

External Consultant Public Recommendations

Turner Consulting Group Recommendations	
Recommendations	Status Update
<p>Recommendation 1: It is recommended that the TDSB improve the recruitment and onboarding process by:</p> <p>Ensuring that the TDSB is able to quickly fill job vacancies.</p> <p>Reducing the time between when a hiring decision is made and when the employee begins their new role.</p>	<p>This recommendation will be addressed as part of the transformational work being undertaken by People and Culture to be presented in the upcoming report entitled <i>Strategic Workforce Management and Attendance Support</i>.</p> <p>This report is scheduled for presentation at the Planning and Priorities Committee meeting of the Board on Tuesday June 11, 2024.</p>
<p>Recommendation 2: It is recommended that the TDSB increase its focus on the hiring and advancement of Indigenous, Black, and racialized teachers, including:</p> <p>Prioritizing the hiring of Indigenous, Black, and racialized teachers, School Based Safety Monitors, and other school-based staff to create a workforce that better reflects the diversity of the student population. Ensuring that barriers are not embedded within the recruitment and selection process.</p> <p>Supporting the development and advancement of Indigenous, Black, and racialized teachers into leadership positions and that they be provided with appropriate supports once in these roles</p> <p>Prioritizing the placement of Indigenous, Black, and racialized school administrators into schools with a large proportion of Indigenous, Black, and racialized students.</p> <p>Indigenous, Black, and racialized school administrators be given the opportunity to share their experiences in the workplace, and that strategies be put in place to address the identified issues.</p>	<p>This recommendation will be addressed as part of the transformational work being undertaken by People and Culture to be presented in the upcoming report entitled <i>Strategic Workforce Management and Attendance Support</i>.</p> <p>This report is scheduled for presentation at the Planning and Priorities Committee meeting of the Board on Tuesday June 11, 2024.</p>
<p>Recommendation 3: It is recommended that the TDSB improve access to mental health supports for students by:</p> <p>Continuing to advocate with the Ministry of Education for ongoing mental health supports and the hiring of non-instructional staff critically needed in schools.</p>	<p>The System Leader for Mental Health and Professional Support Services continues to advocate for increased funding for mental health professionals from the Ministry and the Board. Proposals for augmenting mental health staff, including Social Workers and Itinerant Child and Youth Workers (ICYWs), were submitted in late 2021. These proposals led to the expansion of Social Worker and ICYW positions</p>

Exploring community-based mental health resources, programs, and extracurricular activities and connecting students with these supports.

commencing January 2022, a trend that persists into the 2023/2024 school year.

- Specifically, the number of social workers have risen from 116.5 full-time equivalents in the 2021/2022 school year to 140 the following year. Further advocacy efforts resulted in an additional 11 social workers allocated for the 2023/2024 school year, bringing the total to 151, marking a 22.8% increase of Social Workers since 2021/2022.
- Similarly, ICYC's have increased from 8 to 24 since the 2020/2021 school year, constituting a 66.7% increase.

The influx of additional social workers has significantly reduced caseloads, enabling Social Workers to provide Tier 1 supports in schools fostering mental health literacy among students and staff. Furthermore, Tier 2 supports have been bolstered through the facilitation of tailored groups to address students' unique needs, incorporating the voices of students, parents/caregivers/guardians, and staff by centring the intersecting social identities of students. Additionally, stronger Tier 3 supports, including more intensive one-on-one interventions and counseling for students, have been made possible with this increase.

The increase in Social Work staff has also strengthened connections with identity-affirming community agencies and mental health partners, bridging supports for students and parents/caregivers/guardians from school to the community. Moreover, the expansion of Social Work services has enhanced support and interventions for newcomer students and students with special education needs, disabilities and complex needs, reflecting the diverse identities within the TDSB student population.

The increase in ICYC's have facilitated the delivery of more Tier 2 mental health groups and interventions district-wide. This has allowed for greater emphasis on building school and student capacities for identity affirming help-seeking behaviours, positive relationships, healthy relationships, empathy, conflict resolution as well as fostering connectivity with identity-affirming community agencies.

