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

AGENDA
September 6, 2018

OUR STRATEGIC DIRECTION
2016-2021

LIVING OUR CATHOLIC VALUES

FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

Toronto Catholic District School Board

INSPIRING AND MOTIVATING EMPLOYEES

PROVIDING STEWARDSHIP OF RESOURCES

ENHANCING PUBLIC CONFIDENCE

ACHIEVING EXCELLENCE IN GOVERNANCE

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
Assistant Recording Secretary: Sonia Tomaz, 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.

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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, September 6, 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 - Nil

   May 31, 2018 Minutes distributed at the August 23, 2018 Regular Board meeting.

9. Delegations

10. Presentations

11. Notices of Motion

12.   Consent and Review

13.   Unfinished Business

14.   Matters referred or deferred

15.   Staff Reports

16.   Listing of Communications

17.   Inquiries and Miscellaneous

18.   Updating of Pending Lists

19.   Closing Prayer

20.   Adjournment

SAFE SCHOOLS REPORT 2017-18

Then the land will yield its fruit, and you will eat your fill and live there in **safety.**
Leviticus 25:19

Created, Draft	First Tabling	Review
August 27, 2018	September 6, 2018	Click here to enter a date.

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

INFORMATION REPORT

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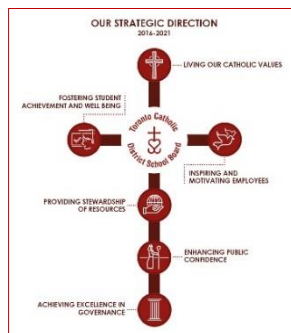
Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Acting Associate Director
of Planning and Facilities

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

A.   EXECUTIVE SUMMARY

Safe and healthy learning environments supported by positive school climates continue to be a key goal for the Toronto Catholic District School Board. In our annual Safe Schools Report we continue to examine metrics which promote continued growth in safe, caring and accepting school practices. ***New for the 2017-2018 Safe Schools Report is a section wherein students are asked specifically how safety can be improved in schools.*** Their feedback is collected through surveys and through focus group discussions.

For 2017-2018, both qualitative and quantitative data confirm a continued positive trend toward safe and welcoming school climates in the TCDSB. Behavioural data indicates that suspensions and expulsions over the last 5 years continue to trend downwards. Although overall metrics show positive results, there was an increase in total suspensions for male students in elementary schools; a result identified as an action item for 2018-19. In secondary schools, suspensions are significantly down compared to previous years; in fact, in 2017-18 secondary suspensions were the lowest ever recorded in a Safe Schools Annual Report. Many secondary school principals are attributing the emergence of the Safe Schools Student Ambassador Program as a contributing factor to improved Safe Schools metrics.

Further positive news is also evident in the perceptual data from Safe Schools Climate Surveys administered to elementary and secondary students. These data indicate that an overwhelming number of students (95% in elementary and 92% in secondary) believe their schools are safe places to interact and learn.

Informed by the local Safe and Accepting Schools Teams, all schools will review their local 2017-2018 Safe Schools metrics and make adjustments as needed to their 2018-2019 Safe Schools Plan. The components of the plan will include action items for: Bullying Awareness, Prevention and Intervention; Progressive Discipline; and Positive School Climate.

The cumulative staff time required to prepare this report was 90 hours.

B.   PURPOSE

1. The Safe Schools Report for 2017-2018 includes quantitative and qualitative data related to Safe Schools metrics, procedures, programs and other activities designed to create safe, accepting learning environments, and strengthen public

confidence in the TCDSB. In an effort to gain further insights into the data the 2017-2018 Report also includes an embedded gender analysis.

2. The following areas will be addressed in this report, along with actions undertaken to address evidence-informed needs:

    1) Suspension and Expulsion Data
    2) Safe Schools Climate Surveys
    3) Alternative Safe Schools Programs for Students
    4) Professional Learning to Build Capacity within the System
    5) Student Voice on how to increase the level of safety in schools
    6) Proposed Actionable Items from 2017-2018

3. The evidence will highlight those areas of strength and success, as well as areas for growth, resulting in prioritized actions for the 2018-2010 school year.

C.   BACKGROUND

The Annual Safe Schools Report to Board has evolved from focusing on Suspension and Expulsion data ten years ago, to a comprehensive review and analysis of established metrics and subsequent action plans for the new school year.

D.   EVIDENCE/RESEARCH/ANALYSIS

Sources of Evidence for this report include, but are not limited to:

1. Suspension and Expulsion data;
2. Secondary Safe School Survey and Elementary Safe and Caring Catholic School Climate Survey;
3. Safe Schools alternative programs to support student achievement and well-being;
4. Participation rates of TCDSB staff in professional learning opportunities, workshops and in-services;
5. Student Voice – Survey and Focus Group Discussions

Below are data related to Safe Schools:

SECTION 1: Suspension and Expulsion Data (Appendix A)

An analysis of the five year history of Suspension and Expulsion data at TCDSB (2013-2018) indicate a downward trend in the following areas: number of suspension notices issued; number of students being suspended; number of students receiving multiple suspensions; and the number of days lost to suspension.

ELEMENTARY SCHOOLS [Comparison with 2016-2017 data]

At the Elementary level, the data indicate that more students received suspension as a progressive discipline consequence (+75); however, in comparison to 2015-2016 the data indicate that less students received suspension (-20). Some comparisons with the previous year (2016-2017) indicate:

- Increase in the number of Suspension Notices issued to males *(+69)* and slight increase to females (+6)
- Increase in the number of Instructional Days lost to Suspension for males (+227)
- Decrease in the number of Instructional Days lost to Suspension for females (-38)
- Increase in the number of males with an Individual Education Plan (IEP) who were suspended (+8)
- Decrease in the number of females with an Individual Education Plan (IEP) who were suspended (-5)
- Increase in the number of males suspended 2 or more times (+63)
- Increase the number of females suspended 2 or more times (+15)

The above data would indicate that recidivism at the elementary level has shown an increase in comparison to 2016-2017.

- The number of males Suspended Pending Possible Expulsion under Section 310 of the Education Act has increased (+7).
- Decrease in the number of females Suspended Pending Possible Expulsion under Section 310 of the Education Act (-6)
- No Board Expulsions for males (-2) and no Board Expulsions for females (-6)
- Increase in School Expulsions (+6) for males and no School Expulsions for females

Consistent with 2016 – 2017 data, there has been no significant change in the more serious infractions of expulsion. From the total number of Suspension Pending Possible Expulsion processes initiated (33), very few resulted in expulsions (6). This would suggest principals are using all available sources of information and

considering mitigating and other factors during their investigations. Although the Fresh Start process is not disciplinary in nature, 6 students were transitioned in elementary for concerns related to safety.

SECONDARY SCHOOLS [Comparison with 2016-2017 data]

The data *indicate a constant downward trend over the last 5 years in suspensions issued.* This past year saw a significant decrease (-190) in the number of suspension notices board wide.

Some comparisons with the previous year (2016-2017) indicate:

- Significant decrease in the number of Suspension Notices issued for males (-163)
- Decrease in the number of Suspension Notices issued for females (-27)
- Significant decrease in the number of Instructional Days Lost to Suspension for males (-367)
- Significant decrease in the number of Instructional Days Lost to Suspension for females (-98)
- Decrease in the number of *males* suspended 2 or more times *(-33)*
- Decrease in the number of *females* suspended 2 or more times *(-13)*

*The above data would indicate **that overall recidivism for both males and females has decreased this year**. This suggests that mitigating factors and intervention strategies appear to correct student inappropriate behaviour.*

- Decrease in the number of *male*s with an Individual Education Plan (IEP) who were suspended *(-32)*
- Decrease in the number of *females* with an Individual Education Plan (IEP) who were suspended *(-1).*

*The data **indicates that mitigating and other factors continue to be considered when issuing Progressive Discipline**.*

- Decrease in the number of males Suspended Pending Possible Expulsion under Section 310 of the Education Act (-22)
- Increase in the number of females Suspended Pending Possible Expulsion under Section 310 of the Education Act (+8)
- Decrease for males in Board Expulsions (-4)
- No change for females in Board Expulsions (0)
- Increase in School Expulsions for males (+2)
- Increase in School Expulsions for females (+9)

*The 5 year overall trend continues to **indicate a consistent decrease in suspensions issued (-639) with 2017 – 2018 data being the lowest number of suspensions ever recorded at the secondary school level**. This positive Safe Schools trend is further supported by the decrease in serious student incidents resulting in suspension pending possible expulsion (-14). Although the Fresh Start process is not disciplinary in nature, 36 students were transitioned in secondary for concerns related to safety.*

SECTION 2: Student Perceptual Data

During the 2017-2018 school year, elementary students in Grades 6 and 8 participated in the *Safe and Caring Catholic School Climate* survey, and secondary students in Grades 9-12 participated in the *Secondary Safe Schools* survey. Data gathered from these surveys are reported for individual schools and as a Board.

At the Board level, general trends can be identified and serve as a focus for collective inquiry and action. At the school level, the data will be reviewed by the Safe and Accepting Schools Team to gain greater insights into students' perceptions of school safety and school climate, to advise the principal about enhanced safety procedures and programs, and to review and update the local Safe Schools Plan.

COMPARATIVE REVIEW (TREND OVER TIME)

Elementary Schools

In February/March 2018, 10,100 students in Grades 6 and 8 in all TCDSB elementary schools participated in the Safe and Caring Catholic School Climate (SCCSC) Survey.
Overall, elementary students' perceptions of school safety are very positive and remain so over the past 3 years, with **over 95% of students indicating they feel very safe or safe in school.**

Some highlights on safety (See Appendix B1):
When comparing elementary results from 2015-2016 to 2017-2018, there was very little or no change evident in all areas of feelings safe in and around school and witnessing or experiencing various activities in school.

Consistent over the past three years, elementary students' feelings of safety were very positive:
- over 90% of elementary students felt *safe* or *very safe* in school, in the

classroom, while eating lunch at school, during indoor recess, at dismissal time, in the hallways;

- over 80% felt *safe* or *very safe* in the washrooms, at sports/after school events, on the stairs/in stairwells, and outside during recess.

Likewise, positive results are evident in the percentage of students who report *never* having *witnessed* or *experienced* in school:

- Drug use (94%)
- Gang activity (88%)
- Weapons, harassment based on sexual orientation (85%)
- Relationship violence (82%)

Areas for Continued Dialogue:

- 67% of elementary students have *never* been bullied at school and of these students 71% have told another person about being bullied.

- 62% of elementary students report they have *witnessed* another student being bullied at school.

- For those who have been bullied or have *witnessed* bullying, the most common ways are verbal (name calling, constant unwanted teasing/joking) or social (e.g., being excluded, gossip). Physical bullying was another common form of bullying *witnessed* by elementary students.

- While 71% of elementary students who experienced bullying at school indicated that they told another person about it, only 50% of students who witnessed another student being bullied at school reported it to someone.

- There remains room for improvement for elementary students' perceptions of bullying being a problem in their school: 56% feel it was a small problem or not a problem.

Secondary Schools
In November 2017, 5,144 students in Grades 9 through 12 from all TCDSB secondary schools participated in the Safe Schools Survey. Overall, secondary students' perceptions of school safety are positive and have remained so over the past 3 years, with about 92% of students reporting feeling *very safe* or *safe* in school. Some highlights on safety (See Appendix B2):
Consistent over the past three years,

- over 90% of secondary students felt *safe* or *very safe* in the classroom, in school, in the cafeteria/lunch time
- about 68% of secondary students indicated that bullying is *a small problem* or *not a problem* in their school

Improvements of 3% to 4% over the past there years on secondary students' feelings of safety:
- over 90% feel *safe* or *very safe* at sports/after school events, in the hallways, on the stairs/in stairwells;
- over 80% feel *safe* or *very safe* in the washrooms, travelling to and from school, in the parking lot.

Strong improvements of 6% to 9% are evident when comparing secondary results from 2014-2015 to 2016-2017 in the following areas:
- 71% of secondary students *never* having *witnessed or experienced* inter-racial conflict;
- Over 80% of secondary students *never* having *witnessed or experienced* harassment based on sexual orientation, and alcohol use.
- 84% of students *never* been bullied since September
- 34% of students *witnessed* another student being bullied at school

Areas for continued dialogue:
- Although there were improvements in the percentage of secondary students reporting having *never* witnessed or experienced verbal abuse, drug use and theft, these remain areas for further dialogue.
- Of the secondary students who have experienced bullying at school (16%), one in five have reported the bullying they experienced.
- Of the secondary students who have witnessed bullying at school (34%), about one in five reported the bullying they witnessed.
- For those who have been bullied or have witnessed bullying, the most common forms are verbal (name calling, constant unwanted teasing/joking) or social (e.g., being excluded, gossip).

GENDER BREAKDOWN
For the most part, findings comparing male and female students have remained the

same as in previous years.

Elementary Schools (See Appendix B3)
- Little or no differences between male and female students with regards to their feeling safe in and/or around school.

- More male than female students reported *witnessing/experiencing* physical violence.

- While most students regardless of gender report *never* being bullied or of *witnessing* bullying, female reports of bullying *experienced* and *witnessed* are higher than that of males.

   o *Verbal* and *social* bullying continue to be areas of foci for both genders however, more females reported *experiencing* and *witnessing* social and cyber bullying than males, whereas more males reported *experiencing* and *witnessing* physical bullying.

- More female students have told another person about being bullied.

- More male students indicated that they think bullying is *a small problem* or *not a problem* in their school.

Secondary Schools (See Appendix B4)
- Generally, most male and female students (i.e., at least 79%) report feeling *safe* or *very safe* in the various locations within their respective schools.

   o Female reports of safety in the cafeteria/lunch time, in school generally and particularly in the washroom are higher than that of males.

   o Male reports of safety in the travelling to and from school are higher than females.

- More male than female students reported *witnessing/experiencing* physical violence, theft, weapons, gang activity and relationship violence.

- Most students regardless of gender report *never* being bullied.

- More males than females reported *witnessing* bullying at school.

- *Verbal* and *social* bullying are areas of continued focus for both genders however, more females reported *experiencing* and *witnessing* social and cyber bullying than males, whereas more males reported *experiencing* and

witnessing physical bullying. More males than females also reported *experiencing* verbal bullying.

SECTION 3: Student Voice: How to Increase the Level of Safety in Schools

Survey Responses

On the elementary *Safe Caring Catholic School Climate* (SCCSC) survey and the secondary Safe School Survey, students were asked to respond to respond to the question: *How do you think we can make our schools safer?* This question provides feedback on an actionable item identified in the Safe Schools Report to Board: *"That staff follow up with a report to provide student input on proposed solutions to increase the level of safety in schools".* Reponses were collated and results are summarized below.

