee absenteeism.
3. The TCDSB's separation of the Benefits & Compensation and Short-term Sick Leave and Disability departments (effective October 2017) is promoting the creation of policies and procedures required to address the significant increase in short-term sick leave and disability cases. The hiring and on-boarding of eight additional staff members in this department (November 2017) is helping develop lateral capacity to address the increased volume of new cases and process the back-logged cases. The acquisition of the consulting services of the School Board Co-operative Inc. (October 2017) is helping operationalize the disability management component of our services and will assist in laying the foundation for an absentee support program as well. As always, senior staff remain committed to maintaining open dialogue with our union partners in order to nurture positive working relationships as we collectively address the needs of our employees.

F. METRICS AND ACCOUNTABILITY

1. Employee absenteeism for the six major employee groups identified in this report is monitored on a daily basis through the SEMS/Smart Find Express Program, as well as the fill rate of assignments for each group.
2. Accounting department staff will continue to monitor actual absentee coverage costs as compared to budgeted figures (for teachers, Educational Assistants and Early Childhood Educators) on a monthly basis. They will use a trend analysis to anticipate and report (to the Chief Financial Officer and Superintendent of Human Resources) any concerns and explore ways to mitigate anticipated overages in certain areas.
3. The Superintendent of Human Resources has scheduled meetings during January and February 2018 with union Presidents to proactively discuss concerns and proposed board policies/practices relating to absenteeism rates.

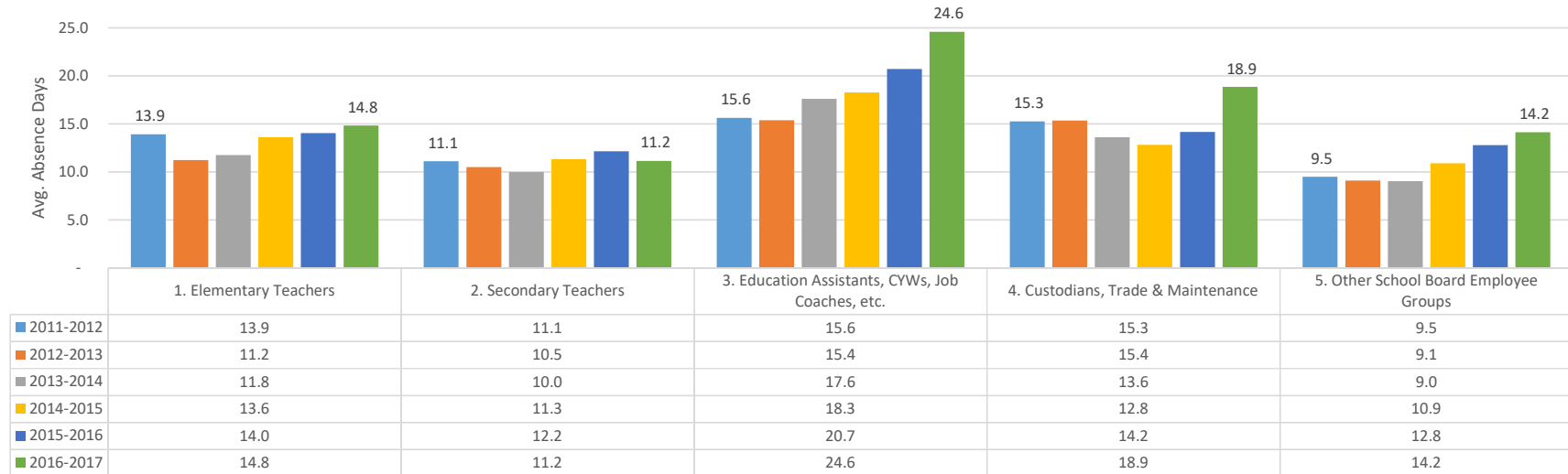
G. CONCLUDING STATEMENT

This report is for the consideration of the Board.

