

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

## AGENDA September 5, 2019

**Garry Tanuan, Chair**  
Trustee Ward 8

**Markus De Domenico, Vice Chair**  
Trustee Ward 2

**Nancy Crawford**  
Trustee Ward 12

**Frank D'Amico**  
Trustee Ward 6

**Michael Del Grande**  
Trustee Ward 7

**Daniel Di Giorgio**  
Trustee Ward 10

**Taylor Dallin**  
Student Trustee

**Norman Di Pasquale**  
Trustee Ward 9

**Angela Kennedy**  
Trustee Ward 11

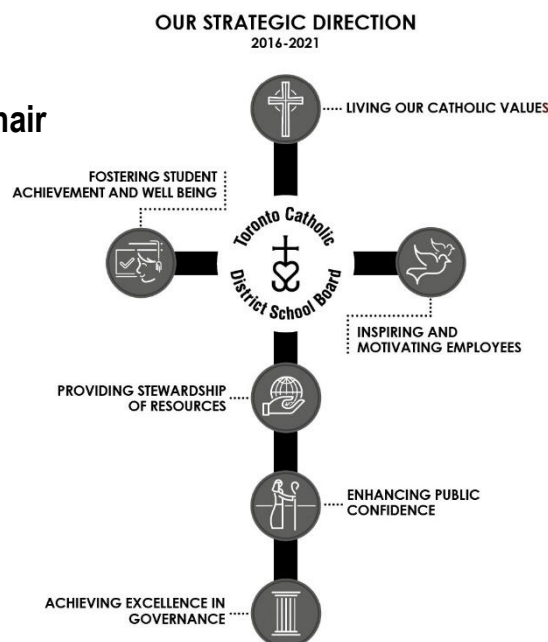
**Ida Li Preti**  
Trustee Ward 3

**Teresa Lubinski**  
Trustee Ward 4

**Joseph Martino**  
Trustee Ward 1

**Maria Rizzo**  
Trustee Ward 5

**Kathy Nguyen**  
Student Trustee



### MISSION

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

### VISION

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

**Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293**  
**Assistant Recording Secretary: TBD, 416-222-8282 Ext. 2298**

**Rory McGuckin**  
Director of Education

**Maria Rizzo**  
Chair of the Board

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

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

**Terms of reference:**

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

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

## **PUBLIC SESSION**

**Garry Tanuan, Chair**

**Markus de Domenico, Vice-Chair**

Thursday, September 5, 2019

7:00 P.M.

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Pages

1. **Call to Order**
2. **Opening Prayer (Chair or designate)**
3. **Singing of O Canada**
4. **Roll Call & Apologies**
5. **Approval of the Agenda**
6. **Report from Private Session**
7. **Declarations of Interest**
8. **Approval & Signing of the Minutes of the Meeting for Public Session - Nil**
9. **Approved Minutes of the Catholic Education and Living Our Catholic Values Sub-Committee**

9.a Meeting Held April 30, 2019

1 - 9

Recommendations to Student Achievement Committee:

**Revised Appendix B – Update to Code of Conduct Policy  
(S.S.09)** that this Item be referred to staff to stipulate our Roman

Catholic denominational rights and Section 29 of the Charter, and that the Policy then return to the Catholic Education and Living our Catholic Values Sub-Committee.

- 9.b Meeting Held May 21, 2019 10 - 11

Recommendations to Student Achievement Committee - Nil

- 9.c Meeting Held June 11, 2019 12 - 22

Recommendations to Student Achievement Committee:

**12c) Build a Repository of Cases, Research, and Rulings for Precedents and References on Issues relating to our Catholic Faith and Morals Teaching, Doctrines, and Pastoral Care (approved March 1, 2018)** that staff review how a case log of legal opinions given to the TCDSB, with respect to our Catholic denominational rights, can be put together.

## **10. Delegations**

- 10.a Irene Rodaro regarding adding Fetal Alcohol Spectrum Disorders (FASD) Education and Awareness to the Curriculum 23 - 24

## **11. Presentations**

## **12. Notices of Motion**

## **13. Consideration of Motion**

- 13.a From Trustee de Domenico regarding Central Etobicoke Secondary School Accommodations 25 - 26

## **14. Consent and Review**

## **15. Unfinished Business**

## **16. Matters referred or deferred**

## **17. Staff Reports**

- 17.a Fair Practice in Hiring and Promotion Policy Metrics 2018-2019 27 - 31

(Information)

17.b Annual Safe Schools Report 2018/2019 (Information) 32 - 74

17.c Annual Report 2018-2019: Communications and Community Engagement (Information) 75 - 147

17.d 2019-2020 Operating Budget Impacts from Delayed Implementation of Employee Paid Parking (Recommendation) - To Be Distributed

**18. Listing of Communications**

**19. Inquiries and Miscellaneous**

**20. Updating of Pending Lists**

20.a Annual Calendar of Reports and Policy Metrics 148 - 150

20.b Monthly Pending List - Nil

**21. Closing Prayer**

**22. Adjournment**

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# **MINUTES OF THE CATHOLIC EDUCATION AND LIVING OUR CATHOLIC VALUES SUB-COMMITTEE MEETING**

## **PUBLIC SESSION**

**TUESDAY, APRIL 30, 2019**

### **Trustees:**

T. Lubinski, Chair  
G. Tanuan, Vice-Chair  
N. Crawford  
M. Del Grande  
M. Rizzo

### **Staff:**

N. Adragna  
P. Aguiar  
M. Caccamo  
N. D'Avella  
L. Di Marco  
S. HooKong-Taylor  
P. Matthews  
M. Peres  
J. Shain  
E. Szekeres Milne

Fr. Mike  
Fr. Obina

S. Tomaz, Recording Secretary

### **External Members:**

Fr. Mark, Archdiocese of Toronto  
B. O'Sullivan, Ontario Catholic School Trustees'  
Association (OCSTA)

#### **4. Approval of Agenda**

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that the Agenda, as amended to include the Addendum and Item 15a) Update from Brian O’Sullivan, Ontario Catholic School Trustees’ Association (OCSTA), be approved.

Results of the Vote taken, as follows:

##### **In Favour**

##### **Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Tanuan

The Motion was declared

CARRIED

#### **6. Declarations of Interest**

There were none.

#### **7. Approval and Signing of Minutes of Previous Meeting**

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that the Minutes of the Meeting held March 26, 2019 be approved with the following amendment:

- *Page 5, Item 12a):* That the votes be included in the motion to lift the tabled Item.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Tanuan

The Motion was declared

CARRIED

Trustee Crawford disconnected via teleconference and joined the meeting in person at 1:15 pm.

Trustee Rizzo joined the meeting at 1:16 pm.

**9. Delegations**

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that Item 9a) be adopted as follows:

**9a) Mary Laframboise regarding Importance of the Code of Conduct received.**

MOVED in AMENDMENT by Trustee Tanuan, seconded by Trustee Del Grande, that the Catholic Education and Living our Catholic Values Sub-Committee recommend to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that the Item be received and referred to staff for the exploration of the delegate's suggestions to consult with the specified experts.

With the consent of the Committee, Trustee Tanuan withdrew his amendment.



Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Tanuan left the table at 2:18 pm and returned at 2:20 pm.