Elementary Summary
Many elementary students indicated the schools are already safe. Top responses by students on how to increase school safety were through:
- Better monitoring of students at recess/school
- The promotion of anti-bullying initiatives or assemblies
- Placement of security cameras
- Securing the outside grounds
- Installing a security system, locking doors, having ID card access
- Stricter rules and punishment
- A caring school community; be kind to each other
- Students should report bullying to staff/adult
- Security guard and police presence

Secondary Summary
Many secondary students indicated the schools are already safe. Top responses by students on how to increase school safety were through:
- The promotion of anti-bullying initiatives or social activities
- Staff monitoring
- Police or security guard presence
- Communicating with students
- Stricter rules and punishment
- Placement of cameras

- Paying more attention to safety
- Improvements to the school building
- A caring staff

Secondary students who had a School Resource Officer (SRO) in their schools were also asked on the Safe Schools survey to reflect upon the SRO program in their respective schools.

In the fall of 2017, the SRO Program was active in 20 secondary schools to promote engagement and relationship building. In these schools there was a brief addendum to the Safe Schools Survey, including questions related to the SRO Program to gather feedback to inform continued improvement planning. Student engagement with SROs was varied across all participating schools. Where there was engagement, 82% of students felt the SRO has contributed positively to the safe, caring and inclusive climate in their school. Additionally, the majority of students indicated they felt comfortable talking to the SRO. The reasons for feeling comfortable included that students felt they were listened to and the SROs were perceived to be caring adults and positive role models supporting the schools. Based on this feedback, there have been conversations regarding general awareness and visibility of SROs.

Focus Group Responses

Another forum which provided feedback on increasing school safety was focus groups. During the February 2018 ECSLIT and CSLIT meetings, feedback from students was also collected regarding safety in schools and how safety in schools can be increased. The information informs the Board's Safe Schools Plan and provides feedback on an actionable item identified on the Safe Schools Report to Board: *"That staff follow up with a report to provide student input on proposed solutions to increase the level of safety in schools"*.

Students were asked to break up into smaller groups and assign a note taker and facilitator. The facilitator read each question and ensured that all voices from the student group are heard. The note taker, recorded the key points of the conversation. These were collected and summarized. Top responses by students on how to increase school safety were: placing security cameras in school; promoting anti-bullying or mental health initiatives; promoting more safety measures to and from school; creating a safe and inclusive environment; placement of more guidance counsellors in school and locking doors and improving the school structures.

A short summary by elementary and secondary panel is provided below:

Elementary
Total Group Responses: 27 groups (86 students)
1. How safe do you feel in your school?

Very Safe	Safe	Not Safe
70.4%	25.9%	3.7%

2. How can we increase the level of safety in our schools?
Top responses:
- ✓ Place security cameras in schools
- ✓ Promote anti-bullying initiatives
- ✓ Provide more safety measures to and from school
- ✓ Place guidance counsellors in schools
- ✓ Lock school doors

Secondary
Total Group Responses: 18 groups (116 students)
1. How safe do you feel in your school?

Very Safe	Safe	Not Safe
44.4%	38.9%	16.7%

2. How can we increase the level of safety in our schools?
Top responses:
- ✓ Promote safety to students to create the safe and inclusive environment
- ✓ Promote mental health initiatives
- ✓ Place more guidance counsellors or caring adults in school
- ✓ Improve the building structure

SECTION 4: Safe Schools Alternative Programs

The TCDSB operates programs through the Safe Schools Department. The Monsignor Fraser College programs at St Martin and Our Lady of Lourdes support students who have received a board expulsion as a result of a safe school incident.

1. The Expulsion Program
The Expulsion Program is a short term support program for students who have been expelled from all schools of the TCDSB. The program serves elementary students grade 6-8, and secondary school students, grades 9-12. Program staff work in a multidisciplinary team to address student strengths, needs and triggers with an aim to provide individualized academic programming and individual support at school. Once students have transitioned from their home school, the goal for all students is to successfully complete the demission requirements and return to a different TCDSB school. While in the program some students are able to meet graduation requirements and proceed to post-secondary education while others look to access community programs or the world of work upon program completion.

In 2017-2018, there were no students in the elementary program.

In the secondary program 35 students (31 Board Expulsion & 4 Voluntary Intervention Program) were served at different points during the school year. Program staff work diligently to develop community partnerships across the GTA so that students and their families can access local community support and resources.

2. TIPSS (Transitional Intervention Program for Suspended Students)

The long-term suspension program offers programming to students serving a suspension of 6-20 days in length. For students receiving a suspension between 6-10 days, academic programming is provided. For students serving a suspension of 11-20 days social work assistance is provided in addition to the academic programming. Parents are not obligated to accept TIPPS support although we strongly encourage participation.

In 2017-2018, *82% of eligible suspended students were served by TIPSS teachers* at sessions in Toronto Public Library sites. In situations where adult students/parents have chosen not to attend TIPSS, the school provided the student /family with work packages. In all cases students were afforded the opportunity to continue with their learning while on long-term suspension.

SECTION 5: Professional Learning for TCDSB Stakeholders

In 2017-2018, the Safe Schools Department offered professional learning on diverse safe schools topics to students, parents, TCDSB staff members and community partners.

2017-2018 Activities are listed in Action Items found in section E.

E.   METRICS AND ACCOUNTABILITY

2016-2017 Metrics	Evidence/Deliverables (2016-17 Metrics)

1. Continue to diversify and expand Safe Schools professional learning.	• 24 different topics delivered in 2017-2018 Professional Learning Modules Series:
	  o 879 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff)
	
	• Interdisciplinary professional learning opportunities with various TCDSB stakeholders:
	  o New Teacher Induction Program – 57 new teachers
	  o Joint TSU/Safe Schools Training – 52 TSU Members
	  o Administrative Professional Development – 532 principals/vice principals/superintendents
	  o Newly Appointed Principal and Vice Principal In-services – 35 (Succession Series) and 35 (Head Start)
	  o Safe Schools Student Ambassador Symposiums including Bullying Awareness and Prevention Month Launch – 652 secondary students, staff, trustees, community partners
	  o Resolution Conference and Mediation Circles:
	  o 87 participants (social workers, CYW, educational assistants, teachers, police officers)
	  o Threat Assessment Training and Related Workshops:
	  o 61 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff, police officers)

	- Elementary School Social Worker Presentation - 30 participants - Training to Toronto Police Service – 65 police officers - Niagara University Teacher Candidate In-services – 155 teacher candidates - CPCO PQP Training – 25 aspiring administrators - SEAC Presentation – 20 members - OAPCE Presentation – 30 members - Conference for the Association of Educational Researchers of Ontario – 90 participants - LOYOL – 21 TSU teachers - Osgoode School Conference – 65 participants - School Presentations – 105 staff & parents - Toronto Public Library Presentation – 23 librarians - Committee of Youth Officers Conference – 350 participants - Waterloo Catholic District School Board Principal/Vice Principal/Superintendent Presentation (90) participants
2. Initiate a pilot Intervention Program (Voluntary Intervention Program, VIP) to support students who are in risk of engaging in serious student behaviours that may lead to expulsion.	4 students participated in the Voluntary Intervention Program (VIP) during the 2017-2018 academic school year. - Students were supported with ongoing individualized academic programming and social/emotional support to address gaps and needs.

3. Monitor the implementation of the 33 recommendations resulting from the Safe Schools Inquiry Report.	• At the January 2018 regular Board meeting a report was received updating the current status of the 33 recommendations. The monitoring team had identified that the majority of the recommendations fell within the continuum of Routine Use. Furthermore, no recommendations fell under Awareness and hence the Safe Schools Inquiry recommendations can be considered implemented. Any issues pertaining to the recommendations will be updated as needed in the Safe Schools Annual Report.
4. As a result of the focus group discussion regarding female suspensions, Safe Schools Department will: a) Receive professional learning from TPS on current and emerging social media issues. b) Safe Schools staff will augment existing professional learning modules on social media c) School communities will implement new learning and facilitate activities at the local level	a) Toronto Police Service provided Safe Schools staff with current and emerging social media issues. TPS also co-presents with Safe Schools staff on various modules including "Cyberbullying and Internet Safety". b) A new module entitled "Digital Footprint Navigation" was co-developed and co-presented by Safe Schools staff and Information Technology staff. This module examines various social media platforms and strategies for students & staff to protect themselves from vulnerabilities. c) Participants who attend the Safe Schools Professional Learning Modules Series return to their home school to work with their Safe and Accepting Schools Team to implement new learning and activities within their local community.

F.   ACTIONABLE ITEMS FOR 2018-2019

1.   Expand the *Safe Schools Professional Learning Modules Series* to include new modules: "De-Escalation" and "Connecting with Parents and Caregivers".

2.   Safe Schools/St. Martin will produce training videos on various topics related to Safe Schools and Promoting Positive School Climate. School communities will be able to access these videos to share with staff, students and parents.

3.   Promote the Voluntary Intervention Program (VIP) to support more students who are in risk of engaging in serious student behaviours that may lead to expulsion.

4.   Examine data and, where appropriate, develop strategies to address the increase in elementary suspensions issued to male students.

5.   Based on Student Voice feedback the Safe Schools Department will host a Safe Schools Student Ambassador Symposium for both elementary and secondary students to address topics identified by students.

G.   CONCLUDING STATEMENT

This report is for the consideration of the Board.

Notice of Suspension, Education Act §.306

TCDSB	All Students	Secondary Students	Elmentary Students	TCDSB 306 Suspension	TCDSB 306 Suspension - Male	TCDSB 306 Suspension - Female	Sec 306 Suspension	Sec 306 Suspension - Male	Sec 306 Suspension - Female	Elem 306 Suspension	Elem 306 Suspension - Male	Elem 306 Suspension - Female
2013-2014	91,115	30,631	60,484	3,180	2,453	727	2,020	1,475	545	1,160	978	182
2014-2015	90,541	30,319	60,222	3,285	2,536	749	1,936	1,386	550	1,349	1,150	199
2015-2016	90,333	30,149	60,184	2,900	2,234	666	1,515	1,111	404	1,385	1,123	262
2016-2017	91,144	30,109	61,035	2,861	2,204	657	1,571	1,122	449	1,290	1,082	208
2017-2018	91,107	29,673	61,434	2,746	2,110	636	1,381	959	422	1,365	1,151	214

Number of Students

Notice of Suspension, Education Act §.306
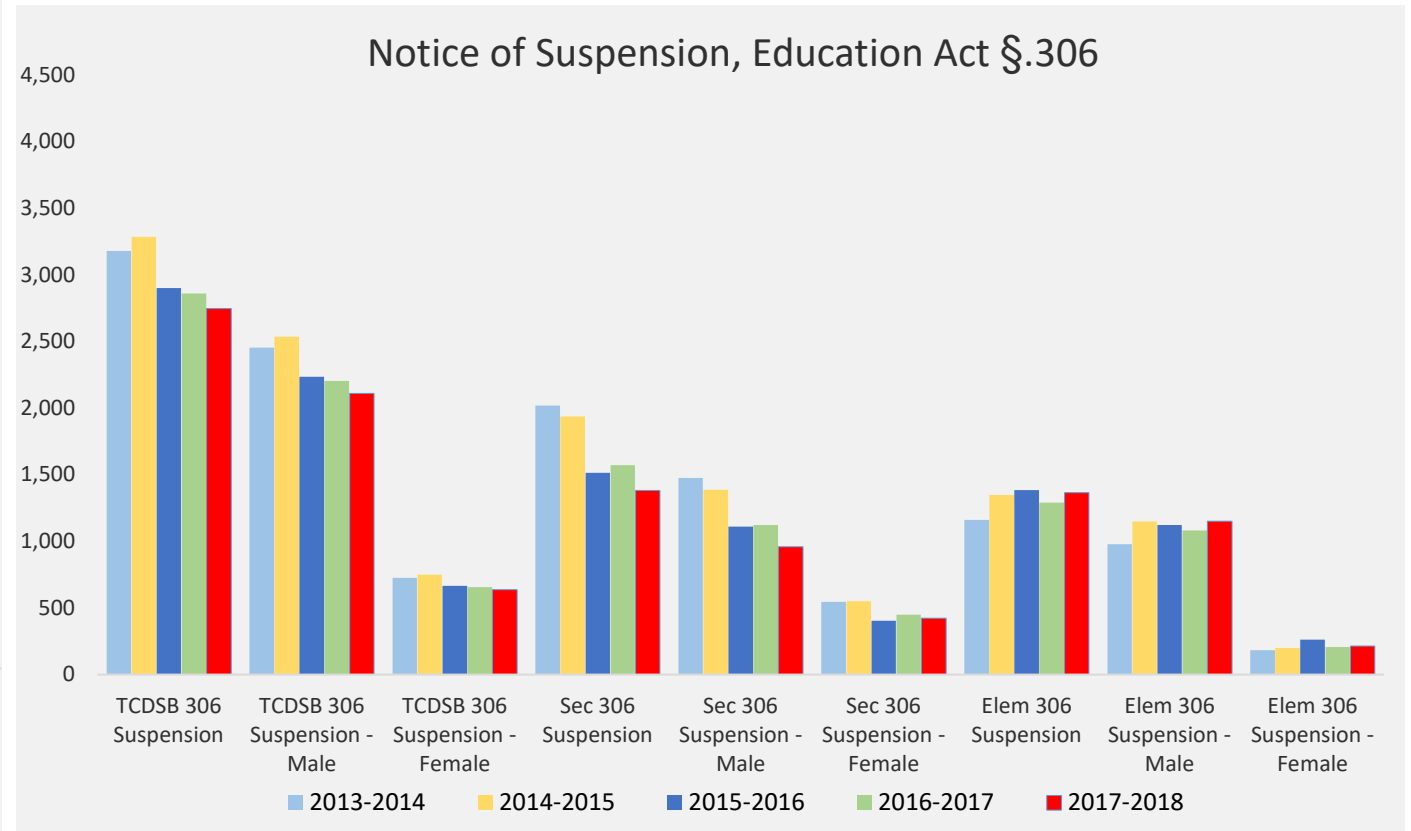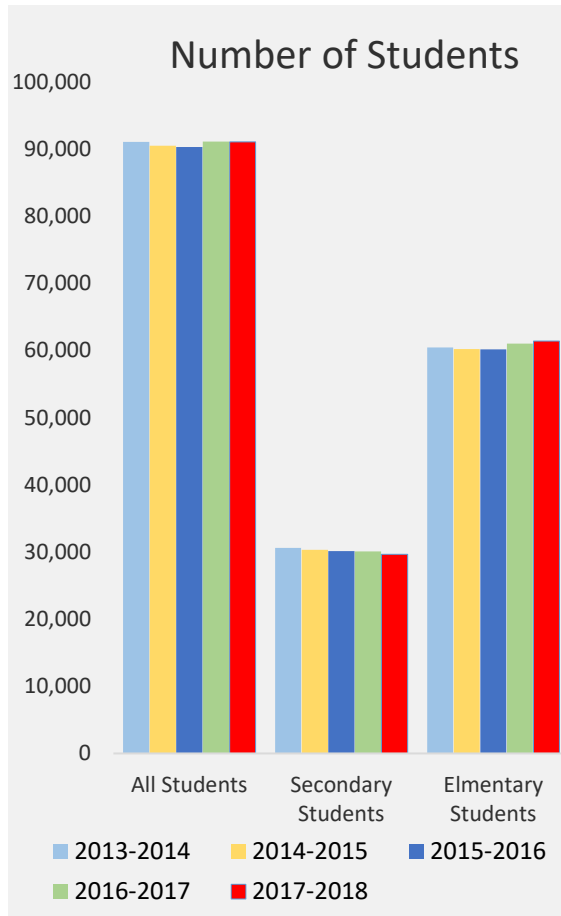
Days Lost to §.306 Suspension

