

APPENDIX A

SAFE SCHOOLS INQUIRY 33 RECOMMENDATIONS CHART

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

			video surveillance systems are functional and present in all secondary schools.
3.	<p>Liaising with Community Support Groups</p> <p><i>Status of Implementation: Routine Use</i></p>	<p><i>It is recommended that Administrators, teachers, and school support staff consult with various community groups who may offer partnerships, strategies, and support to assist the School in dealing with vulnerable and marginalized youth, so that services for students are rationalized and information is shared.</i></p>	<p>The Community Relations Department along with Senior Staff consults with a number of community groups through Advisory Committees that have been established between the Board and these groups; the purpose of which is develop strategies and support for enhanced student achievement and well-being. The Community Relations department will continue this practice of consultation and will advise the Safe School Department when relevant Safe School issues arise that could impact Student Achievement and Well-Being. The Community Relations and Partnership Development department will identify partnerships for consideration and share at local principal meetings yearly or as needed.</p> <p>In addition, the TCDSB Mental Health Partnerships Committee actively seeks Community Partnerships with children and youth mental health agencies on an on-going basis. The TCDSB Mental Health Advisory Council includes membership from Community partners, advocates, parents, students, Trustees, and employee groups. This mechanism offers guidance and input to The TCDSB Mental health and well-Being Strategy. As part of TCDSB Mental Health Partnership Committee, Department staff supports and assists the team in creating strategic alliances with community groups to the benefit of the Board, students and the community.</p>
4.	<p>Secondary School Child and Youth Workers</p>	<p><i>It is highly recommended that the current allocation of</i></p>	<p>The Safe Schools Department will continue to provide Safe Schools training to CYW's and all appropriate staff in promoting a whole school approach to school safety. Senior Staff will review, discuss and prioritize future CYW allocations to ensure</p>

	<i>Status of Implementation: Routine Use</i>	<i>Secondary School Child and Youth Workers (CYWs) be maintained. CYWs play a crucial role in dealing with students who have behavioural and other social challenges.</i>	school safety is not compromised. Future allocations will need to reflect current fiscal realities.
5.	Secondary School Social Workers <i>Status of Implementation: Routine Use</i>	<i>The Toronto Catholic District School Board should maintain or increase current Secondary School Social Worker staffing levels. Secondary School Social Workers provide essential supports to students on a Fresh Start, as well as other vulnerable youth.</i>	The TCDSB recognizes the critical role that Social Workers play in providing social/emotional support and appropriate referral services in support of student achievement. The Safe Schools Department will continue to provide Safe School training to Social workers and all appropriate staff in promoting a whole school approach to school safety. The TCDSB is committed to maintaining appropriate Secondary School Social Worker staff levels. Following the recommendation of the Safe Schools Inquiry Panel Report, The TCDSB Social Work Department and Safe Schools Departments are currently reviewing the role of the TIPSS Social Worker in an effort to increase transitional support for students on a Fresh Start. Senior Staff will review, discuss and prioritize future Social Worker allocations to ensure school safety and student well-being is not compromised. Future allocations will need to reflect current fiscal realities.
6.	Student Leadership	<i>All Toronto Catholic District School Board schools should be</i>	Student leadership initiatives are a proactive way to address issues of keeping our schools safe by empowering student leaders to take responsibility for the climate and culture of their school