**12. Matters referred/deferred from Committees/Board**

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that Items 12a) and 12b) be adopted as follows:

**12a) Update to Code of Conduct Policy (S.S.09); and**

**12b) Revised Appendix B – Update to Code of Conduct Policy (S.S.09)** that the Catholic Education and Living our Catholic Values Sub-Committee recommend to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that this Item be referred to staff for an infusion of our denominational rights and that the Policy then return to the Catholic Education and Living our Catholic Values Sub-Committee.

Trustee Rizzo left the table at 2:46 pm and returned at 2:51 pm.

MOVED in AMENDMENT by Trustee Tanuan, seconded by Trustee Del Grande that the Catholic Education and Living our Catholic Values Sub-Committee recommend to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that this Item be referred to staff for an infusion of our Roman Catholic denominational rights and Section 29 of the Charter, and that the Policy then return to the Catholic Education and Living our Catholic Values Sub-Committee.

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

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Tanuan

Rizzo

The Amendment was declared

CARRIED

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

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Tanuan

Rizzo

The Motion as amended was declared

CARRIED

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

**15a) Update from Brian O’Sullivan, OCSTA received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Moved by Trustee Del Grande, seconded by Trustee Crawford, that the next meeting be held on Tuesday May 21, 2019 at 3 pm, conditional on the availability of Fr. Mark and Brian O’Sullivan.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that Items 12c) – 12l), 14a) and 14b) be deferred to the May 21, 2019 meeting of the Catholic Education and Living Our Catholic Values Sub Committee.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**ITEMS AS CAPTURED IN THE ABOVE MOTION**

- 12c) Whistleblower Procedures and Guidelines for Students, Parents, Staff, Stakeholders on issues Concerning our Catholic Faith, Values, and Morals (Refer Item 12d);
- 12d) Whistleblower Policy A. 39 and Operational Procedure (Refer Item 12c);

- 12e) Build a Repository of Cases, Research, and Rulings for Precedents and References on Issues relating to our Catholic Faith and Morals Teaching, Doctrines, and Pastoral Care (approved March 1, 2018);
- 12f) Promote and Broaden the Student Faith Engagement Kairos Program in High Schools and Similar Catholic Faith-based Initiatives to all Catholic Schools (approved March 1, 2018);
- 12g) Back to Basics of Our Catholic Faith Program;
- 12h) Renewing the Promise and Walking the Talk;
- 12i) Forging Potential External Partnerships with Strong Faith-based Organizations to enhance Catholic Faith and Morals in our Board and School Communities;
- 12j) Procedure to Review Minutes and Motion Direction;
- 12k) Religious Education Department Budget;
- 12l) Verbal Update on Letters to the Archdiocese and OCSTA;
- 14a) Verbal Discussion regarding next possible Nurturing Our Catholic Community (NCC) Committee Meeting; and
- 14b) Verbal Discussion regarding Catholic Education and Living Our Catholic Values Sub-Committee Meeting dates for 2019.

## 19. Adjournment

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that the meeting be adjourned.

Results of the Vote taken, as follows:

### **In Favour**

Trustees Crawford  
Del Grande  
Lubinski

### **Opposed**

Rizzo  
Tanuan

The Motion was declared

CARRIED

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SECRETARY

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CHAIR

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# **MINUTES OF THE CATHOLIC EDUCATION AND LIVING OUR CATHOLIC VALUES SUB-COMMITTEE MEETING**

## **PUBLIC SESSION**

**TUESDAY, MAY 21, 2019**

### **Trustees:**

T. Lubinski, Chair  
G. Tanuan, Vice-Chair  
N. Crawford  
M. Del Grande  
M. Rizzo

### **Staff:**

M. Caccamo  
L. Di Marco

S. Tomaz, Recording Secretary

### **External Member:**

N. Milanetti, Ontario Catholic School Trustees'  
Association (OCSTA)

## **Call To Order**

Trustee Tanuan declared a Point of Order regarding the convening of the meeting, based on the following Motion from the April 21, 2019 Sub-Committee Meeting.

*The meeting is subject to Fr. Mark's and Brian O'Sullivan's availability.*

The Chair ruled in favour of Trustee Tanuan's Point of Order.

Trustee Rizzo challenged the Chair.

Results of the Vote taken on the Chair's Ruling, as follows:

**In Favour**

Trustees Del Grande  
Lubinski  
Tanuan

**Opposed**

Crawford  
Rizzo

The Chair's Ruling was declared

CARRIED

The meeting dissolved at 3:42 pm.

Next meeting is scheduled for June 11, 2019 at 5 pm.

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SECRETARY

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CHAIR



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# **MINUTES OF THE CATHOLIC EDUCATION AND LIVING OUR CATHOLIC VALUES SUB-COMMITTEE MEETING**

## **PUBLIC SESSION**

**TUESDAY, JUNE 11, 2019**

### **Trustees:**

T. Lubinski, Chair  
G. Tanuan, Vice-Chair – via Teleconference  
N. Crawford – via Teleconference  
M. Del Grande  
M. Rizzo

### **Non-Committee Trustee:**

J. Martino

### **Staff:**

R. McGuckin  
D. Koenig  
N. Adragna  
P. Aguiar  
M. Caccamo  
M. Peres  
J. Shain  
E. Szekeres Milne  
  
Fr. Obina  
  
S. Tomaz, Recording Secretary

### **External Members:**

Fr. Mark, Archdiocese of Toronto  
N. Milanetti, Ontario Catholic School Trustees' Association

#### **4. Approval of the Agenda**

MOVED by Trustee Del Grande, seconded by Trustee Rizzo, that the Agenda, as amended to include the Addendum, withdraw Items 12j) Verbal Update on Letters to the Archdiocese and Ontario Catholic School Trustees' Association (OCSTA); and 12k) Verbal Discussion regarding next possible Nurturing Our Catholic Community (NCC) Committee Meeting, and to defer Items 12n) Paolo De Buono regarding Improving Inclusiveness for the Toronto Catholic District School Board's (TCDSB's) Lesbian, Gay, Bisexual and Transgender (LGBT) Students; 12o) Emily De Decker regarding the Code of Conduct Wording on Respect; 12p) Iola Fortino regarding Adding Gender Identity, Gender Expression, Marital Status and Family Status to the list of prohibited grounds of discrimination in Code of Conduct; 12q) Ina Rocha regarding Changes to the Code of Conduct Policy; and 12r) Elio Freitas regarding changes to the Code of Conduct Policy, until the April 30, 2019 and the May 21, 2019 Sub-Committee meeting minutes are approved at the September 5, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting and until the Code of Conduct Policy returns to the Catholic Education and Living our Catholic Values (CE&LOCV) Sub-Committee, be approved.

Trustee Crawford connected via teleconference at 5:15 pm.

Results of the Vote taken, as follows:

#### **In Favour**

#### **Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**6. Declarations of Interest**

There were none.