TCDSB	All Students	Secondary Students	Elmentary Students	TCDSB Days Lost	TCDSB Days Lostn - Male	TCDSB Days Lost - Female	Sec TCDSB Days Lost	Sec TCDSB Days Lost - Male	Sec TCDSB Days Lost - Female	Elem TCDSB Days Lost	Elem TCDSB Days Lost - Male	Elem TCDSB Days Lost - Female
2013-2014	91,115	30,631	60,484	6,958	5,335	1,623	4,990	3,689	1,301	1,968	1,646	322
2014-2015	90,541	30,319	60,222	6,669	5,017	1,652	4,565	3,228	1,337	2,104	1,789	315
2015-2016	90,333	30,149	60,184	5,909	4,431	1,478	3,711	2,644	1,067	2,198	1,787	411
2016-2017	91,144	30,109	61,035	5,970	4,425	1,545	3,889	2,729	1,160	2,081	1,696	385
2017-2018	91,107	29,673	61,434	5,694	4,285	1,409	3,424	2,362	1,062	2,270	1,923	347
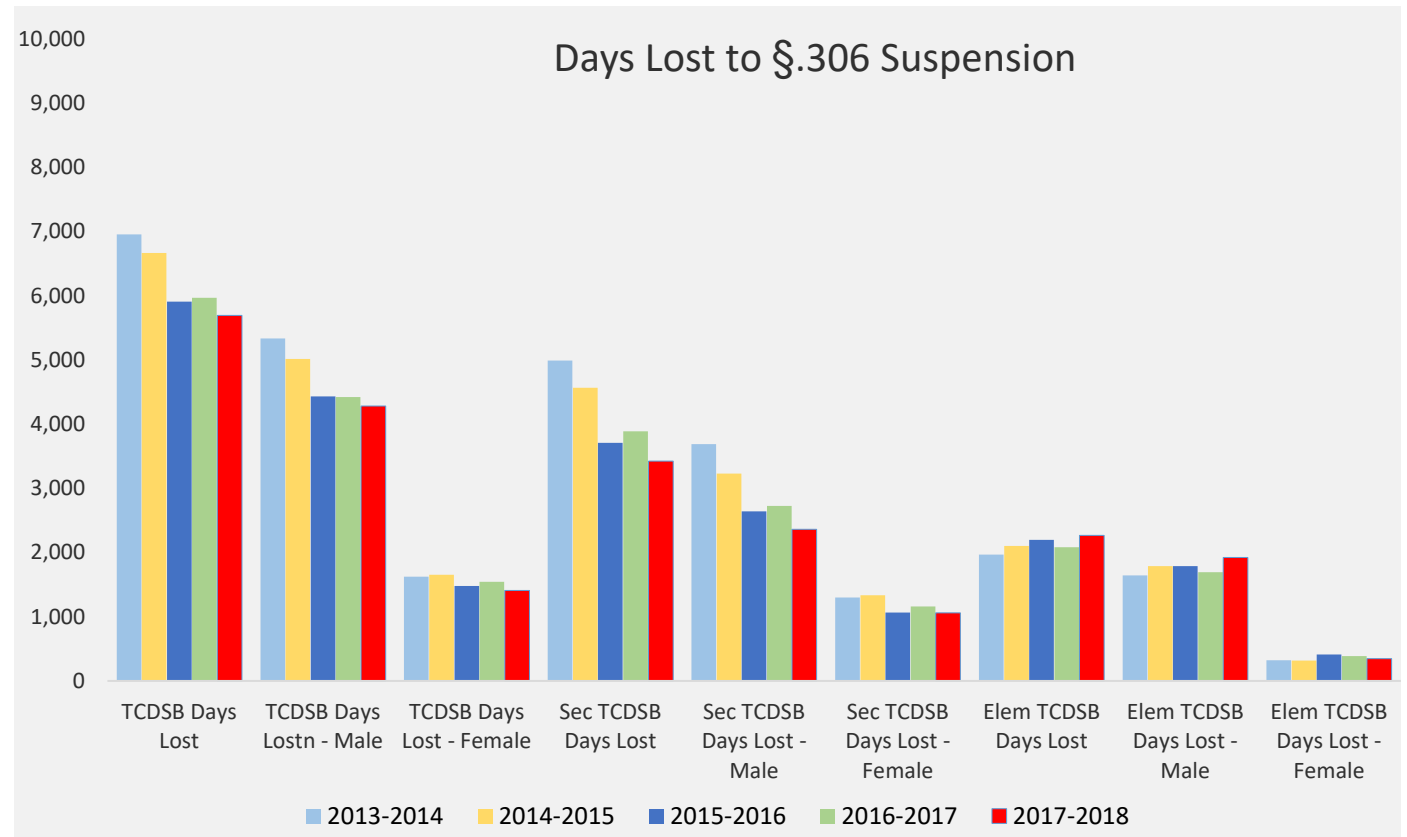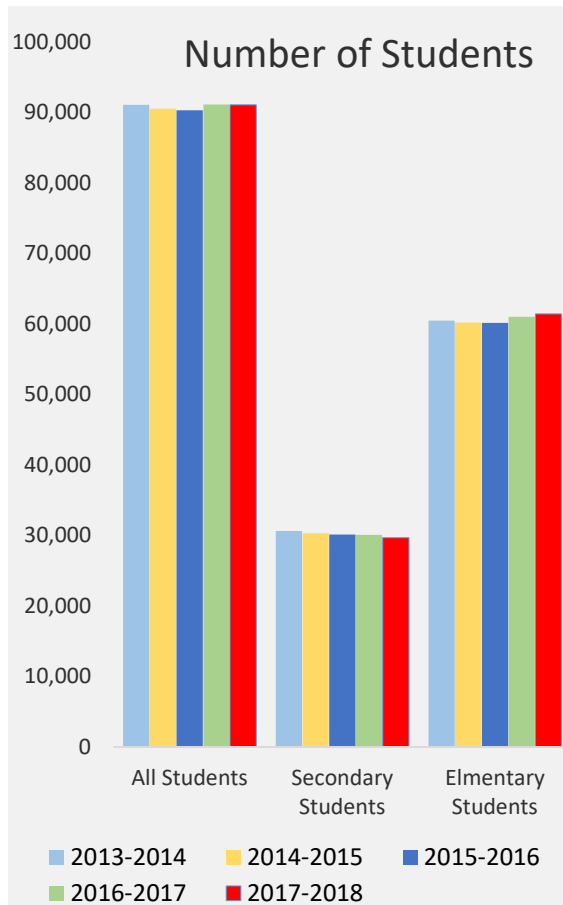
Number of Students Suspended

TCDSB	All Students	Secondary Students	Elmentary Students	TCDSB #Students Suspended	TCDSB #Students Suspended - Male	TCDSB #Students Suspended - Female	Sec #Students Suspended	Sec #Students Suspended-Male	Sec #Students Suspended - Female	Elem #Students Suspended	Elem #Students Suspended - Male	Elem #Students Suspended - Female
2013-2014	91,115	30,631	60,484	2,098	1,614	484	1,314	958	356	784	656	128
2014-2015	90,541	30,319	60,222	2,275	1,712	563	1,324	919	405	951	793	158
2015-2016	90,333	30,149	60,184	2,132	1,608	524	1,151	823	328	981	785	196
2016-2017	91,144	30,109	61,035	2,107	1,597	510	1,172	830	342	935	767	168
2017-2018	91,107	29,673	61,434	1,970	1,483	487	1,038	710	328	932	773	159

Number of Students

Number of Students Suspended
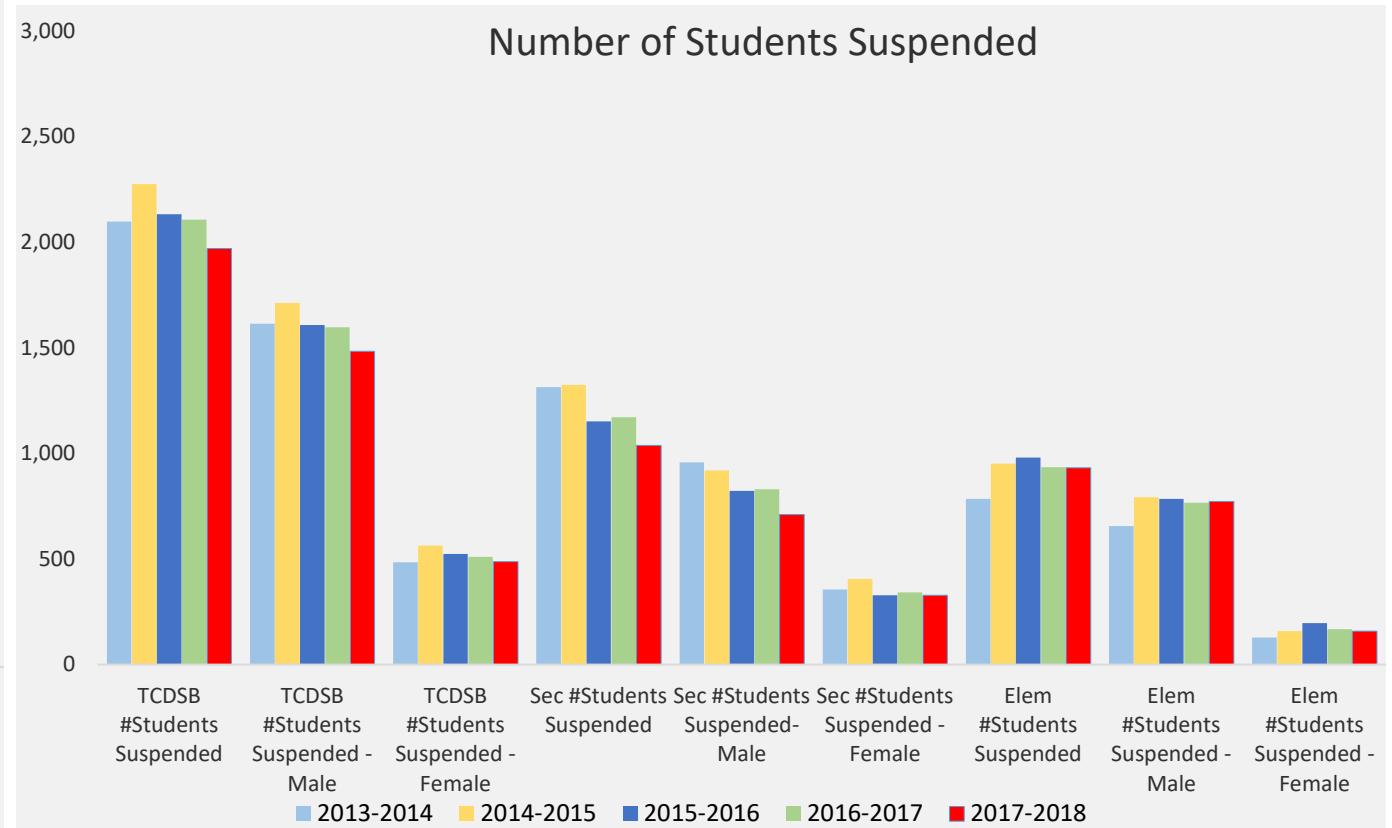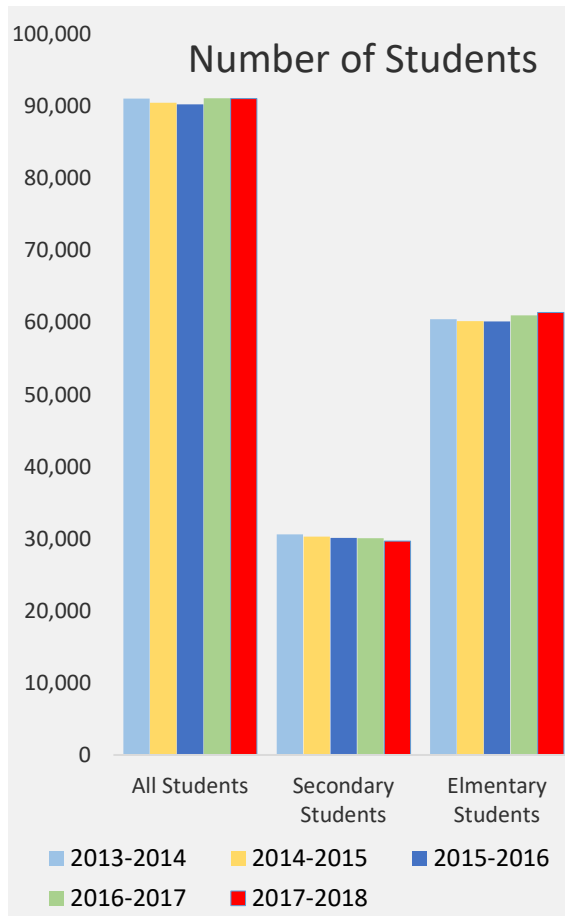
Number of Students with an IEP Suspended

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended - IEP	TCDSB #Students Suspended IEP - Male	TCDSB #Students Suspended IEP - Female	Sec #Students Suspended - IEP	Sec #Students Suspended - IEP - Male	Sec #Students Suspended - IEP - Female	Elem #Students Suspended - IEP	Elem #Students Suspended - IEP - Male	Elem #Students Suspended - IEP - Female
2013-2014	91,115	30,631	60,484	944	750	194	521	390	131	423	360	63
2014-2015	90,541	30,319	60,222	987	779	208	537	392	145	450	387	63
2015-2016	90,333	30,149	60,184	947	763	184	480	371	109	467	392	75
2016-2017	91,144	30,109	61,035	894	713	181	459	342	117	435	371	64
2017-2018	91,107	29,673	61,434	864	689	175	426	310	116	438	379	59