	<p><u>Status of Implementation:</u> Routine Use</p>	<p><i>encouraged to learn about and support programs and practices which build individual leadership skills in students to help keep schools safe.</i></p>	<p>communities. TCDSB's student leadership program has a deep and complex infrastructure and many entry points for all students. This allows for a powerful networking and sharing of best practices to occur among schools around positive actions and program initiatives -throughout the student population which ultimately results in safer schools. Every September local schools will identify, promote and encourage participation in student school-specific leadership programs and initiatives including but not limited to, Catholic School Leadership Impact Team (CSLIT), Elementary School Leadership Impact Team (ESLIT) and Safe Schools Student Ambassador Program. Student Trustees will also continue to be good role models and promote the many benefits of student leadership.</p>
<p>7.</p>	<p>After-School Access to Schools by Students</p> <p><u>Status of Implementation:</u> Implementation</p>	<p><i>The Toronto Catholic District School Board should permit students to use School facilities after regular School hours. This will allow students to remain in the safe environment of the School. This is especially important in high-risk neighbourhoods of the City.</i></p>	<p>Principals will be reminded that the school remains a safe haven for many students after the instructional day concludes. Many Schools already have healthy after school initiatives encouraging students to remain engaged in afterschool activities. Area Superintendents will facilitate a sharing of best practices between principals to encourage greater use of school facilities by students after school. An inventory of school activities will be maintained at a school level and shared at principal meetings.</p>

<p>8.</p>	<p>“Don’t Snitch” Ethos</p> <p><i>Status of Implementation: Routine Use</i></p>	<p><i>All students should be encouraged to report School safety concerns to a trusted adult in the School in a timely manner. The “Don’t Snitch” ethos is a significant barrier to School safety.</i></p>	<p>Although it is difficult to compel students to report incidents for fear of reprisal, the following actions will be taken to maximize student reporting:</p> <ul style="list-style-type: none"> • Safe Schools Action Teams will develop a protocol to address the “Don’t Snitch Ethos” and ensure that students are engaged in the protocol development process. The protocol will outline safe reporting practices. • Safe Schools will provide Safe Schools Action Teams with appropriate resources including but not limited to contact information of presenters and resources. • Although student feedback has shown that the Toronto Police Service TIPS line is not trusted by all students, Safe School Teams will still be encouraged to promote the use of 222-TIPS and the service is considered anonymous and has led to valuable information being shared to Police. • Safe Schools has initiated an RFP to identify an Anonymous Reporting App in secondary schools to address the “don’t snitch ethos”. A decision on the successful bidder will be made this fall with implementation scheduled for September 2016.
<p>9.</p>	<p>Catholic Expectations of Students</p> <p><i>Status of Implementation: Routine Use</i></p>	<p><i>The Toronto Catholic District School Board should declare that it is a fundamental expectation that students in our Catholic Schools will follow the ethic of our Catholic faith, where empathy, care for</i></p>	<p>Principals will engage their chaplaincy teams to ensure that the above mentioned statement is a cornerstone discussion at all student retreat activities and any other chaplaincy-related events. By September 2016 all schools will be directed to include the preamble and statement, in student agendas <i>“the fundamental expectation of students in our Catholic Schools will follow the ethic of our Catholic faith, where empathy, care for others, and respect for life are present. If you are aware that a student or group of students is in a dangerous situation, then you should tell a caring adult in the school community immediately”</i>.</p>

		<p><i>others, and respect for life dominate, by adhering to the following principle, which should be noted in all Student Agendas:</i></p> <p><i>“If you are aware that a student or group of students is in a dangerous situation, then you should tell a caring adult in the school community immediately”</i></p>	
10	<p>Responsible Use of Social Media</p> <p><u><i>Status of Implementation:</i></u> <i>Routine Use</i></p>	<p><i>All Schools in the Toronto Catholic District School Board should teach, encourage and support policies and programs that teach students responsible use of social media. Irresponsible use of social media can create or escalate conflict in a School.</i></p>	<p>The Safe Schools Department and the TCDSB21C department will facilitate opportunities that address the importance of responsible use of social media to school communities by providing a list of resources and presenters to local Safe and Accepting Schools teams. The Safe Schools Department will address this topic with secondary students involved in the Safe Schools Student Ambassador Program. The department will also encourage the use of the Bullying Awareness and Prevention Toolkit in elementary schools. To support this recommendation Safe Schools will continue to offer professional learning modules on this topic.</p>
11	<p>Acceptable Use Policy</p>	<p><i>All schools of the Toronto Catholic</i></p>	<p>The TCDSB21C Department will continue to provide principals with insert of the Acceptable Use Policy to be included in student</p>