**7. Approval and Signing of Minutes of the Previous Meetings**

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that Items 7a) and 7b) be adopted as follows:

- 7a) From the Meeting held April 30, 2019; and**
- 7b) From the Meeting held May 21, 2019 received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

## **9. Delegations**

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that Item 9a) be adopted as follows:

### **9a) Mary Laframboise regarding Inclusion of Persons received.**

Results of the Vote taken, as follows:

#### **In Favour**

#### **Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

## **12. Matters Referred/Deferred from Committees / Board**

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that Items 12a) and 12b) be adopted as follows:

### **12a) Whistleblower Procedures and Guidelines for Students, Parents, Staff, Stakeholders on Issues Concerning our Catholic Faith, Values, and Morals; and**

### **12b) Whistleblower Policy A.39 and Operational Procedure received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Rizzo left the table at 5:56 pm and returned at 6:06 pm.

MOVED by Trustee Del Grande, seconded by Trustee Rizzo, that Item 12c) be adopted as follows:

- 12c) Build a Repository of Cases, Research, and Rulings for Precedents and References on Issues relating to our Catholic Faith and Morals Teaching, Doctrines, and Pastoral Care (approved March 1, 2018)** that the CE&LOCV Sub-Committee refer to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that staff review how a case log of legal opinions given to the TCDSB, with respect to our Catholic denominational rights, can be put together.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Item 12d) be adopted as follows:

- 12d) Promote and Broaden the Student Faith Engagement Kairos Program in High Schools and Similar Catholic Faith-based Initiatives to all Catholic Schools (approved March 1, 2018) received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Rizzo left the table at 6:31 pm and returned at 6:34 pm.

MOVED by Trustee Rizzo, seconded by Trustee Del Grande, that Items 12e) and 12f) be adopted as follows:

- 12e) **Back to Basics of Our Catholic Faith Program;** and
- 12f) **Renewing the Promise and Walking the Talk** received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

N.B. Trustee Crawford did not vote.

MOVED by Trustee Rizzo, seconded by Trustee Del Grande, that Item 12i) be adopted as follows:

**12i) Religious Education Department Budget received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

N.B. Trustee Crawford did not vote.

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that Item 12l) be adopted as follows:

**12l) Verbal Discussion regarding Catholic Education and Living our Catholic Values Sub-Committee Meeting dates for 2019** that the next Sub-Committee meeting be held on Thursday, August 29, 2019 between 1 pm and 3 pm.



Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Rizzo, that all Items not dealt with be deferred to the August 29, 2019 CE&LOCV Sub-Committee meeting.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

## **ITEMS AS CAPTURED IN THE ABOVE MOTION**

- 12g) Forging Potential External Partnerships with Strong Faith-based Organizations to enhance Catholic Faith and Morals in our Board and School Communities;
- 12h) Procedure to Review Minutes and Motion Direction; and
- 12m) From the Governance and Policy Committee: Update to Bullying Prevention and Intervention Policy (S.S.11)

### **19. Adjournment**

MOVED by Trustee Rizzo, seconded by Trustee Del Grande, that the meeting be adjourned.

Results of the Vote taken, as follows:

#### **In Favour**

#### **Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

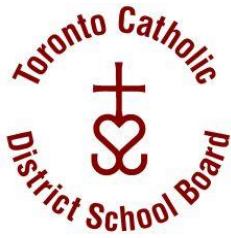
CARRIED

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SECRETARY

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CHAIR



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

## **DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES**

**PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use  
Only

Delegation No. \_\_\_\_\_

☐ Public Session  
☐ Private Session  
☐ Three (3)  
 Minutes

Name	Irene Rodaro
Committee	Student Achievement and Well-Being Committee
Date of Presentation	09/05/2019
Topic of Presentation	Adding FASD education and awareness to curriculum
Topic or Issue	<p>Raising awareness about the disorder and the difficulties experienced by individuals with FASD so that teaching environments can be adjusted to accommodate the individuals learning needs through training of the educators.</p> <p>Starting the conversation with students at an early age about the importance of abstinence from alcohol during preconception, pregnancy and breastfeeding.</p> <p>Teaching students about the brain damage and birth defects that result from alcohol consumption during these dangerous times and the ensuing physical, mental and behavioural issues that the affected individuals are left to deal with for their entire lives.</p> <p>Teaching students that with patience, support and understanding individuals affected y FASD can be an asset to our communities rather than left to wane on our streets and in our institutions.</p>
Details	<p>My son attended Michael Power St. Joseph high school but has been unable to complete his education there.</p> <p>Due to my son's late diagnosis he did not receive the supportive measures from outside or inside the school to assist him in successful completion. Placement in an Locally Developed program was not sufficient to meet his needs since he also needed a support worker to manage his anxiety and keep him on task.</p>

	<p>The lack of FASD awareness and supports has caused our family many trials and tribulations and led to my son having interactions with the police, justice, corrections and shelter systems.</p> <p>Further, his difficulties make it impossible for him to reside with us so he feels disconnected from us and makes it difficult for us to maintain familial connections.</p>
Action Requested	FASD to be integrated into curriculum or FASD awareness through SEAC (Special Education Advisory Committee)
I am here as a delegate to speak only on my own behalf	{ 1) I am here as a delegation to speak only on my own behalf }
I am an official representative of the Catholic School Parent Committee (CSPC)	{ 2) I am an official representative of the Catholic School Parent Committee (CSPC) }
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T.14.	I Agree
Submittal Date	6/11/2019



*Markus de Domenico  
Trustee Ward 2*

*E-mail: Markus.deDomenico@tcdsb.org*

*Voicemail: 416-512-3402*

**To:** Student Achievement and Well-Being Committee Meeting , September 5, 2019

**From:** Markus de Domenico, Trustee Ward 2

**Subject: Consideration of Motion – Central Etobicoke Secondary School Accommodations**

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**MOVED BY:** Markus de Domenico, Toronto Catholic District School Board

**WHEREAS:** The three closest secondary schools for Ward 2 students, Michael Power/St. Joseph Catholic Secondary School, Bishop Allen Academy and Father John Redmond Catholic Secondary School are over subscribed;

**WHEREAS:** Parents of students in Ward 2 elementary schools are extremely concerned that they may not have a Central Etobicoke secondary school available to them;

**WHEREAS:** There is a tremendous amount of condominium and townhouse development recently completed, under construction or planned in Etobicoke;

**WHEREAS:** The former Buttonwood Hills Elementary School was recently purchased to alleviate crowding at Central Etobicoke elementary schools;

**WHEREAS:** Scarlett Heights Entrepreneurial Academy has not been deemed surplus by the Toronto District School Board;

**BE IT RESOLVED THAT:** that the Director of Education report back to Board on options to address overcrowding at Central and South Etobicoke Catholic Secondary Schools;

**Markus de Domenico**  
**Trustee, Ward 2**



REPORT TO

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

### FAIR PRACTICE IN HIRING AND PROMOTION POLICY METRICS 2018-2019

*"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 13, 2019	September 5, 2019	Click here to enter a date.

Adrian Della Mora, Executive 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  
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#### Mission:

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Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer



## **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 process of recruitment, selection and promotion at TCDSB is based on ability and qualifications and is conducted in a fair and transparent manner that is free from discrimination, nepotism and cronyism.

This report provides an annual statistical summary of Human Resources recruitment activity at the TCDSB during the 2018-2019 academic year. It also highlights the Board's continuing efforts to realize its commitment to a fair and transparent hiring process.