Number of Students

Number of Students with an IEP Suspended

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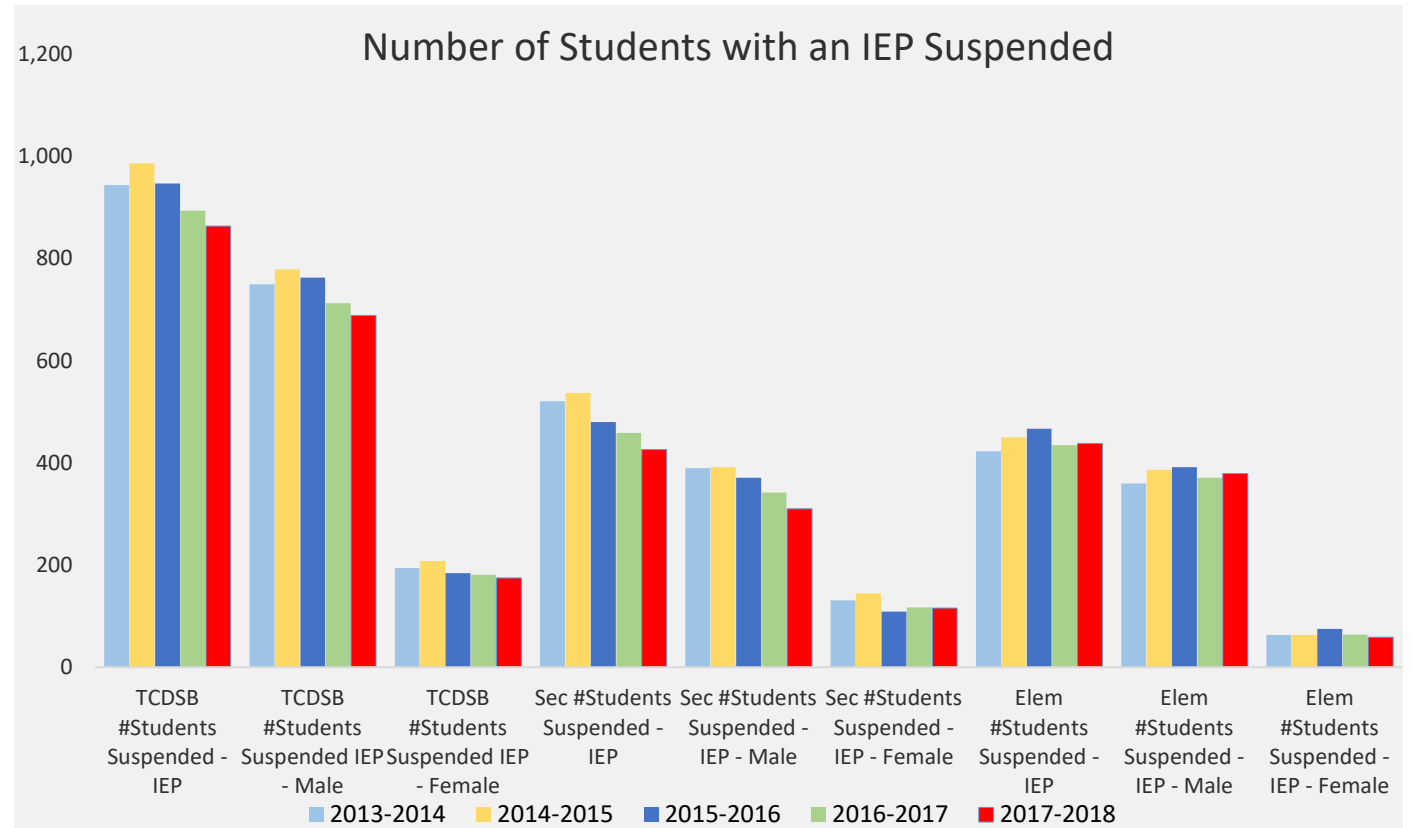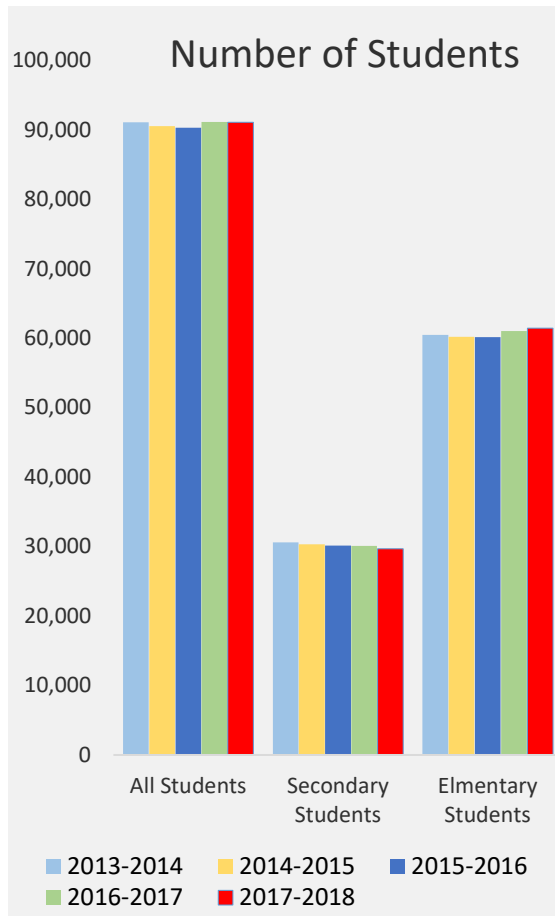
Number of §.310 Suspension Pending Possible Expulsion (SPX) Issued

TCDSB	All Students	Secondary Students	Elmentary Students	TCDSB 310 SPX	TCDSB TCDSB 310 SPX - Male	TCDSB TCDSB 310 SPX - Female	Sec TCDSB 310 SPX	Sec TCDSB 310 SPX - Male	Sec TCDSB 310 SPX - Female	Elem TCDSB 310 SPX	Elem TCDSB 310 SPX - Male	Elem TCDSB 310 SPX - Female
2013-2014	91,115	30,631	60,484	182	153	29	150	125	25	32	28	4
2014-2015	90,541	30,319	60,222	169	145	24	142	122	20	27	23	4
2015-2016	90,333	30,149	60,184	194	152	42	165	126	39	29	26	3
2016-2017	91,144	30,109	61,035	183	148	35	151	122	29	32	26	6
2017-2018	91,107	29,673	61,434	170	133	37	137	100	37	33	33	0

Number of Students

Number of §.310 Suspension Pending Possible Expulsion (SPX)
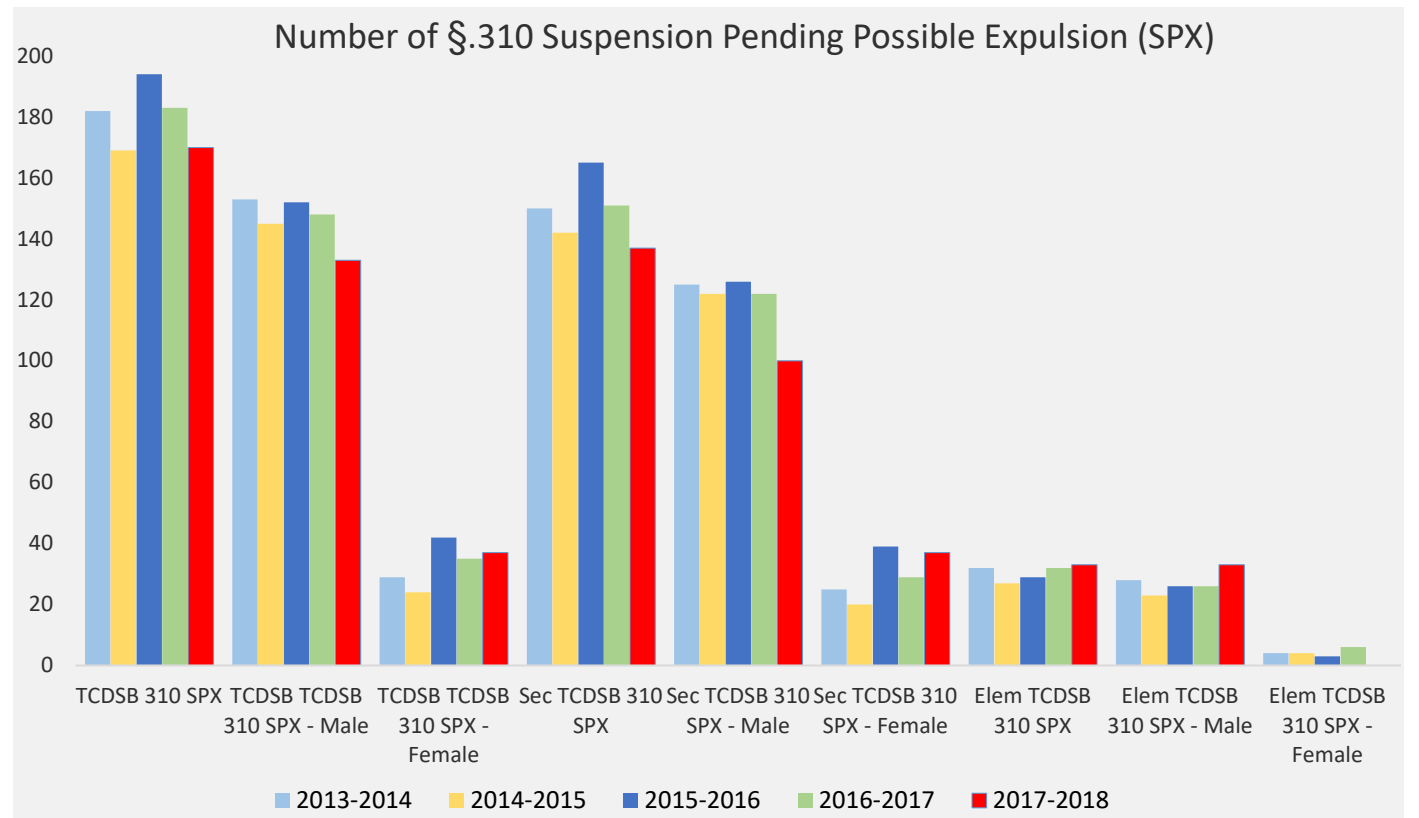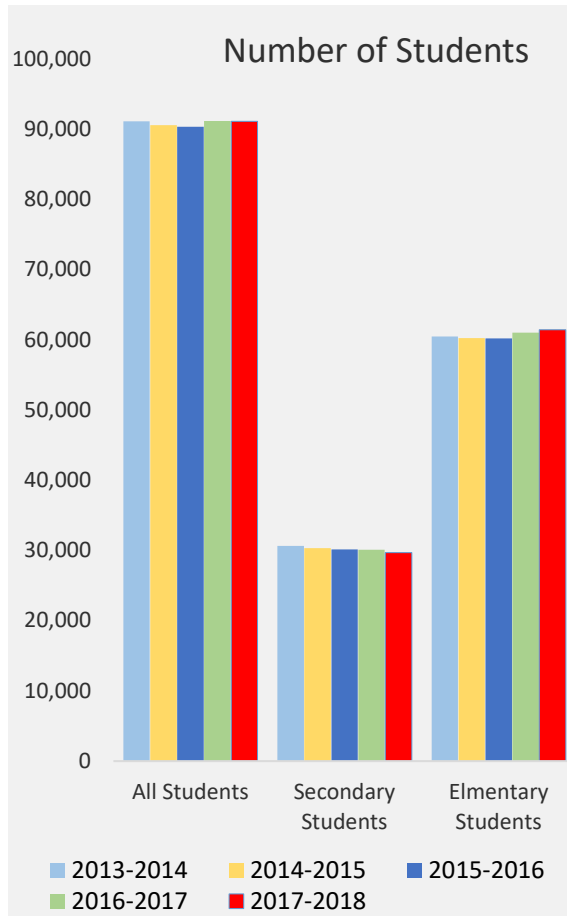
Education Act §.310 Board Expulsions

TCDSB	All Students	Secondary Students	Elmentary Students	TCDSB Board Expulsion	TCDSB Board Expulsion - Male	TCDSB Board Expulsion - Female	Sec Board Expulsion	Sec Board Expulsion - Male	Sec Board Expulsion - Female	Elem Board Expulsion	Elem Board Expulsion- Male	Elem Board Expulsion - Female
2013-2014	91,115	30,631	60,484	28	25	3	26	23	3	2	2	0
2014-2015	90,541	30,319	60,222	30	29	1	26	25	1	4	4	0
2015-2016	90,333	30,149	60,184	22	18	4	21	17	4	1	1	0
2016-2017	91,144	30,109	61,035	19	16	3	17	14	3	2	2	0
2017-2018	91,107	29,673	61,434	13	10	3	13	10	3	0	0	0

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Education Act §.310 School Expulsions

TCDSB	All Students	Secondary Students	Elmentary Students	TCDSB School Expulsion	TCDSB School Expulsion - Male	TCDSB School Expulsion - Female	Sec School Expulsion	Sec School Expulsion - Male	Sec School Expulsion - Female	Elem School Expulsion	Elem School Expulsion- Male	Elem School Expulsion- Female
2013-2014	91,115	30,631	60,484	61	53	8	57	50	7	4	3	1
2014-2015	90,541	30,319	60,222	48	40	8	47	39	8	1	1	0
2015-2016	90,333	30,149	60,184	48	32	16	47	31	16	1	1	0
2016-2017	91,144	30,109	61,035	45	40	5	44	40	4	1	0	1
2017-2018	91,107	29,673	61,434	61	48	13	55	42	13	6	6	0
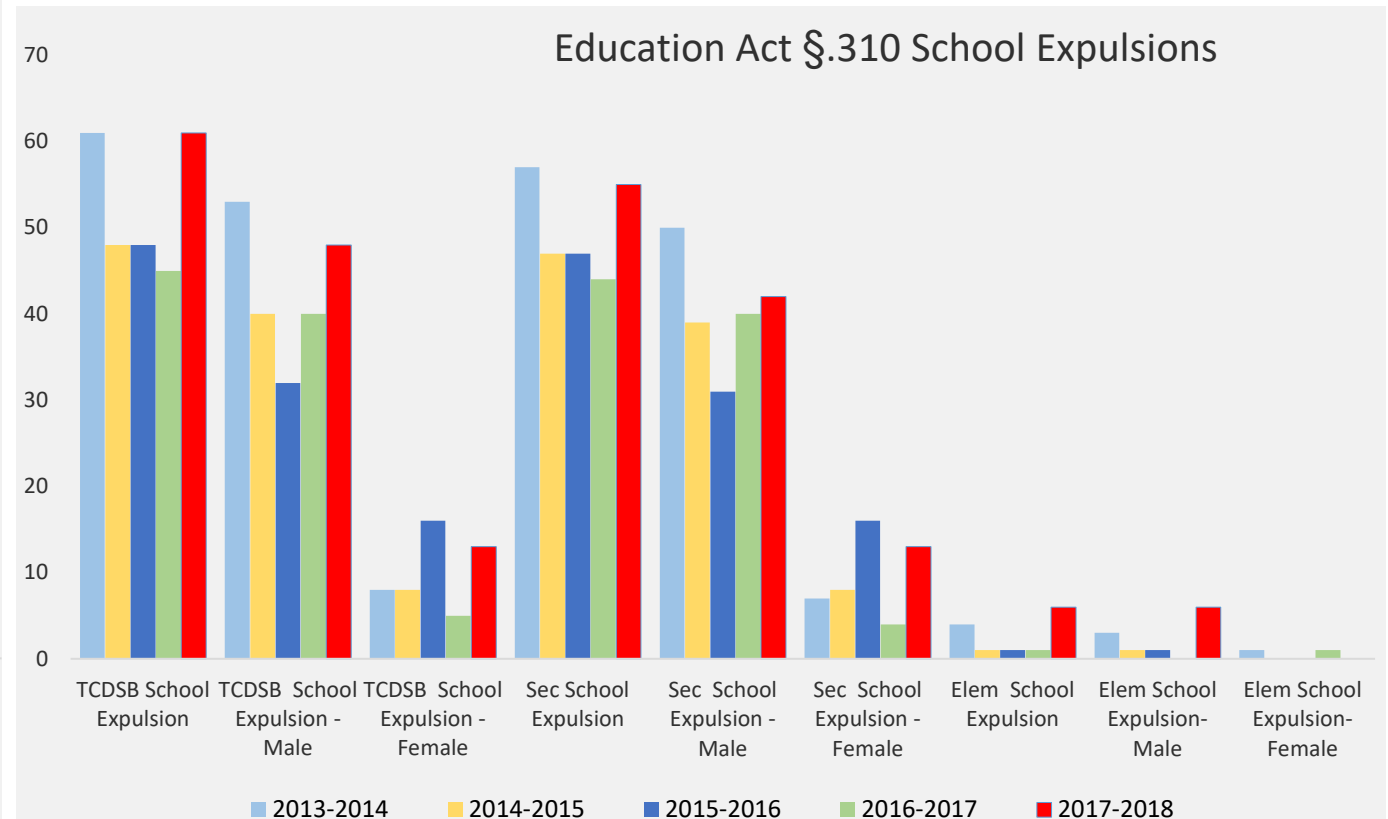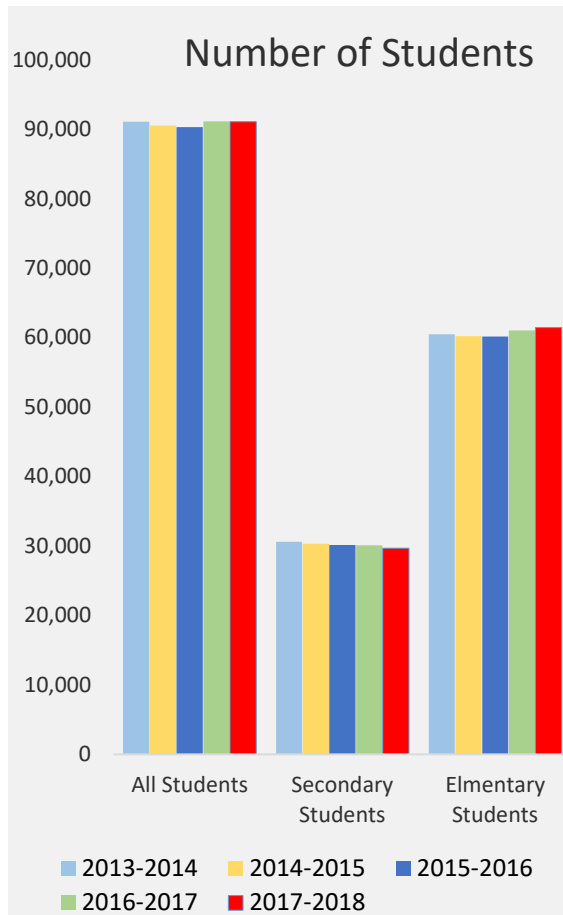
Number of Students