	<p><i><u>Status of Implementation:</u></i> <i>Routine Use</i></p>	<p><i>District School Board should review students' use of electronic devices in school and determine whether students are complying with the Board's Acceptable Use Policy A. 29, and to initiate a Board-wide awareness program if required.</i></p>	<p>agenda books, the Student Internet Agreement for all students, and a PowerPoint presentation addressing this policy. All principals will receive direction regarding the above resources at the start of every school year and ensure this information is shared with student, parents and staff. A thorough review of the Acceptable Use Policy will be conducted in 2016 to ensure it remains both relevant and current relative to the increasing new social media platforms brought about by rapid technology changes. Any recommended policy changes or enhancements will be brought to the Board's Governance and Policy Committee for consideration by October 2016.</p>
12	<p>Anonymous Smart Phone Reporting</p> <p><i><u>Status of Implementation:</u></i> <i>Routine Use</i></p>	<p><i>The Toronto Catholic District School Board should investigate the feasibility of developing a smartphone-based application that would permit students to anonymously report school- related safety concerns.</i></p>	<p>Safe Schools has initiated an RFP to identify an Anonymous Reporting App in secondary schools to address the "don't snitch ethos". A decision on the successful bidder will be made this fall with implementation scheduled for no later than September 2016.</p>

<p>13</p>	<p>Placement of Expelled Students and Students on a Fresh Start</p> <p><u>Status of Implementation:</u> <i>Routine Use</i></p>	<p><i>The Toronto Catholic District School Board should review placement protocols for expelled students and students on a Fresh Start to ensure that:</i></p> <ul style="list-style-type: none"> <i>a) The Ontario Student Record (“OSR”) is at the receiving School before a student can be accepted;</i> <i>b) The necessary academic and social work supports, including a Transition Plan, are in place, and that there is documentation to support this, including a checklist of</i> 	<p>This is the current practice and expectation for all schools. Communication regarding compliance with this expectation will be communicated yearly and a flowchart of the Fresh Start process will be posted on the Safe School’s Portal Page.</p> <p>A Checklist will be developed for administrators to identify steps related to the Safe Schools transition process.</p>
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		<p><i>critical documentation and steps;</i></p> <p><i>c) Administration ensures appropriate staff are advised of the supports provided and the concerns surrounding the student;</i></p> <p><i>d) A particular school does not receive too many placements of expelled students and students on a Fresh Start.</i></p> <p><i>e) In addition, placement protocols for expelled students and</i></p>	<p>Legal Services will advise and direct the sharing of Information with appropriate staff regarding the expectations of Bill 168 (Occupational Health & Safety Act).</p> <p>Current practice monitors student transitions and ensures equity across the system. Equitable transition is not solely based on numbers but also include consideration regarding the nature and severity of the precipitating infraction and impact of the transition on the school community. Safe Schools will continue to advocate and communicate equity with respect to this practice.</p> <p>Protocols are currently available on the board website under TCDSB Policy Register, Fresh Start Policy - S.S.12 and will be updated as per Ministry requirements.</p>
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14	<p>Hearing Deadlines in Student Discipline Cases of Principal Recommendation for Board Expulsion</p> <p><i>Status of Implementation: Routine Use</i></p>	<p><i>When dealing with a Suspension Pending Possible Expulsion, and the deadline for holding an expulsion hearing has been extended by agreement, a specific new hearing deadline date (rather than an indefinite extension) should be established, except in cases of student incarceration.</i></p>	<p>In cases where an extension is agreed upon by all parties, a hearing date will be scheduled within a 30 day timeline. The extension form has been amended to reflect this expectation.</p>
15	<p>Exclusions under Section 265(1)(m)</p>	<p><i>Documentation must be included in the Ontario Student</i></p>	<p>Currently Legal Services assists principals and superintendents in developing documentation to be included in the OSR for those students subject to an Exclusion under 265 (1) (m) of the <i>Education</i></p>