<p>Recommendation 4: It is recommended that ongoing professional learning and resources be provided to school administrators and staff to:</p> <p>Increase their equity and racial literacy (i.e., the knowledge, skills, awareness, and disposition needed to talk about and address issues of race, racism, and equity).</p> <p>Educate them about the impact of the pandemic on children and youth, particularly on their socialization and mental health, and how that may in turn influence the skills and techniques school leaders and staff use to engage with, interact with, and support students Help them understand their role in contributing to school climate and safety.</p> <p>Support them to design learning activities that are more engaging and that integrate the use of technology for learning purposes.</p>	<p>The Equity Department continues to provide professional learning to system leaders (e.g. school administrators and staff) on issues tied to Equity and Racial Literacy. The Centre of Excellence for Black Students Achievement have a two part series on Racial Literacy that occurs in the Winter and Spring each year.</p> <p>The Professional Support Services at TDSB have developed comprehensive training modules centred on Trauma Informed approaches that uphold Equity, Anti-Racism, and Anti-Oppression, which are provided annually to various school staff since 2022. The TDSB MyPath platform offers foundational training for all staff, while a Train-the-Trainer model extends this training into school communities through the school social workers. Additionally, a Mental Health Literacy Shared Language presentation and bi-annual professional development on the TDSB Suicide Protocol help staff address students' intersecting identities, mental health needs and student safety. Annual Anti-Sex Trafficking presentations and collaborations with partners like onechild.ca and CAMH support mental health, safety, and healthy relationship education. Virtual supports are also available to enhance mental health literacy and provide identity-affirming resources. These initiatives aim to increase equity and racial literacy, address the pandemic's impact on students' social and mental health, and equip school leaders and staff with the skills and techniques to foster a supportive and safe school climate, while integrating engaging, technology-enhanced learning activities.</p>
<p>Recommendation 5: It is recommended that school administrators receive ongoing supports to address the safety challenges they experience, including:</p> <p>Documenting and sharing effective practices implemented within TDSB schools.</p> <p>Convening regular meetings to allow school administrators to share their knowledge of and experience with school safety and fostering a positive school climate.</p>	<p>School administrators receive support related to Caring and Safe Schools through members of the Caring and Safe Schools team (Centrally Assigned Principals and Caring and Safe School Advisors) assigned to their schools and Learning Networks specifically. Additionally, Toronto Police Service staff support schools with training in Emergency Preparedness and Response and Threats to School Safety.</p> <p>Caring and School staff participate in local meetings as a way of connecting with school administrators on an ongoing and consistent basis.</p>

<p>Recommendation 6: It is recommended that the Board and schools increase collaborations with community partners, including:</p> <p>Working collaboratively with community partners, including the City of Toronto, the Government of Ontario, and community and faith organizations, among others, to address child and youth well-being in the city of Toronto.</p> <p>Connecting with local places of worship, community organizations, and businesses to understand the programs and services available to support students.</p> <p>Engaging with community organizations focused on gang intervention work to develop programs that address the needs of students who are gang involved.</p>	<p>As outlined in the <i>A Collaborative Approach to School and Community Safety</i> the TDSB is currently collaborating with 15 community organizations, agencies, and faith groups to cultivate a network of support aimed at fostering the growth and development of students in literacy, numeracy and foundational learning skills through innovative, teaching and learning practices. Funding for this programming has been provided through the Ministry of Education’s Enhanced Student Safety initiatives.</p> <p>TDSB has increased its collaboration with the City of Toronto and multi-sector and community partners through its support of the implementation of SafeTO, the City’s Community Safety & Well-Being Plan adopted by the Board of Trustees in June of 2022.</p> <p>The City of Toronto has invested in a Centrally Assigned Principal (CAP) to be embedded in the Toronto Office to Prevent Violence to develop and implement a holistic, comprehensive multi-sector gun violence reduction plan. The CAP works alongside individuals from the City and strategic partners who collaborate with Administrators, Caring and Safe Schools, Social Work and other relevant TDSB departments to mobilize holistic violence prevention, intervention and response and recovery efforts that promote safe schools and student well-being.</p>
<p>Recommendation 7: It is recommended that programming be offered to students to support their mental health and school engagement, including:</p> <p>Programs designed to increase empathy. (This could be accomplished using various programs, such as the programs delivered by Roots of Empathy or through the lessons and culture developed in class around social-emotional learning.) Programs, supports, and extracurricular activities that are of interest to students from diverse backgrounds to help them develop their social skills and conflict resolution skills.</p> <p>Lessons to increase their social media literacy.</p>	<p>Professional Support Services mental health professionals such as Social Workers as well as para professional mental health workers, such as child and youth workers, child and youth counsellors and itinerant child and youth counsellors continue to provide tier 2 groups for students, parents/caregivers/guardians and staff on many mental health topics that are designed to support the requests, needs and interesting social identities of students.</p> <p>Please see this chart for examples of some of the programming that has and continues to be offered in schools to strengthen mental health and shared language literacy, trauma informed and healing engagement care, anti-sex trafficking and suicide awareness and prevention. From a tier 1 and 2 approach, PSS staff have been able to provide consistent skills building with staff and students.</p>