Education Act §.310 School Expulsions

A. SCHOOL SAFETY

Feel *Very Safe* or *Safe*:	2017-2018	2016-2017	2015-2016
in school	96%	96%	95%
in the classroom	96%	96%	95%
while eating lunch at school	93%	94%	92%
in the hallways	91%	91%	90%
in the washrooms	86%	86%	85%
at sports/after school events	82%	82%	83%
on the stairs/in stairwells	84%	85%	83%
travelling to and from school	78%	79%	76%
at dismissal time	91%	92%	90%
during indoor recess	93%	94%	92%
outside during recess	81%	82%	81%

B. UNSAFE ACTIONS

Activities *Witnessed/Experienced* in School	Year	Never	1-3 times	4-6 times
Physical Violence	2017-18	31%	47%	11%
	2016-17	36%	45%	11%
	2015-16	33%	46%	11%
Drug Use	2017-18	94%	4%	<1%
	2016-17	95%	4%	<1%
	2015-16	94%	4%	<1%
Inter-Racial Conflict	2017-18	65%	25%	5%
	2016-17	67%	23%	5%
	2015-16	65%	24%	5%
Verbal Abuse	2017-18	34%	31%	13%
	2016-17	36%	31%	13%
	2015-16	36%	31%	13%
Gang Activity	2017-18	88%	8%	1%
	2016-17	89%	8%	1%
	2015-16	87%	9%	1%

Activities *Witnessed/Experienced* in school	Year	Never	1-3 times	4-6 times
Weapons	2017-18	85%	13%	1%
	2016-17	86%	12%	1%
	2015-16	86%	11%	1%
Theft	2017-18	60%	28%	6%
	2016-17	61%	28%	6%
	2015-16	61%	27%	6%
Relationship Violence	2017-18	82%	13%	2%
	2016-17	83%	13%	2%
	2015-16	81%	13%	2%
Harassment based on sexual orientation (Grade 8 only)	2017-18	85%	11%	2%
	2016-17	86%	10%	2%
	2015-16	84%	10%	2%

C. BULLYING

Since September, how many times have you been bullied at school?	Year	Never	1-3 times	4-6 times
	2017-18	67%	21%	6%
	2016-17	67%	22%	6%
	2015-16	65%	23%	7%

*The percentages reported in the next two questions are for a subset of students - **only those students who experienced being bullied at school** (n = 3363 or 33% in 2017-2018).*

Since September, in what way(s) have you been bullied at school? *You may choose more than one*	2017-2018	2016-2017	2015-2016
Verbal (name calling, constant unwanted teasing/joking)	88%	87%	85%
Physical	25%	24%	24%
Social (being excluded, gossip)	47%	46%	48%
Cyber (social media)	16%	15%	15%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	12%	11%	10%

Since September, have you told another person about *being bullied?*	Year	Yes
	2017-18	71%
	2016-17	71%
	2015-16	69%

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	Year	Yes
Since September, have you *witnessed* another student being bullied at school?	2017-18	62%
	2016-17	60%
	2015-16	60%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (n = 6,252 or 62% in 2017-2018).*

Since September, in what form(s) of bullying have you *witnessed*? *You may choose more than one.*	2017-2018	2016-2017	2015-2016
Verbal (name calling, constant unwanted teasing/joking)	90%	90%	88%
Physical	48%	45%	48%
Social (being excluded, gossip)	58%	57%	58%
Cyber (social media)	27%	26%	26%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	15%	16%	16%

	Year	Yes
Since September, did you report any form of bullying you *witnessed*?	2017-18	50%
	2016-17	48%
	2015-16	50%

	Year	A large problem	A medium problem	A small problem or Not a problem
How much of a problem do you think bullying is in your school?	2017-18	15%	27%	56%
	2016-17	14%	25%	59%
	2015-16	16%	26%	57%

3

A. SCHOOL SAFETY

Feel *Very Safe* or *Safe*	2017-2018	2016-2017	2015-2016
in school	92%	91%	91%
in the classroom	95%	93%	93%
in the cafeteria/lunch time	90%	88%	88%
in the hallways	90%	87%	87%
in the washrooms	86%	83%	82%
at sports/after school events	93%	90%	89%
on the stairs/in stairwells	90%	87%	86%
travelling to and from school	86%	82%	84%
at dismissal time	91%	88%	89%
in the parking lot	80%	76%	76%

B. UNSAFE ACTIONS

Activities *Witnessed/Experienced* in School	Year	Never	1-3 times	4-6 times
Physical Violence	2017-18	55%	35%	4%
	2016-17	54%	35%	5%
	2015-16	51%	38%	5%
Drug Use	2017-18	62%	22%	6%
	2016-17	60%	21%	6%
	2015-16	53%	22%	8%
Inter-racial Conflict	2017-18	71%	20%	4%
	2016-17	69%	21%	4%
	2015-16	63%	24%	5%
Verbal Abuse	2017-18	40%	32%	10%
	2016-17	38%	33%	10%
	2015-16	33%	34%	11%
Gang Activity	2017-18	78%	15%	3%
	2016-17	79%	13%	2%
	2015-16	76%	14%	3%
Weapons	2017-18	81%	15%	2%
	2016-17	81%	13%	2%
	2015-16	78%	15%	2%

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Activities *Witnessed/Experienced* in School	Year	Never	1-3 times	4-6 times
Theft	2017-18	67%	24%	4%
	2016-17	66%	23%	4%
	2015-16	61%	25%	5%
Relationship Violence	2017-18	79%	16%	2%
	2016-17	77%	16%	2%
	2015-16	75%	18%	2%
Harassment based on sexual orientation	2017-18	83%	12%	2%
	2016-17	81%	12%	2%
	2015-16	77%	14%	3%
Alcohol Use	2017-18	83%	11%	2%
	2016-17	80%	11%	3%
	2015-16	75%	13%	4%

C. BULLYING

Since September, how often have you been bullied?	Year	Never	1-3 times	4-6 times
	2017-18	84%	11%	2%
	2016-17	84%	11%	2%
	2015-16	75%	18%	3%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (n=809 or 16% in 2017-18).*

Since September, what form(s) of bullying have you *experienced*? *You may choose more than one.*	2017-2018	2016-2017	2015-2016
Verbal (e.g., name calling, constant unwanted teasing/joking)	83%	85%	84%
Physical	26%	25%	23%
Social (e.g., being excluded, gossip)	50%	48%	56%
Cyber (e.g., social media)	30%	31%	29%
Sexual (e.g., inappropriate touching or comments)	15%	15%	16%

Since September, did you report any form of bullying you *experienced*?	Year	Yes
	2017-18	20%
	2016-17	19%
	2015-16	27%

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Since September, have you ever *witnessed* another student being bullied at school?	Year	Yes
	2017-18	34%
	2016-17	35%
	2015-16	48%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (n=1761 or 34% in 2017-2018).*

Since September, what form(s) of bullying have you *witnessed*? *You may choose more than one.*	2017-2018	2016-2017	2015-2016
Verbal (e.g., name calling, constant unwanted teasing/joking)	88%	89%	89%
Physical	43%	43%	45%
Social (e.g., being excluded, gossip)	58%	60%	62%
Cyber (e.g., social media)	39%	42%	48%
Sexual (e.g., inappropriate touching or comments)	18%	17%	21%

Since September, did you report any form of bullying you *witnessed*?	Year	Yes
	2017-18	16%
	2016-17	16%
	2015-16	25%

How much of a problem do you think bullying is in your school?	Year	A Large Problem	A Medium Problem	A Small problem or Not a Problem
	2017-18	10%	16%	68%
	2016-17	11%	17%	70%
	2015-16	11%	17%	69%

6

A. SCHOOL SAFETY

Feel *Very safe* or *Safe*:	Female	Male
in school	96%	96%
in the classroom	96%	96%
while eating lunch at school	93%	93%
in the hallways	91%	91%
in the washrooms	86%	85%
at sports/after school events	83%	82%
on the stairs/in stairwells	84%	84%
travelling to and from school	78%	79%
at dismissal time	91%	92%
during indoor recess	93%	93%
outside during recess	81%	82%

B. UNSAFE ACTIONS

Activities *Witnessed/Experienced* in School		Never	1-3 times	4-6 times
Physical Violence	Female	37%	46%	10%
	Male	27%	48%	13%
Drug Use	Female	95%	4%	<1%
	Male	94%	4%	<1%
Inter-Racial Conflict	Female	65%	26%	5%
	Male	66%	24%	5%
Verbal Abuse	Female	34%	32%	13%
	Male	35%	30%	12%
Gang Activity	Female	89%	8%	1%
	Male	87%	9%	1%
Weapons	Female	86%	13%	1%
	Male	85%	13%	1%
Theft	Female	60%	30%	6%
	Male	61%	27%	6%

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Activities *Witnessed/Experienced* in School		Never	1-3 times	4-6 times
Relationship Violence	Female	83%	12%	2%
	Male	82%	13%	2%
Harassment based on sexual orientation (Grade 8 only)	Female	83%	11%	3%
	Male	86%	10%	2%

C. BULLYING

Since September, how many times have you been bullied at school?		Never	2-3 times	4-6 times
	Female	64%	24%	6%
	Male	70%	19%	5%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (female n = 1808 or 36%; male n = 1525 or 31% in 2017-2018).*

Since September, in what way(s) have you been bullied at school? *You may choose more than one*	Female	Male
Verbal (name calling, constant unwanted teasing/joking)	89%	88%
Physical	15%	36%
Social (being excluded, gossip)	56%	37%
Cyber (social media)	20%	12%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	15%	9%

Since September, have you told another person about *being bullied?*		Yes
	Female	74%
	Male	66%

Since September, have you *witnessed* another student being bullied at school?		Yes
	Female	65%
	Male	59%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (female n = 3274 or 65%; male n = 2928 or 59% in 2017-2018).*

Since September, what form(s) of bullying have you *witnessed*? *You may choose more than one*	Female	Male
Verbal (name calling, constant unwanted teasing/joking)	91%	89%
Physical	42%	55%
Social (being excluded, gossip)	67%	48%
Cyber (social media)	31%	23%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	16%	13%

Since September, did you report any form of bullying you *witnessed*?		Yes
	Female	51%
	Male	48%

How much of a problem do you think bullying is in your school?		A Large problem	A Medium problem	A Small problem or Not a problem
	Female	15%	29%	54%
	Male	15%	24%	59%

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A. SCHOOL SAFETY

Feel *Very Safe* or *Safe*	Female	Male
in school	93%	90%
in the classroom	96%	94%
in the cafeteria/lunch time	92%	89%
in the hallways	90%	89%
in the washrooms	90%	81%
at sports/after school events	94%	93%
on the stairs/in stairwells	91%	90%
travelling to and from school	84%	87%
at dismissal time	92%	90%
in the parking lot	79%	80%

B. UNSAFE ACTIONS

Activities *Witnessed/Experienced* in School		Never	1-3 times	4-6 times
Physical Violence	Female	61%	32%	3%
	Male	48%	39%	7%
Drug Use	Female	62%	23%	6%
	Male	62%	20%	6%
Inter-racial Conflicts	Female	72%	21%	4%
	Male	69%	20%	5%
Verbal Abuse	Female	42%	35%	10%
	Male	38%	29%	9%
Gang Activity	Female	82%	14%	2%
	Male	74%	17%	3%
Weapons	Female	86%	12%	1%
	Male	76%	18%	2%
Theft	Female	69%	23%	4%
	Male	64%	26%	4%
Relationship Violence	Female	82%	14%	2%
	Male	76%	17%	2%
Harassment based on sexual orientation	Female	85%	11%	2%
	Male	80%	12%	2%
Alcohol Use	Female	84%	11%	2%
	Male	83%	10%	2%

C. BULLYING

Since September, how often have you been bullied?		Never	1-3 times	4-6 times
	Female	84%	12%	2%
	Male	85%	10%	2%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (female n = 442 or 16%; male n = 363 or 15% in 2017-2018).*

Since September, what form(s) of bullying have *you experienced*? *Choose all that apply.*	Female	Male
Verbal (e.g., name calling, constant unwanted teasing/joking)	81%	86%
Physical	16%	39%
Social (e.g., being excluded, gossip)	58%	41%
Cyber (e.g., social media)	32%	28%
Sexual (e.g., inappropriate touching or comments)	15%	15%

Since September, did you report any form of bullying you *experienced*?		Yes
	Female	20%
	Male	19%

Since September, have you ever *witnessed* another student being bullied at school?		Yes
	Female	32%
	Male	36%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (female n = 884 or 32%; male n = 868 or 36% in 2017-2018).*

Since September, what form(s) of bullying have you *witnessed*? *You may choose more than one.*	Female	Male
Verbal (e.g., name calling, constant unwanted teasing/joking)	89%	87%
Physical	35%	52%
Social (e.g., being excluded, gossip)	67%	48%
Cyber (e.g., social media)	46%	33%
Sexual (e.g., inappropriate touching or comments)	17%	19%

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Since September, did you report any form of bullying you *witnessed*?		Yes
	Female	17%
	Male	15%

How much of a problem do you think bullying is in your school?		A Large problem	A Medium problem	A Small problem or Not a problem
	Female	9%	17%	69%
	Male	11%	15%	68%

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

UPGRADE OPTIONS FOR PUBLIC MEETING ROOMS

"For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope." Jeremiah 29:1"

Created, Draft	First Tabling	Review
August 24, 2018	September 6, 2018	Click here to enter a date.