	<p>of the <i>Education Act</i></p> <p><i>Status of Implementation: Routine Use</i></p>	<p><i>Record that explains the reasons why a student was excluded from a school pursuant to section 265(1)(m) of the Education Act. This should be an integral part of the documentation available to principals through the Toronto Catholic District School Board Safe Schools Platform.</i></p>	<p>Act, to ensure appropriate information is shared and is consistent with the <i>Education Act</i>. The Information Technology department will investigate the development of a feature on the platform to permit principals to upload this documentation.</p>
16	<p>Safe and Accepting Schools Teams</p> <p><i>Status of Implementation: Implementation</i></p>	<p>a) The Toronto Catholic District School Board should review and clarify the Terms of Reference of the Safe and Accepting Schools</p>	<p>The Safe and Accepting Schools Team Guideline, available on the Safe Schools Portal Page, includes expectations regarding the effective implementation of Safe and Accepting Schools Teams. Principals will annually review the guideline and identify members of the local Safe and Accepting Schools team on the Safe Schools Plan</p>

		<p>Teams and ensure that a Safe and Accepting Schools Team is operational in all schools.</p> <p>b) Secondary Schools are encouraged to ensure that their student representatives attend the Safe Schools Ambassador Program.</p>	<p>Safe Schools Department will share with all secondary principals' communication encouraging full participation in the Safe Schools Student Ambassador Program. Communication will highlight the exemplary work of students already involved in the program.</p>
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<p>17</p>	<p>Safe Schools Training for Principals and Vice-Principals</p> <p><u>Status of Implementation:</u> Routine Use</p>	<p><i>All Principals and Vice-Principals in the Toronto Catholic District School Board should annually receive mandatory training on Safe Schools matters, including, but not limited to:</i></p> <p><i>a) Reviewing Lockdown, Hold and Secure, and Shelter in Place policies and procedures;</i></p> <p><i>b) Developing strategies for attaining staff cohesion, trust, and understanding when</i></p>	<p>Safe Schools has developed training video related to Emergency Response Procedures. Principals will review emergency response procedures with staff yearly. Principals will hold 2 lockdown training drills per semester as documented in their Safe School Plan.</p> <p>Safe Schools will provide professional development in the area of appropriate strategies for dealing with at risk youth. Principals will promote training with staff and are encouraged to devote time to this topic during local professional development days. Local Guidance staff will also be encouraged to provide support and training in this area.</p> <p>Safe Schools will provide training in restorative practices. Principals will be encouraged to participate in this training. Also</p>
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		<p><i>dealing with problem youth;</i></p> <p><i>c) Learning mediation skills as a vehicle for effective and safe resolution of conflict between students;</i></p> <p><i>d) Forming effective community partnerships in order to enhance safety in schools;</i></p> <p><i>e) Reviewing crisis response Do's and Don'ts</i></p>	<p>all new Vice Principals receive training yearly at the Head Start Conference. In addition, Safe Schools is currently preparing a training video in restorative conflict mediation practices. Safe Schools has distributed a resource related to restorative conflict mediation practices to assist principals in building capacity in this area.</p> <p>Safe Schools will support school partnerships with Toronto Police Services and the various programs offered through Toronto Police Service.</p> <p>The Emergency Response Procedures outline the expectations during crisis situations. The Communications Department and the Social Work Department will advise on appropriate additional steps.</p>
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		<p><i>f) Setting up effective Safe and Accepting Schools Teams;</i></p> <p><i>g) Building trust with the parents in the community;</i></p> <p><i>h) Building trust with students in the school (e.g., encouraging student presentation be made to staff regarding safety matters, and encouraging older students to mentor</i></p>	<p>Safe Schools Department has developed a training video related to “Effective Safe and Accepting Schools Teams”.</p> <p>Safe Schools will direct principals to utilize the Guideline for Safe and Accepting Schools to establish effective SAST teams.</p> <p>The Community Relations department will continue its efforts to support parent engagement and initiatives focused on building trust with the parent community. Safe and Accepting School Teams and appropriate staff will ensure parents are consulted on local safe school issues and create action plans that address areas of need.</p> <p>The TCDSB Student Leadership department will collaborate with the Safe Schools department to identify emerging safe school issues. Student Leadership will then liaise with principals to offer appropriate supports.</p>
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		<p><i>younger ones); and</i></p> <p><i>i) Conducting a Safe Schools audit.</i></p>	<p>Principals will conduct Safe Schools Audits as per direction of the Health and Safety Department.</p>
18	<p>Guidelines for Parents and Guardians Regarding Lockdowns, Hold and Secure, and Shelter in Place</p> <p><u>Status of Implementation:</u> Routine Use</p>	<p><i>The TCDSB should prepare a booklet to be provided to all parents and guardians of students of the Board that provides advice on dealing with Lockdown, Hold and Secure, and Shelter in Place situations at their child’s school. Parents and guardians can assist in keeping their children safe by:</i></p> <p><i>A) Encouraging their children to follow all instructions from school staff and police with</i></p>	<p>Safe Schools Department will make available to principals a brochure related to “Threats to Schools Safety Response Procedures” that can be distributed to parent community. This brochure outlines the steps taken during lockdown, hold and secure, shelter in place.</p>