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

## **B. PURPOSE**

1. In alignment with the principles of the Fair Practice in Hiring and Promotion Policy (H.M. 40), the Director of Education has committed to providing an annual recruitment statistical report to the Board.

## **C. BACKGROUND**

1. 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 or permanent positions are not included in this report primarily because these actions involve existing employees.
2. The Recruitment Team consists of a Sr. Manager, a Supervisor, two Talent Acquisition Specialists and three secretarial staff. The Sr. Manager of Recruitment reports to the Sr. Coordinator of Academic Services.

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

1. The Human Resources department is continuing the transformation of the department by attempting to procure an applicant tracking system (ATS) to support recruitment processes, practices and reporting. An ATS will better position the Recruitment team and the Human Resources department to more

effectively meet the needs of the Board. At present, many of our processes, including the collection of statistical data, are manual in nature.

2. **Transparent Recruitment Practices** - The practices utilized by the Board are open and transparent. Positions are advertised via numerous channels including the Board's website via the Director's Bulletin, 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.
3. **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.
4. **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 an interview panel.
5. **Unsuccessful Applicants** – Applicants who are unsuccessful in their attempts to secure employment with the Board, are afforded, subject to the Fair Practices in Hiring and Promotion policy, the opportunity for feedback upon request.

## **E. METRICS AND ACCOUNTABILITY**

1. The following statistical data reflects the diligent work of recruitment staff who address various annual job vacancies:

**ANNUAL RECRUITMENT STATISTICS**  
**SEPTEMBER 2018 TO JUNE 2019**

<b>Group</b>	<b>Candidates Interviewed</b>	<b>Successful (Yes)</b>	<b>Unsuccessful (No)</b>	<b>Debriefs Granted</b>	<b>Hired (Yes letter)</b>
Occasional Teachers	774	589	185	3	544
Caretakers	46	31	15	0	31
Secretaries	34	32	2	0	32
Designated Early Childhood Educators	44	40	4	2	40
Educational Assistants	112	92	20	1	62
Library Technicians	27	20	7	0	20
Parenting/Family Literacy Centres	2	1	1	0	0
Non-Union	108	32	33	1	27
<b>Totals</b>	<b>1147</b>	<b>837</b>	<b>267</b>	<b>7</b>	<b>756</b>

2. **Overall Recruitment Trend** - On average, the board hired 90% of the candidates who were successful during the interview, in spite of significant competition from other boards. *This is an increase from 80% hired in the 2017-2018 school year.*
3. **Recruitment Trend - Occasional Teachers** – The Board successfully hired 92% of the candidates who were successful during the interview process. *This is an increase from 72% hired in the 2017-2018 school year*
4. **Recruitment Trend - Education Assistants (EA)** – The board was able to attract and hire 67% of its successful EA interview candidates.
5. **Recruitment Trend – Interview Success Rate** – Approximately 7 out of 10 (73%) candidates interviewed for the above occupational groups were successful.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



## REPORT TO

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

## SAFE SCHOOLS REPORT 2018-2019

*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 26, 2019	September 5, 2019	<a href="#">Click here to enter a date.</a>
Michael Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools, and Continuing Education Nadia Adragna, Principal Msgr. Fraser St. Martin Campus Todd Visinski, Vice Principal Msgr. Fraser St. Martin Campus		

## INFORMATION REPORT

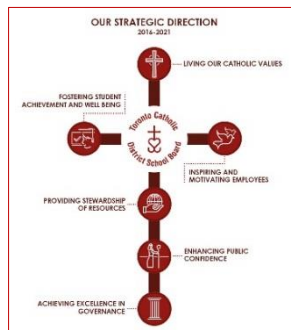
### Vision:

*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

**L. Noronha**  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

Safe and healthy learning environments supported by positive Catholic 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 2018-2019 Safe Schools Annual Report is reporting on the number of students with an Individual Education Plan who have been school expelled and board expelled.***

For 2018-2019, both qualitative and quantitative perceptual data confirm a continued positive trend toward safe and welcoming school climates in the TCDSB. These data indicate that an overwhelming number of students (95% in elementary and 93% in secondary) believe their schools are safe places to interact and learn.

Overall, 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 (+21) issued last year. Nonetheless, this total remains lower than the average number of suspensions issued over the last 5 years. In addition, an increase in the number of suspensions issued to elementary students was identified, resulting in action items for 2019-20. In secondary schools, suspensions are significantly reduced compared to previous years; in fact, in 2018-19, 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.

Informed by the local Safe and Accepting Schools Teams, all schools will review both their local 2018-2019 Safe Schools metrics, as well as the perceptual data learned from the annual Safe Schools Climate surveys, and make adjustments as needed to their 2019-2020 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 2018-2019 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 2018-2019 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 for 2019-2020
3. The evidence will highlight those areas of strength and success, as well as areas for growth, resulting in prioritized actions for the 2019-2020 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
6. Focus Group with Principals.

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 (2014-2019) indicate an overall downward trend in the following areas:* number of students being suspended, number of students suspended with an Individual Education Plan, number of Suspensions Pending Possible Expulsion, number of School Expulsions and Board Expulsions.

#### **ELEMENTARY SCHOOLS [Comparison with 2017-2018 data]**

At the Elementary level, the data indicate that more students received suspension as a progressive discipline consequence (+159). Some comparisons with the previous year (2017-2018) indicate:

- Increase in the number of Suspension Notices issued to males (+71) and increase to females (+88)
- Increase in the number of Instructional Days lost to Suspension for males (+21)
- Increase in the number of Instructional Days lost to Suspension for females (+92)
- Slight Increase in the number of males with an Individual Education Plan (IEP) who were suspended (+4)
- Increase in the number of females with an Individual Education Plan (IEP) who were suspended (+19)
- Increase in the number of males suspended 2 or more times (+71)
- Increase the number of females suspended 2 or more times (+28)

*The above data would indicate that recidivism at the elementary level has shown an increase in comparison to 2017-2018.*

- The number of males Suspended Pending Possible Expulsion under Section 310 of the Education Act has decreased (-5).
- Increase in the number of females Suspended Pending Possible Expulsion under Section 310 of the Education Act (+6)
- Decrease in School Expulsions (-4) for males and no School Expulsions for females



- Slight increase in Board Expulsions for males (+4) and females (+1)
- Total number of TCDSB students with an IEP is 17,480. Total TCDSB elementary students with an IEP is 11,044. Total TCDSB elementary students with an IEP who were board expelled is 5, and school expelled is 0.

*Consistent with 2017–2018 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 (34), very few resulted in expulsions (7). 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, 12 students were transitioned at the elementary level for concerns related to safety. This is an increase of 6 students.*

## **SECONDARY SCHOOLS [Comparison with 2017-2018 data]**

The data *indicate a constant downward trend over the last 5 years in suspensions issued*. This past year saw a significant decrease (-138) in the number of suspension notices board wide.