Steve Camacho, Chief Information Officer
Joe Di Fonzo, Sr Coordinator, Technical Services
Deborah Friesen, Acting Executive Superintendent of Facilities Services
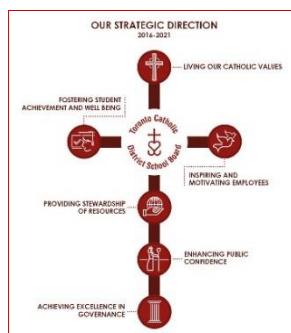
RECOMMENDATION REPORT

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

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

Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Acting Associate Director
of Planning and Facilities

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

Ver2.4

A.   EXECUTIVE SUMMARY

The public boardrooms at the Catholic Education Centre (CEC) have not received a major refresh to their audio-visual (AV) equipment and related systems since approximately 2005 (13 years). As a result, the rooms have had numerous problems with the equipment in the last few years and staff have received many complaints about sound and video quality in the meeting rooms from employees, Trustees, and the public.   These issues are exasperated during heavily attended public meetings.

Connecting and communicating with the public and other board stakeholders promotes good governance and transparency which in turn enhances public confidence in the Board's decisions and operations. Furthermore, it is also generally understood that the effective use of technology within public meeting spaces supports effective communications. Therefore, staff believe the upgrade to existing public boardrooms is critical to the Board's operation as a publicly funded and transparent organization.

Over the course of the last few weeks, staff have been working diligently with an external AV specialist and have been consulting with Trustees and staff on the needs within the public boardrooms. Based on this work, staff have developed a number of upgrade options for the AV technology in 4 public meeting rooms within the CEC. These upgrade options attempt to balance cost with functionality and features.

Based on a balance between value for money and functionality, staff are recommending that the Board of Trustees approve in principle the Enhanced Option (Option B) for all rooms from the list of options provided within this report.

All options presented in this report are above the $200,000 budget allocated by the Board of Trustees last year. As such, once Trustees select an upgrade option for each room, staff will return at November 8th Corporate Services Committee meeting with a funding plan for the selected option.

The cumulative staff time required to prepare this report was 80 hours

B.   PURPOSE

1.   The purpose of this report is to provide Trustees with a high-level plan with options to upgrade the AV systems and associated furniture and millwork in the public meeting rooms at the CEC, including the main boardroom.

2.   This report addresses a motion from the Board on June 14th, 2018 to accelerate and report back on a plan to upgrade the main boardroom, large committee room, small committee room, and Catholic Teachers Centre boardroom at the CEC.

C.   BACKGROUND

1.   The public boardrooms at the CEC have not received a major refresh to their AV equipment and related systems since approximately 2005 (13 years). The best practice refresh cycle for AV equipment is approximately between 3 to 5 years. As a result, the rooms have had numerous problems with the equipment in the last few years and staff have received many complaints about sound and video quality in the meeting rooms from employees, Trustees, and the public. These issue are exasperated during heavily attended public meetings.

2.   Over the last 10 years, AV technology has gone through major product update cycle and has moved to digital based technology that runs over common network infrastructure, rather than traditional "analog" technology.

3.   The upgrade of AV equipment in a large public space is a significant undertaking and will require, in addition to new technology, facilities work such as new data cabling, power, furniture, and soundproofing to develop an effective overall solution.

4.   Connecting and communicating with the public and other board stakeholders promotes good governance and transparency which in turn enhances public confidence in the Board's decisions and operations. As such, staff believe the upgrade to existing public boardrooms is critical to the Board's operation as a publicly funded organization.

5.   At the May 2017 Student Achievement and Well-being Committee meeting, Trustees approved a one-time $200,000 general investment in boardroom AV equipment for the 2017-18 fiscal year; however, after further investigation and research staff believe those funds are insufficient to upgrade all public meeting rooms at the CEC.

6. On June 14th, 2018 staff returned with an update report on the status of the Boardroom AV and recommended that the Board use a portion of the already allocated funds to hire an AV design specialist, complete robust stakeholder consultations, and return with a final design in the fall of 2018

7. At the June 14th, 2018 meeting, the Board requested that staff accelerate this project. Staff were requested to return with a design, estimated budget and work plan at the September 6th Student Achievement and Well Being Committee meeting.

8. In late June 2018, through a public RFP process, staff hired Engineering Harmonics as the Board's AV design specialists for this project.

9. During the week of July 23rd four specialists from Engineering Harmonics visited the CEC to meet with staff about the upgrade, review the current configuration and technology in the rooms, discuss reported issues, brainstorm possible solutions for the rooms.

10. In the same week as above, staff sent Trustees and senior staff a list of reported issues in the 4 public boardrooms at the CEC and invited Trustees and senior staff to comment on these issues and report on any additional items that they felt needed to be addressed during the upgrade. Staff received written feedback from 2 Trustees and 7 staff. The feedback was reported back to Engineering Harmonics.

11. On August 16, 2018 a presentation and discussion meeting was held with senior staff and Trustees to review and discuss the initial ideas being considered for the Boardrooms. The meeting was attended by 4 Trustees and approximately 10 staff. Engineering Harmonics also attended the meeting to help explain some ideas and collect feedback from stakeholders for input into the final design and plan.

D.   EVIDENCE/RESEARCH/ANALYSIS

1. Based on the decisions and feedback thus far, staff, with help from Engineering Harmonics, have developed 3 options for each boardroom except the small committee rooms for Trustees to consider. The options attempt to balance the requirements and input received, with overall cost of the upgrade for these rooms.

2. The options below describe the high-level functionality of the rooms along with the total associated estimated costs. Costs shown are the <u>best-known current estimate</u> that include equipment, furniture, engineering, cabling, construction, installation, contingency, and taxes.

3. Exact costing will not be known until the final design is chosen by Trustees and tendering for equipment and service is complete.

4. The baseline option (Option A) represents "like-for-like" functionality with the current room setup and "must have" corrections, changes, and equipment upgrades. The Enhanced Option (Option B) represents enhanced functionality that was requested during consultations with Trustees and staff such as web conferencing. The Premium Option (Option C) represents all proposed features and enhanced discussed during consultations including the additional design requirements of flexibility to easily reconfigure the main boardroom for other system events such as Awards Night. Details of the features option on room-by-room basis can be found in appendix A.

5. All of the options are above the $200,000 already allocated to this project. As such, Trustees are asked to approve an option below in principle so that staff can continue the detailed planning work necessary for the next phase of the project. Staff will return with a final budget request at the November 8th Corporate Services Committee meeting once the 2017-2018 fiscal year has been closed and the amount of available surplus funds is finalized, which will be the likely funding source for this project.

6. Of the $200,000 already allocated in the budget $10,000 was used to hire the AV design specialist for the initial design and estimate work. Therefore, $190,000 is available to allocate to the overall options below.

7. The costing estimates for each option are shown below.   These estimates include all pertinent cost items such as equipment, installation, programming, project management and taxes. Estimates are shown to the nearest thousand.

	Option A (Baseline)	Option B (Enhanced)	Option C (Premium)
Main Boardroom	630.0	837.3	993.9
Large Committee Room	90.7	104.7	114.2
Small Committee Room	83.6	86.2	N/A (same as B)
CTC Boardroom	90.7	104.2	126.9
Total	*894.5*	*1132.4*	*1,321.4*

E.   METRICS AND ACCOUNTABILITY

1. Prior to tendering the rooms for installation and renovations, the final design documents will be shared with Trustees and senior staff for comment.

2. As mentioned above, the options costed above are for the purposes of approval of the options in principle. A final budget request will be provided at the November 8th, 2018 Corporate Services meeting once a funding plan is finalized.

F.   IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The overall project will have a target completion date of August 31, 2019. However, rooms will be completed and become available one at time throughout the academic year. The main boardroom will be scheduled for a 8-10 week construction window in the summer of 2019 to minimize any disruption to Board meetings. The proposed high-level schedule and work plan is below.

May – Aug 2018	Sept – Dec 2018	Jan – April 2019	May – Aug 2019
Hire AV Designer + High Level Plan			
	Detailed Design and Tender		
		Build SC, LC, CTC*	
			Build Main Boardroom**

* One room at a time to minimize disruption
** requires 8-10 weeks over the summer

2. Scheduled updates will be provided by email periodically throughout the year as rooms are scheduled and completed. A full project progress report will be provided in the spring of 2019 prior to the renovation of the main boardroom.

G.   STAFF RECOMMENDATION

1. That the Board of Trustees approve in principle the upgrade of the main boardroom, large committee room, small committee room, and Catholic Teachers Centre boardroom at the Catholic Education Centre using the Enhanced Option (option B) for all rooms at an estimated additional cost of $942,400.

2. That staff return at the November 8th, 2018 Corporate Services Committee meeting with an updated funding plan and budget amendment.

Appendix A – Option Details and Estimates

Main Boardroom – Baseline (Option A)

Major Functionality	Estimate Cost Breakdown

Audio/Microphones:
- All new individual microphone and request-to-speak system
- All new advanced speaker technology throughout the room and gallery
- All new advanced speaker technology in atrium
- Additional earphones for audience members with AODA compliance
- Modified existing millwork to accommodate new microphones

Video:
- Updated screens in the atrium
- Updated cameras for broadcasting and ready for web conferencing.
- 10 centre display screens for participates in horseshoe
- Live feed in trustee lounge

AV Controls:
- Updated control panels at chair, recording secretary and technician station
- Update backroom controls and switching

Furniture and layout:
- Moving recording secretary to left of chair
- AODA compatible seating area in the gallery
- Modified existing presentation station for AODA
- Fixed (not movable) room design and AV system

Other features:
- Improved seating position for screen viewing
- Updated larger clock system to improve legibility
- Updated presentation computers
- Modified lighting for improved screen visibility

Cost Category	Est. Cost
Audio/Mics	298.1
Video	112.3
AV Controls	55.4
Furniture/Layout	0
Other	21.0
Installation/cabling	143.2
Total	**630.0**

Numbers in thousands

Main Boardroom – Enhanced (Option B)

Major Functionality	Estimate Cost Breakdown

All the major functionality included in Option A plus following:

- All new millwork (desks) for all meeting participants
- Video Web conferencing system
- New carpet tile

Cost Category	Est. Cost
Audio/Mics	298.1
Video	124.9
AV Controls	55.4
Furniture/Layout	167.0
Other	48.7
Installation/cabling	143.2
Total	**837.3**

Numbers in thousands

Main Boardroom – Premium (Option C)

Major Functionality	Estimate Cost Breakdown

All the major functionality included in Option B plus following:

- Disconnectable AV system and millwork to allow for system events
- New projectors and enhanced screens
- New chairs for meeting participants

Cost Category	Est. Cost
Audio/Mics	298.1
Video	155.8
AV Controls	55.4
Furniture/Layout	210.4
Other	48.7
Installation/cabling	225.5
Total	**993.9**

Numbers in thousands

Large Committee Room – Baseline (Option A)

Major Functionality	Estimate Cost Breakdown

Audio/Microphones:
- All new integrated table top microphone system with individual muting
- All new ceiling speaker technology throughout the room
- Additional earphones for audience members with AODA compliance

Video:
- Updated main projector/display

AV Controls:
- Updated control panels
- Update backroom controls and switching
- Updated presentation inputs

Furniture and layout:
- AODA compatible seating area in the gallery
- Fixed (not movable) room design and AV system

Other features:
- Countdown clock system
- Improved AV cabling

Cost Category	Est. Cost
Audio/Mics	24.7
Video	11.4
AV Controls	25.6
Furniture/Layout	0
Other	0
Installation/cabling	29.0
Total	**90.7**

Numbers in thousands

Large Committee Room – Enhanced (Option B)

Major Functionality	Estimate Cost Breakdown

All the major functionality included in Option A plus following:

- Video Web Conferencing
- Second display/projector for audience
- Wireless projection

Cost Category	Est. Cost
Audio/Mics	24.7
Video	24.1
AV Controls	26.9
Furniture/Layout	0
Other	0
Installation/cabling	26.9
Total	**104.7**

Numbers in thousands

Large Committee Room – Premium (Option C)

Major Functionality	Estimate Cost Breakdown

All the major functionality included in Option B plus following:

- Tables and chairs for support staff

Cost Category	Est. Cost
Audio/Mics	24.7
Video	24.1
AV Controls	26.9
Furniture/Layout	9.5
Other	0
Installation/cabling	26.9
Total	**114.2**

Numbers in thousands

Small Committee Room – Baseline (Option A)

Major Functionality	Estimate Cost Breakdown

Audio/Microphones:
- All new integrated ceiling array microphone system
- All new ceiling speaker technology throughout the room
- Additional earphones for audience members with AODA compliance

Video:
- Updated main projector/display

AV Controls:
- Updated control panels
- Update backroom controls and switching
- Updated presentation inputs

Furniture and layout:
- AODA compatible seating area in the gallery
- Fixed (not movable) room design and AV system

Other features:
- Countdown clock system
- Improved AV cabling

Cost Category	Est. Cost
Audio/Mics	22.7
Video	10.1
AV Controls	25.6
Furniture/Layout	0
Other	0
Installation/cabling	25.2
Total	**83.6**

Numbers in thousands

Small Committee Room – Enhanced (Option B)

Major Functionality	Estimate Cost Breakdown

All the major functionality included in Option A plus following:

- Video Web Conferencing
- Wireless projection

Cost Category	Est. Cost
Audio/Mics	22.7
Video	11.4
AV Controls	26.9
Furniture/Layout	0
Other	0
Installation/cabling	26.9
Total	**86.2**

Numbers in thousands

Catholic Teachers Centre Boardroom – Baseline (Option A)