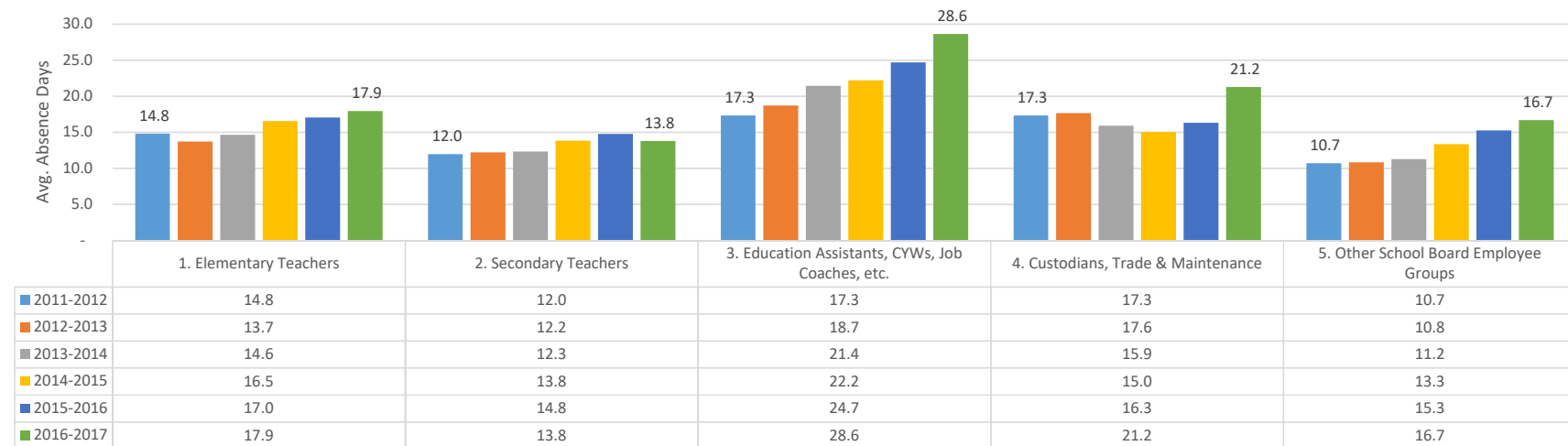
Appendix A

Average Absence Days per HR FTE by Five (5) Categories from 2011 to 2017

Average Personal Illness Days (per HR FTE)



Average Personal Illness & Non-Personal Absence Days (per HR FTE)



Appendix B

Absence Overview - 2015/16 vs. 2016/17 (Full Year) & 2016/17 vs. 2017/18 (Sept. to Dec.)

Report generated on January 19, 2018

Absence Categories:

CAT. A - PERS./FAMILY ILLNESS & URGENT PERS. BUSINESS DAYS &
CAT. B - OTHER PAID LEAVE DAYS

Category B paid leaves include the following: Bereavement, Compassionate Leave, Health & Safety Inspections, In Lieu of Planning, Jury Duty/Subpoenaed as Witness, Recoverable, Special Circumstances, Special Permission and Suspension.



Group	Absence Days 2015/16 Full Year	Absence Days 2016/17 Full Year	Difference (2016/17 - 2015/16)	Absence Days 2016/17 Sept. to Dec.	Absence Days 2017/18 Sept. to Dec.	Difference (Current Year - Last Year)
1. Elementary Teachers	70,680	75,073	4,393	24,920	26,174	1,253
2. Secondary Teachers	34,294	32,473	-1,820	12,244	14,774	2,530
3. Education Assistants, CYWs, Job Coaches, etc.	29,560	31,814	2,253	11,043	11,334	291
4. Custodians, Trade & Maintenance	11,403	14,276	2,873	4,274	4,468	194
5. *Other School Board Employee Groups	31,411	33,211	1,800	11,434	11,286	-148
Grand Total	177,347	186,847	9,499	63,914	68,036	4,121

* Other School Board Employees include CUPE 1328, Adult ESL Instr., Nurs Instr., APSSP, Non-Union, CUPE 1328, Office, Clerical & Technical, CUPE 3155 Inter. Lang- Instr., Chaplains-Unq. CUPE 1328, Secondary Student Supervisors, ETFO, Designated Early Childhood Educators, Principals and Vice Principals