Some comparisons with the previous year (2017-2018) indicate:

- Decrease in the number of Suspension Notices issued for males (-24)
- Significant decrease in the number of Suspension Notices issued for females (-114)
- Increase in the number of Instructional Days Lost to Suspension for males (+63)
- Significant decrease in the number of Instructional Days Lost to Suspension for females (-323)
- Decrease in the number of *males* suspended 2 or more times (-8)
- Decrease in the number of *females* suspended 2 or more times (-39)

*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 inappropriate student behaviour.*

- Decrease in the number of *males* with an Individual Education Plan (IEP) who were suspended (-38)
- Decrease in the number of *females* with an Individual Education Plan (IEP) who were suspended (-45)

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

- Slight decrease in the number of males Suspended Pending Possible Expulsion under Section 310 of the Education Act (-5)
- Significant decrease in the number of females Suspended Pending Possible Expulsion under Section 310 of the Education Act (-21)
- Decrease in School Expulsions for males (-14)
- Decrease in School Expulsions for females (-9)
- Decrease for males in Board Expulsions (-6)
- Decrease for females in Board Expulsions (-3)
- Total number of TCDSB students with an IEP is 17,480. Total TCDSB secondary students with an IEP is 6,436. Total TCDSB secondary students with an IEP who were board expelled is 1, and school expelled is 16.

*The 5 year overall trend continues to indicate a consistent decrease in suspensions issued (-693) with 2018–2019 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 (-26). Although the Fresh Start process is not disciplinary in nature, 57 students were transitioned in secondary for concerns related to safety. This is an increase of 21 students from the previous year.*

## **SECTION 2: Student Perceptual Data**

During the 2018-2019 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 2019, 10,707 students in Grades 6 and 8 in all TCDSB elementary schools participated in the Safe and Caring Catholic (SCCSC) Survey. Overall, elementary students' perceptions of school safety are very positive and remain so for 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 data for the three-year period, from 2016-2017 to 2018-2019, results are consistently positive (with very little or no change evident) in all areas of feelings safe in and around school and witnessing or experiencing various activities in school.

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, and 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 reported *never* having *seen* or *experienced* in school:

- Drug use (93%)
- Gang activity (89%)
- Weapons (86%)
- Harassment based on sexual orientation (82%)

#### **Areas for continued dialogue:**

- 67% of elementary students had *never* been bullied at school.
- 59% of elementary students reported they had *seen* another student being bullied at school.
- For the elementary students who had been bullied (33%), 67% indicated that they told another person about it.

- For those who had *seen* bullying (59%), 63% *told* someone about the bullying they saw. (This is an improvement of 15% from 2016-17. Note that the question was previously phrased differently; in the past, students were asked whether they *reported* any form of bullying they witnessed instead of whether they *told* someone about it.)
- For those who had been bullied (33%) or had *seen* bullying (59%), the most common forms of bullying were verbal, social, and physical, with much less incidence of other types of bullying (e.g., cyber and sexual)
- 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 2019, 5,072 students in Grades 9 through 12 from all TCDSB secondary schools participated in the Safe Schools Survey. Overall, secondary students' perceptions of school safety were positive and have remained so over the past 3 years, with about 93% of students reporting feeling *very safe* or *safe* in school.

#### **Some highlights on safety (See Appendix B2):**

When comparing secondary data for the three-year period, from 2016-2017 to 2018-2019, results are consistently positive (with little to no change evident) in all areas of feelings safe in and around school and witnessing or experiencing various activities in school.

Over the past three years, secondary students' feelings of safety were very positive:

- over 90% of secondary students felt *safe* or *very safe* in the classroom, in school, at sports/after school events, in the hallways, on the stairs/in stairwells, and in the cafeteria/lunch time;
- over 80% felt *safe* or *very safe* travelling to and from school, in the washrooms, and in the parking lot.

Positive results can also be seen in secondary students' reports about bullying:

- 86% of secondary students indicated that they have *never* been bullied;
- 72% of secondary students indicated that bullying is *a small problem* or *not a problem* in their school.

Positive results are evident in the percentage of secondary students who reported *never* having *witnessed* or *experienced* in school:

- weapons, alcohol use, harassment based on sexual orientation (83%)
- gang activity, relationship violence (81%)
- inter-racial conflict (73%)
- theft (71%)

#### Areas for continued dialogue:

- Of the secondary students who *experienced* bullying at school (14%), almost half (49%) told another person about being bullied. (This is an improvement of 30% from 2016-17. Note that the question was previously phrased differently; in the past, students were asked whether they *reported* any form of bullying they witnessed instead of whether they *told* someone about it.)
- Of the secondary students who *witnessed* bullying at school (33%), 19% reported the bullying they witnessed.
- For those who had been bullied (14%) or had witnessed bullying (33%), the most common forms of bullying were verbal or social.

#### **New in 2019: Grade 4 survey**

In Spring 2019, for the first time, Grade 4 students participated in a version of the *Safe and Caring Catholic School Climate Survey* suitable to their grade level. As this was the first time this version of the survey was administered, analyses are ongoing.

This year, in October 2019, where appropriate, results of this survey of Grade 4 students will be used to inform the Board Learning Improvement Plan and Safe Schools Plans at each school. Like students in Grades 6 and 8, preliminary results show that Grade 4 students' overall perceptions of feeling safe in school were very positive: 95% of Grade 4 students indicated they feel *very safe* or *safe* in school.

#### **GENDER BREAKDOWN**

Findings comparing male and female students are consistent with those of previous years. While generally there are little or no differences in feelings of safety, gender differences are evident in the forms of bullying male and female experienced or witnessed: more males indicated experiencing or witnessing physical bullying; more females experienced or witnessed social or cyber bullying.

### **Elementary Schools** (See Appendix B3)

- There are little or no differences between male and female elementary students with regards to their feeling safe in and/or around school.
- Small gender differences in elementary were seen in the following:
  - More male than female students reported:
    - *witnessing/experiencing* physical violence in school;
    - they had *never* been bullied at school;
    - they think bullying is *a small problem* or *not a problem* in their school.
  - More female than male students indicated:
    - *witnessing/experiencing* harassment based on sexual orientation;
    - they had *never* seen another student being bullied at school;
    - they told another person about being bullied and about witnessing bullying.
- *Verbal, social* and *physical* bullying continue to be areas of foci for both genders however, many females reported experiencing and witnessing *social* and *cyber* bullying compared to males, whereas many males reported experiencing and witnessing *physical* bullying compared to females.

### **Secondary Schools** (See Appendix B4)

- Similar to the elementary panel, there were little or no differences between male and female secondary students with regards to their feeling safe in and/or around school.
- Small gender differences in secondary were evident in the following:
  - More male than female students reported:
    - they felt *safe* or *very safe* while travelling to and from school;
    - *witnessing/experiencing* physical violence, weapons, and gang activity.
  - More female than male students indicated:
    - they felt *safe* or *very safe* in the washroom;
    - they told another person about being bullied.
- Most students regardless of gender reported *never* being bullied and *never witnessing* bullying at school.
- *Verbal* and *social* bullying are areas of continued 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.

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

On the Safe and Caring Catholic School Climate (SCCSC) and the Secondary Safe Schools survey, students were asked: *How do you think we can make our schools safer?* Responses of students were collated and results are summarized below.