Major Functionality	Estimate Cost Breakdown

Major Functionality

Audio/Microphones:
- All new integrated ceiling array microphone system
- All new ceiling speaker technology throughout the room
- Additional earphones for audience members with AODA compliance

Video:
- Updated main projector/display

AV Controls:
- Updated control panels
- Update backroom controls and switching
- Updated presentation inputs

Furniture and layout:
- AODA compatible seating area in the gallery
- Fixed (not movable) room design and AV system

Other features:
- Countdown clock system
- Improved AV cabling

Estimate Cost Breakdown

Cost Category	Est. Cost
Audio/Mics	26.7
Video	11.4
AV Controls	25.6
Furniture/Layout	0
Other	0
Installation/cabling	26.5
Total	**90.2**

Numbers in thousands

Catholic Teachers Centre Boardroom – Enhanced (Option B)

Major Functionality

All the major functionality included in Option A plus following:

- Video Web Conferencing
- Wireless projection

Estimate Cost Breakdown

Cost Category	Est. Cost
Audio/Mics	26.7
Video	24.1
AV Controls	26.9
Furniture/Layout	0
Other	0
Installation/cabling	26.5
Total	**104.2**

Numbers in thousands

Catholic Teachers Centre Boardroom – Enhanced (Option C)

| Major Functionality | Estimate Cost Breakdown |

Major Functionality

All the major functionality included in Option C plus following:

- New tables with power outlets

Estimate Cost Breakdown
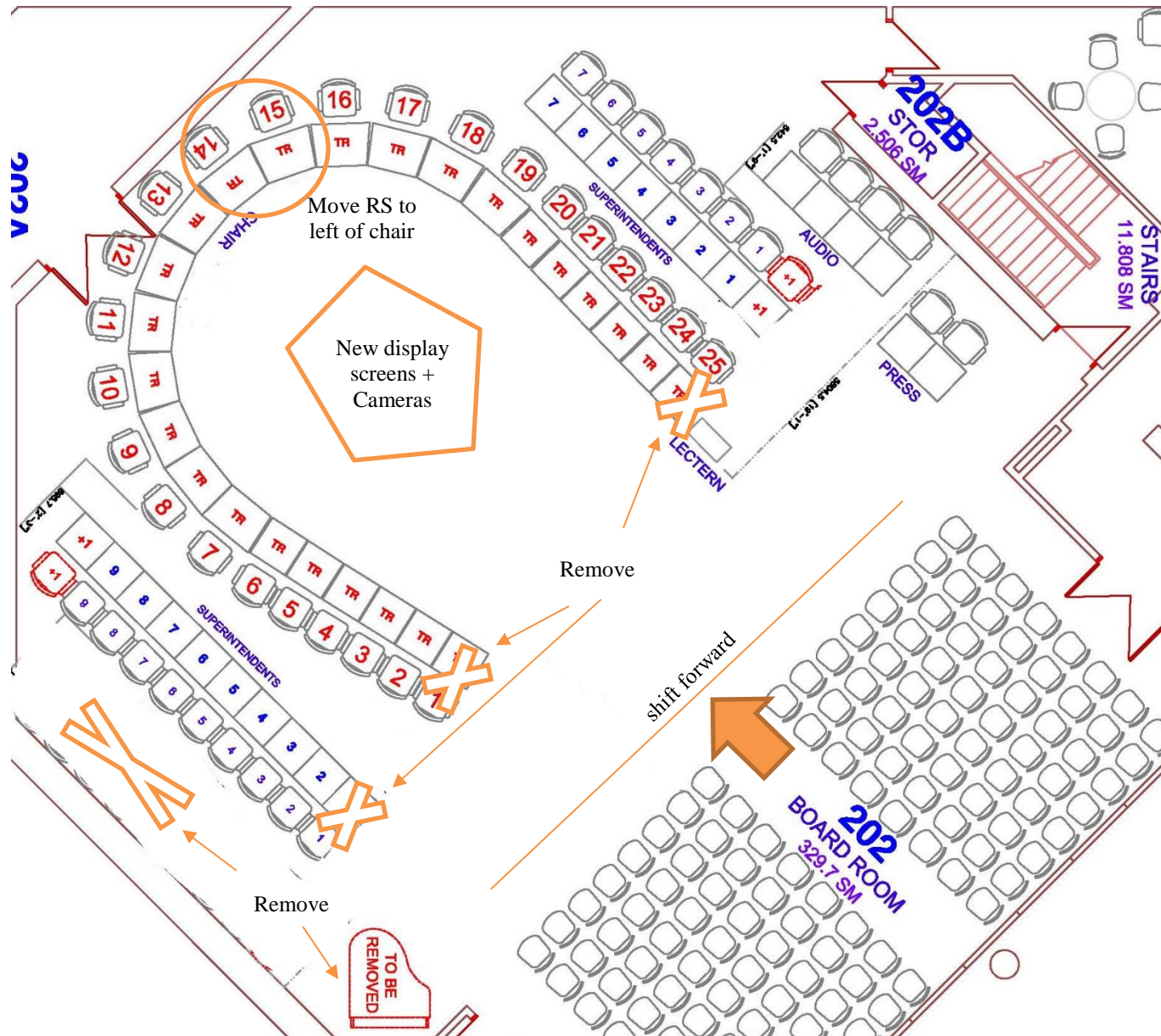
Cost Category	Est. Cost
Audio/Mics	26.7
Video	24.1
AV Controls	26.9
Furniture/Layout	22.7
Other	0
Installation/cabling	26.5
Total	**126.9**

Numbers in thousands

Appendix B - proposed boardroom layout changes

SUMMARY REPORT ON THE WORK OF TCDSB ADVISORY COMMITTEES 2017-2018

There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus" Galatians 3:28.

Created, Draft	First Tabling	Review
June 22, 2018	September 6, 2018	Click here to enter a date.

Nick D'Avella: Superintendent Of Equity, Diversity and Indigenous Education.
Jody Huang, Ericka Aguilera, David Letra, Everton Lewis: Community Relations Officers.
Vanessa Pinto: Indigenous Education Resource Teacher
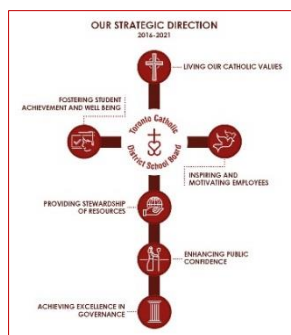
INFORMATION REPORT

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. Robins
Acting Associate Director
of Planning and Facilities

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

A. EXECUTIVE SUMMARY

This report summarizes the work of the Toronto Catholic District School Board's Advisory Committees for the 2017-2018 school year school year. There are five community advisory committees in the TCDSB. These include: The Advisory Committee for Portuguese-Speaking Communities, The Advisory Committee for Spanish-Speaking Communities, The Filipino Advisory Committee, The African Canadian Advisory Committee, and The Indigenous Education Advisory Committee,

While all the advisory committees dealt with unique needs of their specific communities, there were common themes that all committees shared. These included: student achievement and well-being within a Catholic faith development context, culturally responsive and relevant pedagogy, parental engagement, equity and inclusive education, and the collection and use of identity- based data for improved student outcomes.

The cumulative staff time required to prepare this report was __35__ hours

B. PURPOSE

1. This report is an Annual Standing Report on the Rolling Calendar. It outlines the work and progress of each TCDSB Advisory Committee for the 2017-2018 school year.

C. BACKGROUND

1. Toronto Catholic District School Board Advisory Committees provide a forum in which the voices of our various communities are heard within our Catholic School system.

2. In 2012, the Toronto Catholic District School Board responded to the unique learning needs of students of the Portuguese and Spanish Speaking Communities by creating the working group, *Partners In Motion*.

3. At the June 3, 2013 meeting of the Student Achievement and Well-being Committee, a report was tabled which included a recommendation that staff establish two community advisory committees: the Advisory Committee for the Portuguese-Speaking Communities and the Spanish-Speaking Communities.

4. On October 9, 2014, in response to a Board motion, the Filipino Advisory Committee was created.

5. In the 2016-2017 school year, the African Canadian Advisory Committee was created.

6. The Indigenous Education Advisory Committee was established in 2017 in accordance with the Ministry of Education's Ontario First Nations, Métis and Inuit Education Policy Framework and Implementation Plan.

7. Each committee would include a Trustee representative in order to ensure continuity in committee operations. In addition, each committee would have parent, student, a community member and staff representation.

8. Each committee developed unique terms of reference. These are available at:
https://www.tcdsb.org/Board/TrusteesoftheBoard/boardmeeting/Pages/Committees-of-the-Board.aspx.

9. For convenience, the terms of reference for each advisory committee are appended as follows:

   a. Appendix A - Advisory Committee for Portuguese Speaking Communities
   b. Appendix B - Advisory Committee for Spanish Speaking Communities
   c. Appendix C - Filipino Advisory Committee
   d. Appendix D – African Canadian Advisory Committee
   e. Appendix E - Indigenous Education Advisory Committee

D.   EVIDENCE/RESEARCH/ANALYSIS

1. New to the 2017-2018 school year school year, a plenary session for all Advisory Committees was held on October 30, 2017. Its goal was to inform all advisory committee members of the components of the Ontario's Education Equity Action Plan (OEEAP) and initiate discussion on how the work of each committee could strengthen equity in our school system.

2. In the 2017-2018 school year school year, considerable time in each committee was devoted to the completion of a Ministry-directed consultation entitled, *Consultation Survey on Engagement of Governance Supports*. Input was elicited in five key areas:

- Integrity commissioner and trustee code of conduct
- Trustee honoraria
- Electronic participation in board and committee meetings
- Student trustee term of office and election process
- Broadening the director of education qualifications

3. Following discussion and clarification, each advisory committee was invited to submit their responses directly to the Ministry.

4. A recurring theme in the 2017-2018 school year was the need for the collection and use of identity-based data to inform the work of each advisory committee to ensure equitable outcomes for all students. The Research Department and the Superintendent of Equity, Diversity, and Indigenous Education provided each committee with regular updates on the work done at the provincial level toward the development of a consistent approach to the collection, integration and reporting of identity-based data.

5. Following is a summary of the work of all TCDSB advisory committees highlighting their unique undertakings and progress to date:

Advisory Committee for Portuguese-Speaking Communities

1. As a key initiative, members proposed the creation of a TCDSB Portuguese - Speaking Student Inquiry Based Project in partnership with the Portuguese Advisory Committee and Teacher Leaders in the Portuguese Community.

    As a result of this proposal, an action group of Portuguese speaking teachers and teacher leaders in the community in partnership with students, schools and the broader school community was created. Its goal was to conduct a collaborative inquiry on the unique needs of Portuguese-Speaking students in grade 9 to identify and address barriers to student achievement and well-being, and identify effective pedagogical practices.

2. Ongoing discussion focused on admissions for non-status students (*multiple entry visa). Emerging from this discussion came a recommendation to create an admissions flow chart outlining admissions procedures for non-status students on multiple entry visas. This recommendation will be given further consideration in consultation with the Admissions department in the 2018-2019 school year.

   *While valid, a multiple entry visa will let you travel to Canada for six months at a time as many times as you want. It will be valid for up to 10 years or one month before your passport expires, whichever is shorter. You must arrive in Canada on or before the expiry date on your visa. (Immigration and Citizenship Canada website:
   http://www.cic.gc.ca/english/helpcentre/answer.asp?qnum=417&top=16

3. The Committee requested identity-specific data on student achievement in order to address such issues as stereotyping, graduation and dropout rates among Portuguese-speaking students. As the TCDSB is a member of a 15-Board provincial committee working on developing a consistent process for the collection, integration and reporting of identity based data, it is anticipated that these data should be available in the near future.

4. One of the members of the committee, an OISE PhD candidate, conducted a research project addressing the issues of Portuguese identity and barriers to success for Portuguese-speaking students. The findings of this research project were shared with the committee. In 2018-2019 the committee will consider how these findings will inform its work.

Advisory Committee for Spanish-Speaking Communities

1. At the request of the committee, the Curriculum Leadership & Innovation department presented a Post-Secondary preparation session to committee members. Included in this presentation were such topics as ESL policies, supports for transition from elementary to secondary school, and pathways options and supports.

2. Considerable discussions occurred on assisting students on preparing for post-secondary education or the workplace. A proposal was put forward to partner

with the Guidance department to assist students in applying to post-secondary education programs through specific strategies to address barriers at the time of the application process. This proposal will be given further consideration in consultation with the central resource guidance staff in the 2018-2019 school year.

3. A request was made for the Admissions Department to deliver a presentation to the Advisory Committee for Spanish-Speaking Communities to clarify TCDSB's admissions policy and procedures regarding non-status students. This session will be requested to the admissions department in the 2018-2019 school year.

4. The Committee requested identity-specific data on student achievement in order to address such issues as stereotyping, graduation and dropout rates among Spanish-speaking students. As the TCDSB is a member of a 15- Board provincial committee working on developing a consistent process for the collection, integration and reporting of identity based data, it is anticipated that these data should be available in the near future.

5. A networking/mentoring event affording Spanish-speaking students an opportunity to be mentored by TCDSB Latin-Hispanic alumni was scheduled for June 2018, but was postponed in order to accommodate year-end school priorities. The event will be rescheduled in the fall of 2018.

Filipino Advisory Committee

1. The Committee requested TCDSB to collect student achievement data tracking the graduation rates among students of Filipino descent. Research was cited and demonstrates that children of immigrants from the Philippines are less likely to hold a degree than their parents.

2. The Committee advocated for more culturally relevant curriculum materials in schools. In response, TCDSB collaborated with York University on the PASSOC (Philippine Arts and Social Studies in the Ontario Curriculum) project. Curriculum materials for Grade 6 Social Studies, Grade 6 Dance and Grade 8 Geography were unveiled on March 8, 2018, to a group of 40

elementary teachers and principals. PASSOC Curriculum resources can be accessed by teachers via: https://passocproject.com/

3. Further to the PASSOC Project, a compendium of Filipino reading materials in support of culturally responsive and relevant pedagogy was created by the TCDSB Literacy Department. This compendium is available to schools on the Filipino micro-website: https://www.tcdsb.org/FORCOMMUNITY/HeritageCelebration/FilipinoHer itageMonth/Pages/Default.aspx.

4. A request was made to the Board to hire more teachers of Filipino descent to reflect the large and increasing number of Filipino students in TCDSB schools. The Philippine Teacher Association of Canada (PTAC) and the advisory committee collaborated with the Human Resources department to offer a hiring consultation session. This session was delivered on February 13, 2018 to the internationally trained teacher-members of PTAC.

5. In 2018 Board proclaimed June 12th as Filipino Heritage Day and June as Filipino Heritage Month. The Committee facilitated the inaugural celebration of June 12th, as Filipino Heritage Day and June as Filipino Heritage Month.

6. In response to Filipino youth mental health concerns revealed during a Filipino Youth Roundtable session on February 2, 2018, the Committee invited the Board's Mental Health Lead and a Filipino psychologist to present on mental health initiatives, which include the TCDSB's Journey to Wellness and the Ontario's Mental Health Strategy.