Group		Absence Days 2015/16 Full Year	Absence Days 2016/17 Full Year	Difference (2016/17 - 2015/16)	Absence Days 2016/17 Sept. to Dec.	Absence Days 2017/18 Sept. to Dec.	Difference (Current Year - Last Year)
1. Elementary Teachers	CAT. A	65,288	68,013	2,724	22,990	23,696	705
	CAT. B	5,392	7,060	1,668	1,930	2,478	548
	Sub Total	70,680	75,073	4,393	24,920	26,174	1,253
2. Secondary Teachers	CAT. A	31,757	30,333	-1,424	11,387	13,810	2,423
	CAT. B	2,537	2,140	-396	857	964	107
	Sub Total	34,294	32,473	-1,820	12,244	14,774	2,530
3. Education Assistants, CYWs, Job Coaches, etc.	CAT. A	27,728	30,092	2,364	10,385	10,569	184
	CAT. B	1,833	1,722	-111	658	765	107
	Sub Total	29,560	31,814	2,253	11,043	11,334	291
4. Custodians, Trade & Maintenance	CAT. A	10,452	13,387	2,935	3,984	4,139	155
	CAT. B	951	889	-62	290	329	39
	Sub Total	11,403	14,276	2,873	4,274	4,468	194
5. *Other School Board Employee Groups	CAT. A	29,326	30,860	1,535	10,625	10,591	-34
	CAT. B	2,085	2,351	265	809	695	-114
	Sub Total	31,411	33,211	1,800	11,434	11,286	-148
Grand Total		177,347	186,847	9,499	63,914	68,036	4,121

APPENDIX C

TORONTO CATHOLIC DISTRICT SCHOOL BOARD ANALYSIS OF ABSENTEEISM COSTS AS AT DECEMBER 31, 2017

		2015-16 Total Actuals	2016-17 Total Actuals	Actuals Sept To Dec 2016-17	% Used	2017-18 Revised Estimates Budget	Actuals Sept To Dec 2017-18	% Used
Occasional Teachers	Elementary	21,683,470	19,007,488	6,503,303	34%	19,899,851	7,148,858	36%
	Secondary	8,204,283	7,813,898	2,755,325	35%	9,353,592	3,433,945	37%
TOTAL OCCASSIONAL TEACHERS		29,887,752	26,821,387	9,258,627	35%	29,253,443	10,582,803	36%
Educational Assistants	EAs	5,026,862	4,843,306	1,842,366		3,029,824	1,258,206	
	CYW's	836,372	698,165	263,139		-	229,010	
TOTAL EDUCATIONAL ASSISTANTS		5,863,234	5,541,471	2,105,506	38%	3,029,824	1,487,215	49%
TOTAL ECEs		1,201,386	1,406,830	469,322	33%	1,017,625	453,063	45%
TOTAL SCHOOL SECRETARIES		1,196,095	1,169,505	469,708	40%	1,621,648	573,136	35%
TOTAL CUSTODIAL/MAINTENANCE		7,135,360	6,502,165	2,243,370	35%	7,376,409	2,023,042	27%

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 st 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

12	October (A)	Student Achievement	Student Trustees: Voices that Challenge	Associate Director Academic Services
13	October (A)	Student Achievement	CLIST Report at the Elementary Level	Associate Director Academic Services
14	October (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
15	October (A)	Student Achievement	Annual Safe Schools Report	Associate Director Academic Services
16	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
17	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
18	November (A)	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Services
19	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
20	November (A)	Student Achievement	Religious Accommodation Report	Associate Director Academic Services
21	December (A)	Student Achievement	Status of Monitoring Team for the Safe School Inquiry Recommendations	Associate Director Academic Services

STUDENT ACHIEVEMENT AND WELL BEING PENDING LIST TO FEBRUARY 1, 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 (Inquiry from Trustee Andrachuk)	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 (Review of Anaphylaxis Policy, Protocol and Guidelines)	Associate Director Academic Affairs
3	Jan-18 Student Achievement	TBD	Regular Board	Report regarding 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	Associate Director Planning and Facilities

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				<p>schools, with recommendations for implementation for communities wishing to initiate such a program. Implementation for “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.</p> <p>Report to include the active transportation initiative and any additional relevant transportation information including that of the City of Toronto that would improve the safety of students. (Consideration of Motion from Trustee Andrachuk regarding “Kiss and Ride” and/or the “Walking School Bus” Feasibility Study)</p>	