#### ***Student Voice: Elementary Schools***

Many elementary students indicated the schools are already safe. Top responses by students on how to increase school safety were:

- Adding more security cameras
- Adding staff to monitor recess and hallways
- Promotion and greater emphasis of anti-bullying initiatives
- Increased security of the outside grounds (e.g., fences)
- Stricter rules and punishment
- More police or security guard presence
- Being kind, helping each other, creating a caring school community
- Locking doors and using ID card access to the school
- Renovations to maintain a safe and healthy school environment (e.g., mold, washroom repairs)
- Continued encouragement for students to report bullying to staff/adult

#### ***Student Voice: Secondary Schools***

Many secondary students also indicated the schools are already safe. Top responses by students on how to increase school safety were:

- The promotion of anti-bullying initiatives or social activities
- More supervision outside the classroom
- Staff being more approachable to create trusting and caring relationships
- Renovations to maintain a clean, safe and healthy school environment
- Increased security guard and/or police presence
- Adding more security cameras
- Stricter rules and punishment
- Greater enforcement of rules regarding substance abuse
- Being kind and creating a caring school community



- Listening to students' concerns
- Encourage anonymous methods of reporting
- Placement of more guidance counsellors in schools
- Locking entrances
- Ensuring safety in parking lots

#### **SECTION 4: Focus Groups with Principals**

In the Safe Schools report to Regular Board on September 6, 2018, it was reported that compared to 2016-2017, in 2017-2018 there was an increase in the number of suspension notices issued to males in the elementary panel. The Board identified the following actionable item: *Examine data and, where appropriate, develop strategies to address the increase in elementary suspensions issued to male students.*

The school-by-school results for the past two years (2016-2017 and 2017-2018) showed that the increase in the number of suspensions issued to male students was not a system-wide trend in every elementary school. In fact, for the majority of elementary schools there was either *no change* or a *decrease* in the number of suspensions issued to males. For schools that showed an increase, the most common type of activity leading to suspension was: “Conduct injurious to the moral tone of the school or to physical or mental well-being of others”.

Two focus groups were conducted with elementary school principals to learn about their perceptions regarding suspensions issued to males, what behaviours resulted in suspensions, and what schools are doing to support students. Responses of principals were collated and results are summarized below.

##### ***Principal Voice: Focus Groups***

- Principals noted that, over the years, they have experienced increasing challenges in the behaviours for male students particularly those in primary or younger grades (some added this was also true for female students).
- With regard to “Conduct injurious to the moral tone of the school or to physical or mental well-being of others”, principals indicated that this is a broad infraction that can be used to capture those inappropriate behaviours



that are not specifically captured in other possible infractions or reflects a combination of different infractions.

- When asked *what actions are helpful to mitigate behaviours*, principals indicated:
  - Support of Child Youth Worker (CYW), social work, guidance
  - Support of a caring adult: build trust and relationships with students to mitigate behaviours; conference regularly with students and monitoring student behaviour
  - Various proactive programs: sports programs, Stop Now And Plan (SNAP), Steps to Respect, Roots of Empathy, Peer Helpers
  - Build trust and relationships with parents
- When asked to *identify what actions are taken to support students*, principals indicated:
  - Involvement of Safe and Accepting Schools Team: parents, staff, community, all are involved
  - Taking on a growth mindset approach
  - Helping students understand the consequences of inappropriate behaviour and the strategies to help correct this behaviour
  - Clearly communicating high expectations for all students and being culturally responsive to students and their families
  - Identify the “Top 5”: students with most ‘at risk’ behaviour and assign a caring adult; build relationships
  - Personalize strategies for each student
  - An intake meeting with parents and students after a suspension is helpful to establish rapport and ground rules moving forward.
  - Generally, principals recommended that more CYWs, guidance counsellors, social workers, psychology staff are needed
- When asked to *identify what actions are taken to support the school community*, principals indicated:
  - Clear and consistent expectations for all stakeholders
  - Building community relationships
  - Participation in Pastoral Plan: Rooted in Christ - we Belong, we Believe, we Become; our Catholic values and virtues help with giving students’ ownership and the language to use

- Christian meditation and mindfulness
- *Acts of Kindness* for students and staff; kindness theme: good shepherd medals, ‘hands of kindness’ announcements in school
- Various events planned to bring parish and community together, making connections with parents

## **SECTION 5: 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 2018-2019, there were 5 students in the elementary program.

In the secondary program 31 students (20 Board Expulsion and 11 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 participation is strongly encouraged.

In 2018-2019, **72% 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 6: Professional Learning for TCDSB Stakeholders**

In 2018-2019, the Safe Schools Department offered a diverse menu of professional learning on safe schools topics to students, parents, TCDSB staff members and community partners.

2018-2019 Activities are listed in Action Items found in section E.

### **E. METRICS AND ACCOUNTABILITY**

<b>2018-2019 Metrics</b>	<b>Evidence/Deliverables (2018-19 Metrics)</b>
Expand the <i>Safe Schools Professional Learning Modules Series</i> to include new modules: “De-Escalation” and “Connecting with Parents and Caregivers”.	<ul style="list-style-type: none"> <li>• 26 different topics delivered in 2018-2019 Professional Learning Modules Series: <ul style="list-style-type: none"> <li>○ 781 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff)</li> </ul> </li> <li>• Interdisciplinary professional learning opportunities with various TCDSB stakeholders: <ul style="list-style-type: none"> <li>○ New Teacher Induction Program – 77 new teachers</li> <li>○ Joint TSU/Safe Schools Training – 52 TSU Members</li> <li>○ Administrative Professional Development – 545 principals/vice principals/superintendents</li> <li>○ Newly Appointed Principal and Vice Principal In-services – 30 (Succession Series)</li> <li>○ Safe Schools Student Ambassador Symposiums including Bullying Awareness and Prevention Month</li> </ul> </li> </ul>

	<p>Launch – 586 elementary/secondary students, staff, trustees, community partners</p> <ul style="list-style-type: none"> <li>○ Resolution Conference and Mediation Circles: 67 participants (social workers, CYW, educational assistants, teachers, police officers)</li> <li>○ Threat Assessment Training and Related Workshops: 86 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff, police officers)</li> <li>○ Social Work Department Presentation - 80 participants</li> <li>○ Training to Toronto Police Service – 65 police officers</li> <li>○ Niagara University Teacher Candidate In-services – 31 teacher candidates</li> <li>○ CPCO PQP Training – 25 aspiring administrators</li> <li>○ SEAC Presentation – 20 members</li> <li>○ LOYOL Secondary PD Day – 14 TSU teachers</li> <li>○ Osgoode School Conference – 145 participants</li> <li>○ School Presentations – 75 staff &amp; parents</li> <li>○ Committee of Youth Officers Conference – 400 participants</li> <li>○ TOTL – 64 participants</li> <li>○ I-Lite Presentation – 30 elementary students</li> </ul>
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.	<ul style="list-style-type: none"> <li>● 11 students participated in the Voluntary Intervention Program (VIP) during the 2018-2019 academic year. This is an increase of 7 students from 2017-2018.</li> <li>● Students were supported with ongoing individualized academic programming and social/emotional support to address gaps and needs.</li> </ul>
Safe Schools/St. Martin will produce training videos on various topics	<p>During the 2018-2019 school year, the Safe Schools Department developed 3 professional learning videos on the following topics:</p>