Extracurricular activities and co-op programs, particularly those that engage the most marginalized students, in order to give students a sense of belonging and opportunities to earn money.

Interventions to identify and close learning gaps for students at the elementary school level so that students are able to enter secondary school with confidence and readiness to fully engage in their classes
Interventions be put in place for students who have learning gaps and are not attending class. Alternative schooling options should also be identified for students who might do better in another learning environment.

These supports include identity affirming mental health groups (i.e. PSS staff supporting affinity groups, Excercise2Success Program in over 30 schools, conflict resolution, community buildings, healthy relationships, being a good friend, body safety and bubbles etc.) groups and programming for Indigenous identifying students from the Urban Indigenous Education Centre and the Centre of Excellence for Black Student Achievement. The mental health supports also include working in collaboration with identity affirming community agencies and partners such as the Substance Abuse Program for African and Caribbean Canadian Youth (SAPACCY) with the Centre for Addiction and Mental Health (CAMH).

Resources have also been created for parents/caregivers/guardians to enhance capacity building of skills and knowledge about healthy relationships for their children and youth including students with special education needs:

Information Videos for Parents, Caregivers, and Staff to Support Students with Special Education/Complex Needs Healthy Vs. Unhealthy Relationships

- [Video #1: Relationships](#)
- [Video #2: Emotions & Boundaries](#)
- [Video #3: Relationships & Abuse](#)

Providing awareness and prevention for addictions with Professional Support Services staff and TDSB mental Health and Addiction Nurses, Toronto Public Health Nurses, Youth Substance Abuse Program, Breakaway and CAMH.

TDSB [Anti-Sex Trafficking Support & Resources](#)

TDSB [Substance Use/Abuse/Misuse](#)

TDSB [Addressing Inappropriate Social Media: Sexting, Sextortion and AI](#)