		<p><i>respect to emergency response procedures ;</i></p> <p><i>B) Stressin g the importa nce to their children of not using cellphon es during a school emergen cy so as not to interfere with school and police commun ication;</i></p> <p><i>C) Not calling the school</i></p>	
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*or their
child
during a
school
emergency
so as not
to interfere
with
school and
police
communication;*

*D) Not coming to
the school until
after the school
emergency is
over.*

*The booklet should
provide the Toronto
Catholic District
School Board
Communications
Department telephone
number that a parent
or guardian can call
for information in case
of a School emergency.*

19	<p>Social Work Crisis Response</p> <p><i>Status of Implementation: Routine Use</i></p>	<p><i>The Toronto Catholic District School Board should maintain the current Social Work Department led “team approach” to respond to a crisis in Schools.</i></p>	<p>The TCDSB Mental Health Steering Committee has developed <i>Mental Health Crisis Response Guidelines</i>. These guidelines inform school principals and other school staff of best practices when a crisis of a mental health nature occurs. Following consultation with the TCDSB Mental Health Advisory Council, the <i>TCDSB Mental Health Crisis Response Guidelines</i> should be made available on the public and/or employee portal as deemed appropriate.</p>
20	<p>City of Toronto Community Crisis Response Program</p> <p><i>Status of Implementation: Routine Use</i></p>	<p><i>It is recommended that the Safe Schools Department, on behalf of the Toronto Catholic District School Board, arrange and coordinate representation and regular communication with the City of Toronto Crisis Response Program to ensure that the Program can provide crisis response resources in the event of an emergency at a TCDSB school</i></p>	<p>The Safe Schools Department will communicate regularly with the City of Toronto Crisis Response Program. Since the tragic events of October 6, relationships and ongoing communications have been established with members of the City of Toronto Crisis Response. The Area superintendent and school principals have attended a number community meetings organized by the City of Toronto team in response to other incidents in the City. This has served to increase Board staff’s awareness of some of the social challenges among the communities served by our schools and building of relationships that will help deal proactively with issues that may arise.</p>