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.	<ul style="list-style-type: none"> <li>• Progressive Discipline Strategies to Assist Elementary Teachers</li> <li>• Voluntary Intervention Program (VIP)</li> <li>• Lockdown Training</li> </ul> <p>These videos are available on the Safe Schools Portal Page.</p>
Examine data and, where appropriate, develop strategies to address the increase in elementary suspensions issued to male students.	Please refer to <b><i>SECTION 4: Focus Groups with Principals</i></b> (Page 12 above).
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.	<p>During the 2018-2019 school year, the Safe Schools Department hosted 3 Student Ambassador Symposiums attended by students, staff mentors, parents, senior staff, trustees and community partners including TPS. Themes addressed in the course of the symposiums included: bullying prevention, healthy relationships, resiliency and the importance of empathy and inclusion.</p> <p>The role of the Safe Schools Student Ambassador Team is to collaborate with school stakeholders to develop and implement initiatives that promote a safe, caring and accepting Catholic school climate.</p>

## F. ACTIONABLE ITEMS FOR 2018-2019

1. Expand the *Safe Schools Professional Learning Modules Series* to include new modules: “Self-Compassion and Kindness” and “Supporting Elementary Students with Autism Spectrum Disorder using Applied Behaviour Analysis (ABA) Strategies and Techniques”.

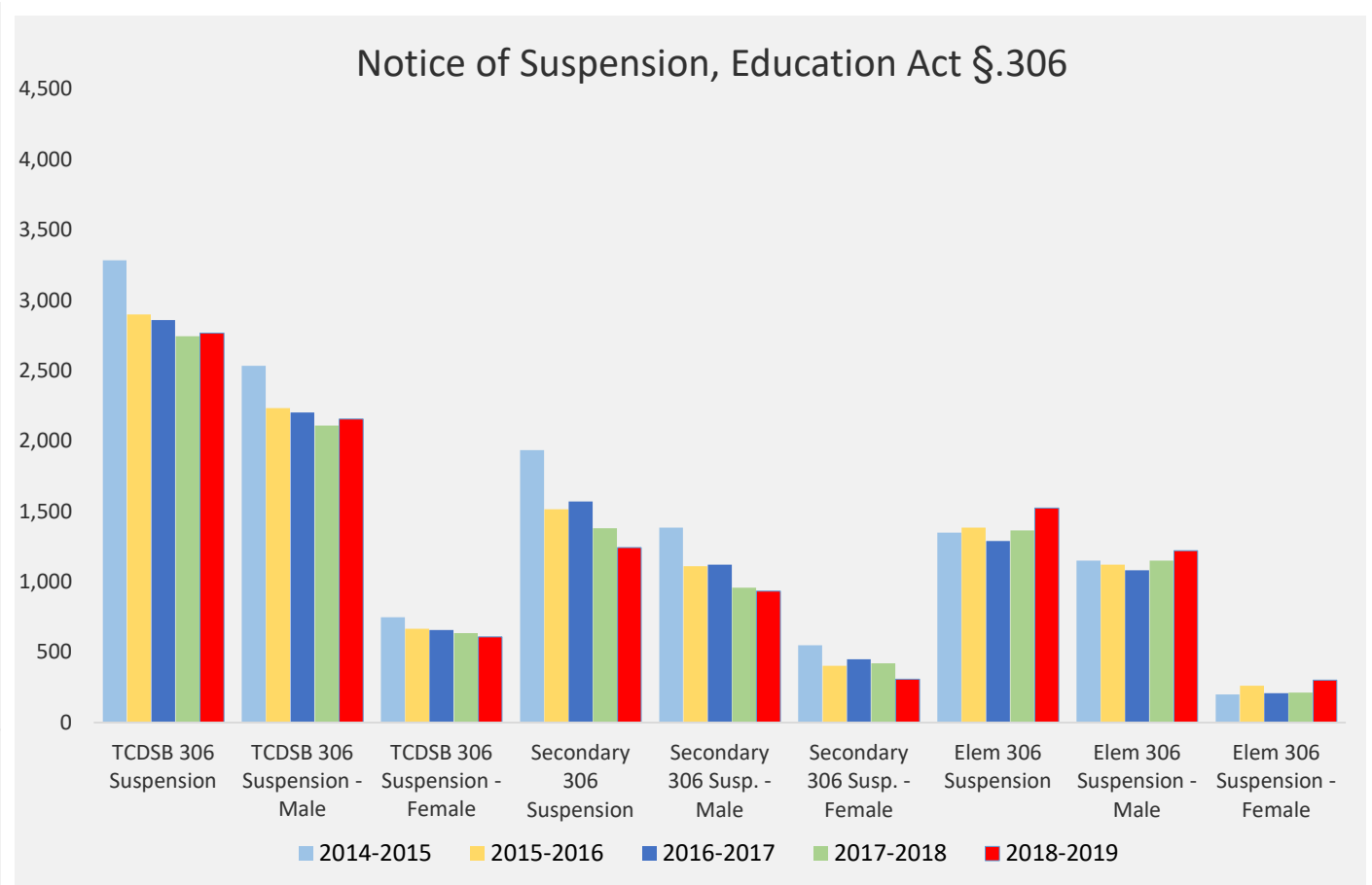
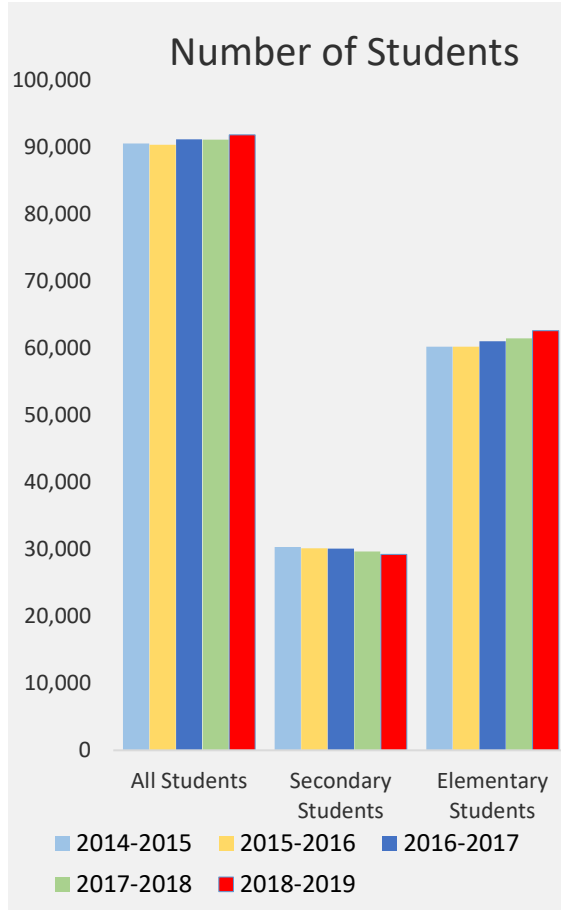
2. Safe Schools/St. Martin will continue to produce training videos on various topics related to Safe Schools and Promoting Positive Catholic School Climate. School communities will be able to access these videos to share with staff, students and parents.
3. As a result of the increase in the number of suspensions issued to elementary students during 2018-2019 school year, the Safe Schools Department will attend K-8 principal meetings to encourage principals to share effective strategies that promote students engaging in positive and pro-social behaviours. In addition, the Safe Schools Department will review with principals resources and materials to support a positive school climate.
4. As a result of the increase in the number of suspensions and expulsions issued to students with IEPs during the 2018-19 school year, the Safe Schools Department will attend K-12 principal meetings to review the province of Ontario's resource *Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12*.
5. Based on student feedback from the 2018-2019 *Safe and Caring Catholic School Climate* survey and *Secondary Safe Schools* survey, the Safe Schools Department will focus on the themes of Kindness and Bullying Prevention during the elementary and secondary Student Ambassador Symposiums.