<p>Recommendation 8: It is recommended that the TDSB consider establishing schools as community hubs so that students and families can access community agencies, health care, and other services in their neighbourhoods.</p>	<p>TDSB remains committed to connecting schools with local work agencies, organizations and faith groups in ways that enrich school-community relationships. The responsibility for this work rests with schools as well as many different departments of the board including Caring and Safe Schools, Educational Partnerships Office, Parent and Community Engagement, Urban Indigenous Education Centre, Centre for the Excellence and Black Student Achievement, Continuing Education and the SafeTO partnership.</p> <p>Local Safety Tables have been introduced as another vehicle towards the creation of meaningful partnerships between schools and local community agencies.</p> <p>These tables were established with a mandate to support the building of safe learning environments with the support of the students, staff and parents/guardians/caregivers along with stakeholders in the community including but not limited to community agencies, faith groups, police services, recreational services, cultural groups and representatives from all forms of government.</p>
<p>Recommendation 9: It is recommended that the TDSB focus on restorative practice to keep students engaged in their schooling and to reduce the number of school days missed.</p>	<p>Work continues towards the goal of having staff trained in Restorative Practice at every school. This is happening through the work of Centrally Assigned Principals in Caring and Safe Schools, Student Well-Being and Innovation and Teaching and Learning in collaboration with the Student Equity Collective, the Urban Indigenous Education Centre, the Centre of Excellence for Black Student Achievement and the TDSB RESTORES group.</p> <p>Progress related to this recommendation is tracked through the Caring and Safe Schools: Annual Report.</p>
<p>Recommendation 10: It is recommended that the experiences of students who attend school but don't attend class be explored, including by better understanding the extent of the issue and the reasons why students are not attending class, in order to develop strategies to address the issues students are facing.</p>	<p>When students experience extended absences from school or develop patterns of non-attendance, it becomes the responsibility of school staff and administrators to implement strategies aimed at re-engaging these students with schooling. Typically, administrators and school Attendance Counsellors collaborate closely with Professional Support Services staff, such as Social Workers and child and youth workers, to</p>

	<p>address prolonged absences (lasting 10 days or more) and support students in reconnecting to schooling.</p> <p>Attendance Counsellors conduct annual and ongoing professional development sessions for school staff and administrators, focusing on affirming practices that promote school positive school engagement. These practices aim to create welcoming, inclusive, and mentally healthy school environments that prioritize the diverse social identities of students. Additionally, each elementary school is assigned a Social Worker who also serves as the school's Attendance Counsellor, while the TDSB employs twelve secondary Attendance Counsellors. The re-engagement process may involve various interventions, including linking students to community resources that affirm their identities, such as mental health services, treatment program, housing supports, and social services. Students may also be supported in transitioning to new school environments, enrolling in alternative schooling options, participating in cooperative learning programs, seeking/gaining employment, entering the trades or volunteer opportunities, and exploring post-secondary education options, including the School Within a College (SWAC) program for students aged 19 and older.</p> <p>Furthermore, Attendance Counsellors assist students and families in navigating available community resources to address both their immediate needs and emerging challenges. The Professional Support Services Department oversees the Supervised Alternative Learning (SAL) program, which legally allows students to be excused from portions or the entirety of the school day for employment, volunteer work, or credit accumulation purposes. SAL workers not only facilitate these opportunities but also create pathways for students to pursue continuing education. It's worth noting that the majority of TDSB students enrolled in the SAL program eventually return to full-time or part-time schooling, secure employment, or access trades and/or cooperative education opportunities.</p>
<p>Recommendation 11: It is recommended that schools engage in campaigns to build a positive school identity and increase school spirit, which may help to lessen how neighbourhood rivalries play out within schools.</p>	<p>Staff is exploring this option through dialogue with school principals</p>

<p>Recommendation 12: It is recommended that student suspensions and expulsions be tracked by school and by race, gender, religion, and other characteristics on a monthly basis and that interventions and supports be provided for school administrators whose schools have a high number of suspensions and expulsions.</p>	<p>Toronto District School Board reports on this manner through the Caring and Safe Schools: Annual Report</p>
<p>King International Advisory Group Recommendations</p>	
<p>Recommendations</p>	<p>Status Update</p>
<p>Recommendation 1: Create a security design standard for the Toronto District School Board (TDSB) that will guide future school new builds and upgrades (include requirements for signage, access controls, independent alarms on high value rooms and other features like speedbumps and bollards).</p>	<p>TDSB has retained external consultants who specialize in the area of school security infrastructure. This team is currently engaged in the work of creating system standards in the area of safety and security.</p>
<p>Recommendation 2: The camera replacement project should not be constrained by the current interpretation of the school condition improvement grant which dictates a camera can only replace an existing camera.</p>	<p>The security camera system update is currently underway. Installation is ongoing and will be proceeding through the summer months and into the fall until all TDSB middle and secondary schools have updated their security camera systems. Board procedure PR694 which deals with security camera systems in schools and work sites will be updated as part of this process.</p>
<p>Recommendation 3: Review and remediate items of security, health, and safety concern, such as graffiti and securing unused lockers.</p>	<p>This work is being addressed locally in schools through onsite Caretaking staff as well through work orders placed by schools to Facility Services.</p> <p>The Occupational Health and Safety Office of the Board promotes health and safety in the workplace as well as the active participation of all employees in the creation of safe and healthy working environments.</p>
<p>Recommendation 4: Consider a review of student dress code and the use of ID badges to assist in student identification.</p>	<p>The TDSB has a policy and procedure related to student dress code, P042 and PR596.</p> <p>This policy and procedure were created in 2019 and are scheduled to be reviewed in 2026/2027 school year.</p> <p>More information related to the policy and procedure can be found here</p>