		<i>anywhere in the City of Toronto.</i>	
21	<p>Post-Crisis Consultation/ Support</p> <p><u>Status of Implementation:</u> Routine Use</p>	<p>a) <i>The Toronto Catholic District School Board should ensure that school and other Board staff directly dialogue with parents and guardians of students who have experienced a school crisis. The purpose of the dialogue is to enhance school safety and provide reassurance after a crisis has occurred</i></p> <p>b) <i>The Toronto Catholic District School</i></p>	<p>As per TCDSB Board Communication Policy A.37, The Director of Education, or his/her designate will be the official spokesperson of the board during crisis situations. The Director or his/her designate can assist school principals in providing communication to parents and guardians who have experienced a school crisis. The communications should include contact information for Social Work and Psychology staff that are available to support students and parents/guardians during and following a school crisis. The communications can also include tips for parents in supporting their children during and after a traumatic event.</p> <p>TCDSB School Social Workers and Psychology staff, including those School Social Workers and Psychology staff assigned to the impacted schools as well as additional School Social Work and Psychology staff, are made available during crisis situations. These staff persons provide immediate trauma counselling for students that is in keeping with our Catholic faith and values as well as follow up support many months after the occurrence. The School Social Work</p>

		<p><i>Board recognizes that trauma from events such as these can be manifested many months after the fact. Having support staff aware and available to support students and staff is crucial to their long-term mental health.</i></p>	<p>and Psychology staff also provide immediate support for TCDSB staff who are impacted by a traumatic event. Furthermore, the TCDSB has recently developed a staff well-being committee and will continue the important work of determining best available supports for TCDSB staff following traumatic events and at all other times.</p>
22	<p>Emergency Procedures During Lunch or Recess Period</p> <p><i>Status of Implementation: Routine Use</i></p>	<p><i>All TCDSB schools should conduct at least one of their mandated twice-yearly Lockdown drills during a lunch or recess period so that staff and students are aware of the emergency response procedures to be followed when not all staff and students are</i></p>	<p>Safe Schools will direct principals to conduct at least one of their mandated twice-yearly Lockdown drills during a lunch or recess period. Principals will document these drill dates in their Safe Schools Plan.</p>

		<i>in a classroom.</i>	
23	Alternate Safe Place <u>Status of Implementation:</u> <i>Routine Use</i>	<i>All TCDSB schools should have an alternate “safe place” in addition to a neighbouring school. An alternate “safe place” is needed to address situations where the neighbouring school is unavailable for use as a safe place because the neighbouring school is in a Hold and Secure.</i>	<p>Safe Schools will direct principals to have an alternate “safe place” location in addition to a neighbouring school and ensure this location is communicated to all staff and students.</p>
24	School Staff Crisis Response Training <u>Status of Implementation:</u> <i>Routine Use</i>	<i>All staff in TCDSB schools must be trained in Lockdown, Hold and Secure, and Shelter in Place procedures. The TCDSB should develop a training video on these emergency procedures and the video should be</i>	<p>Safe Schools has developed a training video related to Emergency Response Procedures. In an effort to review emergency response procedures Principals will present this video to staff at the start of each academic school year.</p>

		<p><i>available on the Board's web site. The video will assist in ensuring training consistency across the Board.</i></p>	
25	<p>Emergency Procedures Described in Student Handbook</p> <p><u>Status of Implementation:</u> Routine Use</p>	<p><i>All student Handbooks should fully describe the procedures to be followed when the school is in a Lockdown, Hold and Secure, or Shelter in Place, and these procedures should be reviewed with students by School Administration.</i></p>	<p>Safe Schools will direct principals and appropriate staff to include emergency procedures in their school's student handbook. Principals will review all emergency procedures with students at the start of each academic school year.</p>
26	<p>Approaching a School in Lockdown</p> <p><u>Status of Implementation:</u> Routine Use</p>	<p><i>All TCDSB schools should develop and implement a visual cue which can be quickly displayed to alert students and staff approaching a school that the</i></p>	<p>A Lockdown is initiated when the threat/active attacker is inside the school building <u>or</u> on school premises. All schools will be asked to consider this recommendation, and if it is safe to do so, they must comply. Upon being notified of a Lockdown, all students outside the building as per Lockdown protocols, will proceed to the identified alternate safe location. TCDSB will review all Lockdown protocols with Toronto Police Services. The TCDSB together with co-terminus boards are currently reviewing and revising The Police</p>