African Canadian Advisory Committee

1. The Committee requested identity-based data to track and measure the graduation rates of students of African Canadian descent, as well as disciplinary statistics to inform student success and well-being. As the TCDSB is a member of a 15- Board provincial committee working on developing a consistent process for the collection, integration and reporting of identity based data, it is anticipated that these data should be available in the near future.

2. Considerable discussions occurred on anti-black racism. The committee was advised that the Board has been given funding to hire a Human Rights and Equity Advisor to support equity initiatives, polices and provide professional development on equity and human rights.

3. A request was made for TCDSB to develop resources that support culturally responsive and relevant pedagogy (CRRP). In response, several TCDSB initiatives supporting CRRP were shared with the committee:

    a. Two department heads symposia (fall and spring) focused on Culturally Responsive and Relevant Pedagogy;
    b. The support of the Community Relations department in the creation of Culturally Diverse and Inclusive school environments;
    c. The allocation of block budget funds for lower income schools for the purchase of materials that support culturally responsive and relevant pedagogy; and
    d. Professional learning for senior team and administrators for the development of equity competencies.

4. A request was made by the Committee to expand Project 101 to include more schools. Project 101 was a pilot project from the 2015-2016 school year which supported 4 schools through the acquisition of culturally relevant and responsive resources to support African Canadian student achievement and well-being. Further, TCDSB has received funding to conduct a collaborative inquiry to expand the successes of Project 101 by increasing the engagement of African Canadian youth.

5. Several discussions occurred on the effectiveness of the current School Resource Program (SROP) in TCDSB schools. The Committee was advised that recommendation 28* of the TCDSB Safe Schools Inquiry Panel Report of May 2015, called for the continuation of the SRO program as key to the maintenance and enhancement of a safe, welcoming and caring Catholic school environment.

    Recommendation 28 :School Resource Officer (SRO) Program of the Toronto Police Service 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 it is a highly effective program that assists in keeping Schools safe.

The TCDSB Safe Schools Inquiry Panel Report is available via the following link:
https://www.tcdsb.org/ProgramsServices/SafeSchools/Documents/TCDSB%20Safe%20Schools%20Inquiry%20Report%202015%20-%20Final%20Report.pdf

Indigenous Education Advisory Committee

1. The Committee collaborated and provided input and feedback for all TCDSB's Indigenous Education programming and initiatives, with a specific focus on the development of the annual Board Action Plan for Indigenous Education.

2. The Committee also collaborated and provided input on efforts directed towards addressing self-identification in order to develop programming and provide specific resources to support student achievement and well-being among Indigenous students.

3. In response to a Federal Government funding opportunity the Committee was also consulted on the development of a funding proposal called "The Red Balloon Project" designed to bring together Indigenous education and Catholic education through the promotion of reconciliation with First Nations, Métis and Inuit Peoples.

E. METRICS AND ACCOUNTABILITY

1. The work of TCDSB Advisory Committees will be monitored through continuous feedback from parents and community members.
2. Following each meeting, a list of Action Items is created. All actionable items are completed and routinely reported on at each subsequent advisory committee meeting.
3. The agenda and the minutes of meetings are posted on the TCDSB website for stakeholders' information:
https://www.tcdsb.org/Board/TrusteesoftheBoard/boardmeeting/Pages/Committees-of-the-Board.aspx

4. A yearly plenary session for all advisory committees to share best practices, discuss common themes and express new ideas, will be scheduled.

F.   CONCLUDING STATEMENT

This report is for the consideration of the Board.

Terms of Reference: Advisory Committee for Portuguese-Speaking Communities

The Advisory Committee For Spanish-Speaking Communities shall have the responsibility for advising the Board of Trustees and staff of the Toronto Catholic District School Board on matters pertaining to the following:

1. The continuity of the plan and recommendations accepted by the Board at its meeting of May 22, 2012;
2. The consultation with and the engagement of the larger Spanish-speaking communities in regards to student achievement;
3. The assessment of the effectiveness of steps taken to improve the academic success and well being of students of Spanish-speaking background;
4. The recommendations for programs, services and advocacy;
5. Recommend the identification and allocation of funds for the implementation of identified strategies and programs;
6. Provide a review of the impact of the implementation of recommendations (items 4-5);
7. The sharing of best practices across the Toronto Catholic District School Board;
8. To meet a minimum of four times per year as an advisory committee with TCDSB staff and the two trustees appointed by the board;
9. Sharing and circulation of information, resources, tools, statistics, and support available.

Terms of Reference: Advisory Committee for Spanish-Speaking Communities

The Advisory Committee For Spanish-Speaking Communities shall have the responsibility for advising the Board of Trustees and staff of the Toronto Catholic District School Board on matters pertaining to the following:

1. The continuity of the plan and recommendations accepted by the Board at its meeting of May 22, 2012;
2. The consultation with and the engagement of the larger Spanish-speaking communities in regards to student achievement;
3. The assessment of the effectiveness of steps taken to improve the academic success and well being of students of Spanish-speaking background;
4. The recommendations for programs, services and advocacy;
5. Recommend the identification and allocation of funds for the implementation of identified strategies and programs;
6. Provide a review of the impact of the implementation of recommendations (items 4-5);
7. The sharing of best practices across the Toronto Catholic District School Board;
8. To meet a minimum of four times per year as an advisory committee with TCDSB staff and the two trustees appointed by the board;
9. Sharing and circulation of information, resources, tools, statistics, and support available.

Terms of Reference: Filipino Advisory Committee

The Filipino Advisory Committee shall have the responsibility for advising the Board of Trustees and Senior Staff of the Toronto Catholic District School Board on matters pertaining to the following:

1. Advancing best practices to foster equitable education and greater student achievement for students of Filipino heritage.
2. To advocate for commitment, resources and support to improve student success in the Filipino community.
3. To ask for a critical analysis and evaluation of the effectiveness of initiatives taken to improve the academic success of students of Filipino heritage.
4. To support Filipino families in nurturing their faith through a meaningful relationship between home, school and parish.
5. To further support and enhance Filipino heritage, culture and arts within the many different ethnocultural groups represented within the TCDSB.
6. To make recommendations for the allocation of funds to improve student learning and well-being within a caring Catholic community for Filipino students.
7. To work in partnership with Filipino and other ethno-cultural organizations in supporting Catholic teachings that speak to equity and diversity within the TCDSB.

Terms of Reference: African Canadian Advisory Committee

The Advisory Committee for the African Canadian Community shall have the responsibility for advising the Board of Trustees and staff of the Toronto Catholic District School Board on matters pertaining to the following:

1. To provide leadership in partnership with Board administration in addressing the issues as it pertains to the success of African Canadian students.
2. To assist in the establishment of culturally relevant pedagogy within the TCDSB.
3. To work as part of the team that provides training in equitable inclusive education.
4. To create equitable learning environments for all students.
5. The consultation and the engagement of the African Canadian community.
6. The assessment of the effectiveness of the changes made to address the academic success of African Canadian students.
7. To make recommendations for programs, services and advocacy.
8. To implement, in conjunction with Board staff, the use of funding for identified strategies and programs.
9. To encourage the sharing of best practices between the TCDSB and the African Canadian community.

Terms of Reference: Indigenous Education Advisory Committee

1. To advise the TCDSB on the development and implementation of FNMI Board Action Plans.
2. To advise the TCDSB on the implementation of voluntary and confidential Indigenous self-identification policies and to advise the board on reviewing the policy as needed.
3. Facilitate ongoing feedback from community organizations on the continued implementation of the voluntary self-identification policy.
4. To liaise and facilitate collaboration with local First Nations, Métis and Inuit communities, organizations, students and families.
5. To assess the impact of AEC funding from the Ministry of Education and to make recommendations regarding any increases to that funding.
6. To make recommendations to the TCDSB in order to ensure access and equity considerations regarding Aboriginal communities.

REPORT TO

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

ANNUAL STATISTICAL REPORT 2017-18 ON NEW HIRES TO THE BOARD

"We put no obstacle in anyone's way, so that no fault may be found with our ministry."
Second Corinthians 6:3

Created, Draft	First Tabling	Review
August 28, 2018	September 6, 2018	Click here to enter a date.

Adrian Della Mora, Superintendent of Human Resources & Employee Relations
Mark Moffett, Sr. Coordinator, Academic Services, Human Resources
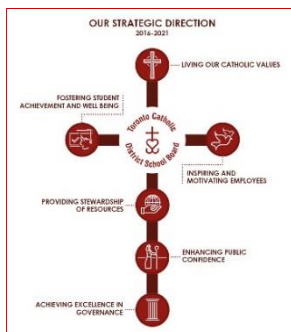
INFORMATION REPORT

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

Tim Robins
Acting Associate Director
of Planning and Facilities

Lloyd Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

Ver2.2

A. EXECUTIVE SUMMARY

The TCDSB is committed to hiring and promoting the best, most qualified individuals supportive of its Multi-Year Strategic Plan, subject to its denominational rights and in accordance with the Human Rights Code. The application, interview, hiring and promotion of individuals at TCDSB is based on ability and qualifications and is conducted in a fair and transparent manner, free from discrimination, nepotism and cronyism.

This report provides a summary of statistics relating to the hiring of employees to the Toronto Catholic District School Board during the 2017-2018 academic year. It also highlights a number of steps that the Board has taken as it continues to realize the commitment to a fair and transparent hiring process.

The cumulative staff time required to prepare this report was 5 hours.

B. PURPOSE

1. The Fair Practice in Hiring and Promotion Policy (H.M. 40) under the section entitled Evaluation and Metrics (2) states the following:

   An annual report will be provided to the board about employment statistics, and be added to the rolling calendar.

C. BACKGROUND

1. The Recruitment section of the Human Resources department is continuing the transformation of the department in order to meet the needs of the Board by exploring the procurement of an electronic applicant tracking system to support recruitment processes, practices and reporting. At present, many of our processes, including the collection of statistical data, are manual in nature.

2. The staffing actions reflected in this report pertain to the external recruitment and selection of new employees. Staffing actions such as the hiring of teachers at the school level for Long Term Occasional teaching assignments are not included in this report primarily because these actions involve existing employees.

3.   The Recruitment Team consists of a Senior Manager, a Supervisor and three secretarial staff. The team also includes temporary secretarial staff comprised of secretarial staff and a Recruitment Assistant. The addition of two new permanent Talent Acquisition Specialists/ Recruiters was recently approved by the Board. The new staff will join the Human Resources department on September 17th, 2018. These additional staff will allow the department to create specialized teams designed to enhance all aspects of recruitment.

D.   EVIDENCE/RESEARCH/ANALYSIS

1.   **Transparent Recruitment Practices** - The practices utilized by the Board are open and transparent. Positions are advertised via numerous channels including Apply to Education, a job-posting site used by many boards in Ontario and Indeed.ca. Other transparent practices include the use of Candidate Copy questions and assessed competencies provided to all candidates during interviews.

2.   **Application Review** – Standardized procedures, albeit manual in nature, are in place for the scrutiny of employment applications. These procedures include the use of a template that reflects the required criteria of the position in question relative to the applicant's experience as documented in their application.

3.   **Hiring Responsibilities and Conflicts of Interest** – As a standard practice, all panel members are required to sign a form indicating that they have no conflicts of interest when discharging their responsibility as a member of the interview panel.

4.   **Unsuccessful Applicants** – Applicants who are unsuccessful in their attempts to secure employment with the Board are afforded the opportunity for feedback upon request.

E.   METRICS AND ACCOUNTABILITY

1.   The statistical data below reflects the work of recruitment staff who diligently address various annual job vacancies. The Human Resources department is continuing to focus on investing in more resources and tools to better position the department to address the needs of the Board.

ANNUAL RECRUITMENT STATISTICS
SEPTEMBER 2017 to JUNE 2018

Group	Candidates Interviewed	Successful (Yes)	Unsuccessful (No)	Debriefs Granted	Hired (Yes letter)
Occasional Teachers	583	437	146	21	340
Caretakers	171	141	30	1	109
Secretaries	59	54	5	1	48
Early Childhood Educators	92	70	22	4	42
Educational Assistants	125	97	28		95
Library Technicians	18	14	4		12
Parenting/Family Literacy Centres	2	1	1		1
Non-Union	67	16	51		16
Totals	1117	830	287	27	663

2. **Comment regarding Occasional Teacher recruitment statistics** – 78% of those candidates that were successful on the interview were actually hired as many of these candidates simultaneously interview with other boards and accept other offers of employment.

3. **Comment regarding Early Childhood Educator (ECE) recruitment stats** – Only 60% of successful ECE interview candidates are actually hired. This is a reflection of the province wide demand for ECEs, which results in them receiving multiple offers of employment.

4. **Comment regarding Education Assistant (EA) recruitment stats** – the board is able to attract and hire 98% of its successful EA interview candidates.

F.   CONCLUDING STATEMENT

This report is for the consideration of the Board.

REVISED ANNUAL REPORTS & POLICY METRICS
STUDENT ACHIEVEMENT

A = Annual Report   P = Policy Metric Report   Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	January (P)	Student Achievement	A.35 Accessibility Standards Policy Metric	Associate Director Academic Services
3	February (P)	Student Achievement	S. 19 External Research Policy Metric	Associate Director Academic Services
4	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
5	May (A)	Student Achievement	Staffing Status Report for Next School Year	Executive SO Business Services
6	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
7	June (P)	Student Achievement	B.B.04 Smoke & Vapour Free Policy Metric	Associate Director Academic Services
8	September (A/P)	Student Achievement	Annual Safe Schools Report S.S.12 Fresh Start Policy Metric	Associate Director Academic Services
9	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
10	September (P)	Student Achievement	H.M. 40 Fair Practice in Hiring and Promotion Policy Metric	Associate Director Academic Services
11	September (P)	Student Achievement	T.07 Community Engagement Policy Report A.37 Communications Policy Metric	Director of Education
12	October (A)	Student Achievement	Student Trustees: Voices that Challenge	Associate Director Academic Services
13	October (A)	Student Achievement	ECLIST Report - Elementary Leaders	Associate Director Academic Services

14	October (P)	Student Achievement	S.10 Catholic School Parent Council Policy Metric	Associate Director Academic Services
15	October (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
16	October (A)	Student Achievement	International Languages Program Report	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 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 (P)	Student Achievement	S.22 Religious Accommodation Policy Report S.S.02 Opening or Closing Exercises Policy Report	Associate Director Academic Services
21	November (P)	Student Achievement	S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report	Associate Director Academic Services
22	December (A/P)	Student Achievement	Accountability Framework for Special Education and S.P.01 Special Education Programs and Services Policy Metric	Associate Director Academic Services

STUDENT ACHIEVEMENT AND WELL BEING
PENDING LIST TO SEPTEMBER 6, 2018

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	May-18 Regular Board	Oct-18	Student Achievement	Report on how the Cents-Off program can be promoted to employees (**Presentation, Angel Foundation for Learning, Marisa Celenza, Executive Director**)	Associate Director, Academic Affairs