<p>Recommendation 5: Review definitions and notification requirements for ‘critical’ and ‘non-critical’ incidents. Ensure effective communication policies and processes are in place and adhered to in both types of events providing relevant information to the security team to assist, where required.</p>	<p>This review is beginning in June 2024 and will be complete by the end of August 2024</p>
<p>Recommendation 6: Reporting system should be reviewed with input from all stakeholders to ensure that TDSB is adhering to Ministry reporting guidelines and providing all relevant information to all key security decision makers while maintaining appropriate privacy and confidentiality requirements.</p>	<p>This review is currently underway and will be complete by the end of July 2024</p>
<p>Recommendation 7: Build TDSB corporate ties with police and the City of Toronto and develop regular familiarization exercises and shared security awareness training opportunities beyond individual relationships.</p>	<p>In August of 2023 the City of Toronto hosted the <i>Strengthening School Community Safety and Well-being Symposium</i> which focused on building and strengthening relationships between schools, Toronto Police Service and the City of Toronto.</p> <p>The Board continues to benefit from the expertise and leadership demonstrated by TPS in the area of emergency preparedness in dealing with threats to school and community safety. TPS staff annually train thousands of TDSB staff in this critically important area in a highly effective and efficient manner at no cost to the Board. Additionally, Board staff have been granted access to subsidized Threat Assessment Professional Certification Training as well as Active Threat Training hosted by TPS.</p>
<p>Recommendation 8: The School-Based Safety Monitor program should be reviewed with standardized and robust training, oversight and accountability.</p>	<p>This review is currently underway in collaboration with CUPE 4400 with additional updated training being planned for the 2024-2025 school year.</p>
<p>Recommendation 9: The Institutional Accountability Checklist should include a supplement or alternative documentation that confirms or acknowledges that the Superintendents have reviewed the responsibilities and discussed with the Principals that they have been met.</p>	<p>This measure is being undertaken for the 2024-2025 school year.</p>
<p>Recommendation 10: Either adjust or supplement the current TDSB security guard schedule to ensure there is adequate coverage at</p>	<p>The staffing levels in security have not changed since TDSB was created through amalgamation in 1998. Effective August 2012, security</p>

critical hours. Consider adding more guards to ensure adequate resourcing for the required tasks.

guard personnel were placed into the CUPE Unit D bargaining unit. At that time, the allocation for permanent full-time security guards was set at fifteen positions, permanent part-time security guards was set at six positions and supply security guards was set at sixteen positions. Over time the demands on security have increased for a variety of reasons such as providing twenty four hour coverage to TDSB sites, proactive initiatives in order to reduce crime at school sites when buildings are closed and an increased demand for support to school safety. Absenteeism, vacancies and over-time limits have continued to impact the ability of security to provide greater support to schools. Staff have submitted a request for three additional full-time Security Guards, to be included in the 2024 – 25 budget going forward. These additional Full Time Equivalent (FTEs) would help support Security's ability to respond to requests from schools. This would not result in permanent assignments of Security Guards to schools but rather, provide the staffing capacity to attend to a school when there is a concern, without diminishing service across the system.