		<i>school is in Lockdown. When the cue is displayed, students and staff must not try to enter the building, but instead go to the designated safe place.</i>	School Board Protocol and any new revisions will be documented and shared with school and Board staff. Further consultation will be required.
27	Emergencies when Principal and Vice-Principal(s) are Away from School. <i>Status of Implementation: Routine Use</i>	<i>All School Principals should authorize selected staff member(s) as delegates to initiate emergency response procedures when the Principal and Vice-Principal(s) are away from the school.</i>	The Board will endeavour to ensure administrator presence in all secondary schools.
28	School Resource Officer (SRO) Program of the Toronto Police Service <i>Status of Implementation: Routine Use</i>	<i>The Trustees of the Toronto Catholic District School Board should approve a motion that indicates the Board's endorsement of the SRO Program and its desire to have the Program continue, as</i>	The Board of Trustees should consider approving a motion as described above.

		<i>it is a highly effective program that assists in keeping Schools safe.</i>	
29	<p>Communication with Students by Toronto Police Service</p> <p><u>Status of Implementation:</u> Routine Use</p>	<p><i>Subject to the Toronto Police Service - Toronto Catholic District School Board Protocol, it is recommended that when investigating a serious criminal event, Toronto Police Officers be permitted to address students to encourage them to provide a trusted Police Officer, or the confidential 222-TIPS phone line, with information that might assist the Police investigation. By doing so, the Toronto Catholic</i></p>	<p>The Director of Education should direct that this recommendation be implemented immediately as it promotes student safety and is consistent with the objectives of the Police/School Board Protocol.</p>

		<p><i>District School Board would show that it is not encouraging the belief system held by many youth that Police are not to be trusted.</i></p>	
30	<p>Official Spokesperson during Crisis Situations</p> <p><u>Status of Implementation:</u> Early Implementation</p>	<p><i>Toronto Catholic District School Board Communication Policy A. 37 provides that the Director of Education, or his/her designate, will be the official spokesperson of the board during crisis situations, and on matters of academic program, administrative, human resource, and education matters, and in the application of a Catholic lens to all educational issues.</i></p> <p><i>It is strongly recommended that</i></p>	<p>The Board of Trustees should resolve that the Trustee Code of Conduct be amended to explicitly provide that violating TCDSB Communications Policy A.37 by a trustee is a violation of the Trustee Code of Conduct.</p>

		<p><i>the Board of Trustees determine and define disciplinary measures against any member of the Board of Trustees, as permitted under the Toronto Catholic District School Board Trustee Code of Conduct, for violating TCDSB Communications Policy A.37.</i></p>	
31	<p>Hand Gun Control</p> <p><u>Status of Implementation:</u> Routine Use</p>	<p><i>The Board of Trustees of the Toronto Catholic District School Board should approve a motion to support the Federal Government, the Police, and community groups in doing everything possible to eliminate all illegal hand guns in Canada.</i></p>	<p>It is recommended that the Board of Trustees consider such a motion.</p>

32	<p>Toronto Community Housing Authority</p> <p><i>Status of Implementation: Routine Use</i></p>	<p><i>The Board of Trustees of the Toronto Catholic District School Board should petition Toronto Community Housing Authority to assert its responsibility as landlord to keep the buildings at 2063 and 2067 Islington Avenue, Toronto, safe for the community who live at those addresses and for other people in the neighbourhood.</i></p>	<p>It is recommended that the Board of Trustees approve this recommendation.</p>
33	<p>Implementation of Recommendations</p> <p><i>Status of Implementation: Routine Use</i></p>	<p><i>The Toronto Catholic District School Board should appoint a team to monitor and ensure that progress is made on the implementation of the recommendations made in this Report.</i></p>	<p>The Director of Education will ensure a team is created to monitor the recommendations and will prepare an annual Report on the status of the implementations of the recommendations. The First Report will be made available in the fall of 2016.</p>

		<p><i>The Director of Education should prepare an annual report to the Board of Trustees on the status of the implementation of these recommendations.</i></p>	
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