## **G. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

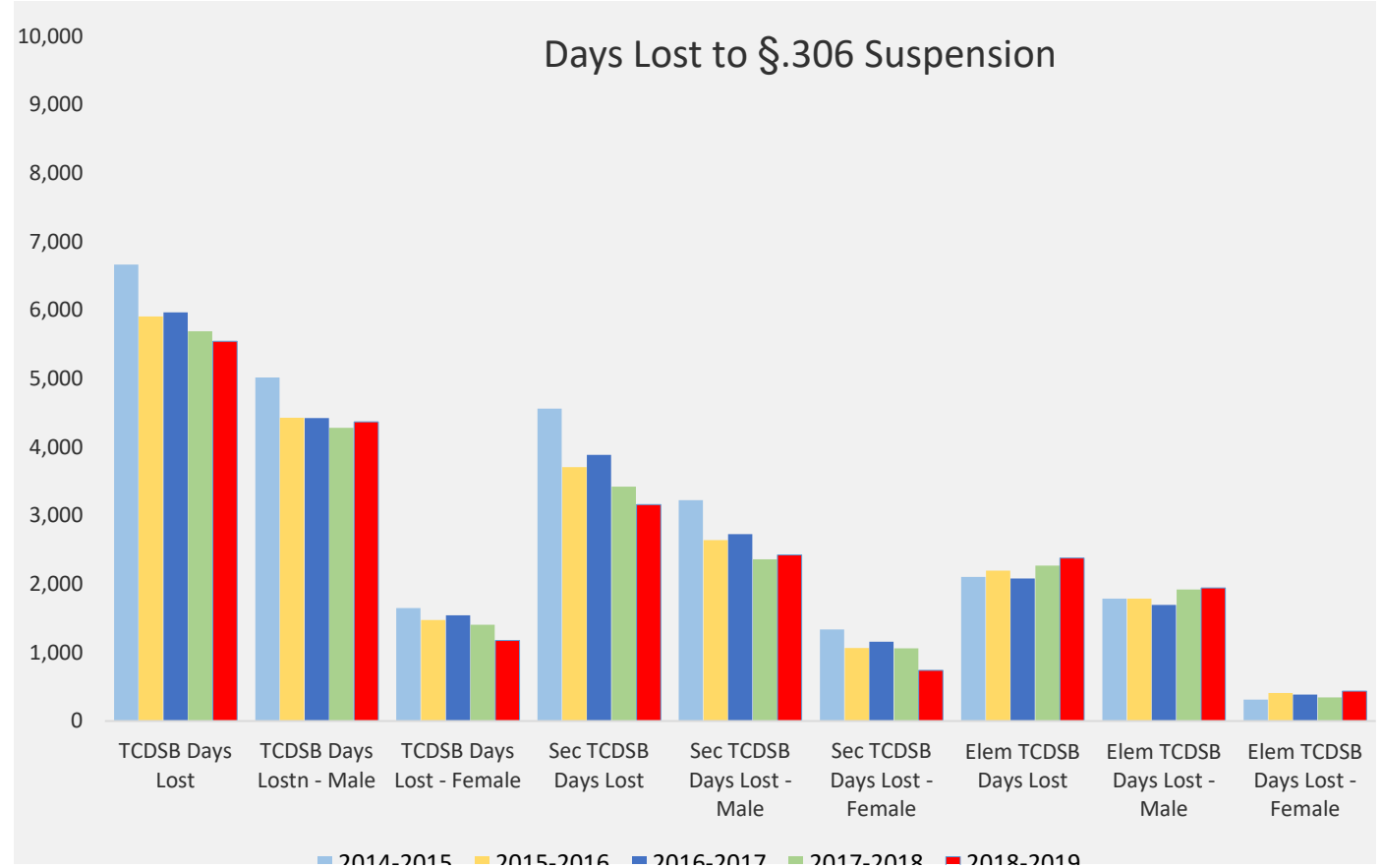
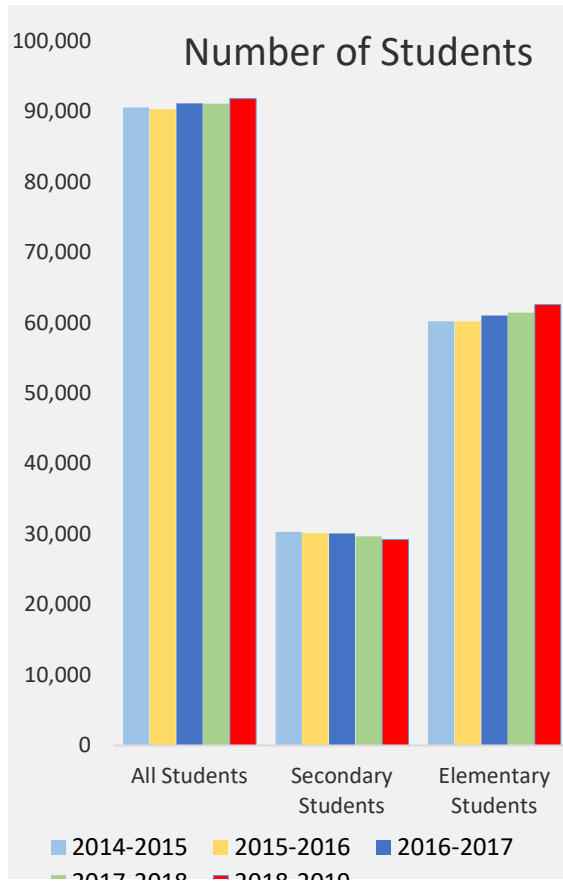
### Notice of Suspension, Education Act §.306

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB 306 Suspension	TCDSB 306 Suspension - Male	TCDSB 306 Suspension - Female	Secondary 306 Suspension	Secondary 306 Susp. - Male	Secondary 306 Susp. - Female	Elem 306 Suspension	Elem 306 Suspension - Male	Elem 306 Suspension - Female
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
2018-2019	91,818	29,225	62,593	2,767	2,157	610	1,243	935	308	1,524	1,222	302

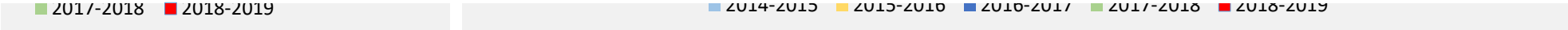


## Days Lost to \$.306 Suspension

TCDSB	All Students	Secondary Students	Elementary 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
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
2018-2019	91,818	29,225	62,593	5,547	4,369	1,178	3,164	2,425	739	2,383	1,944	439

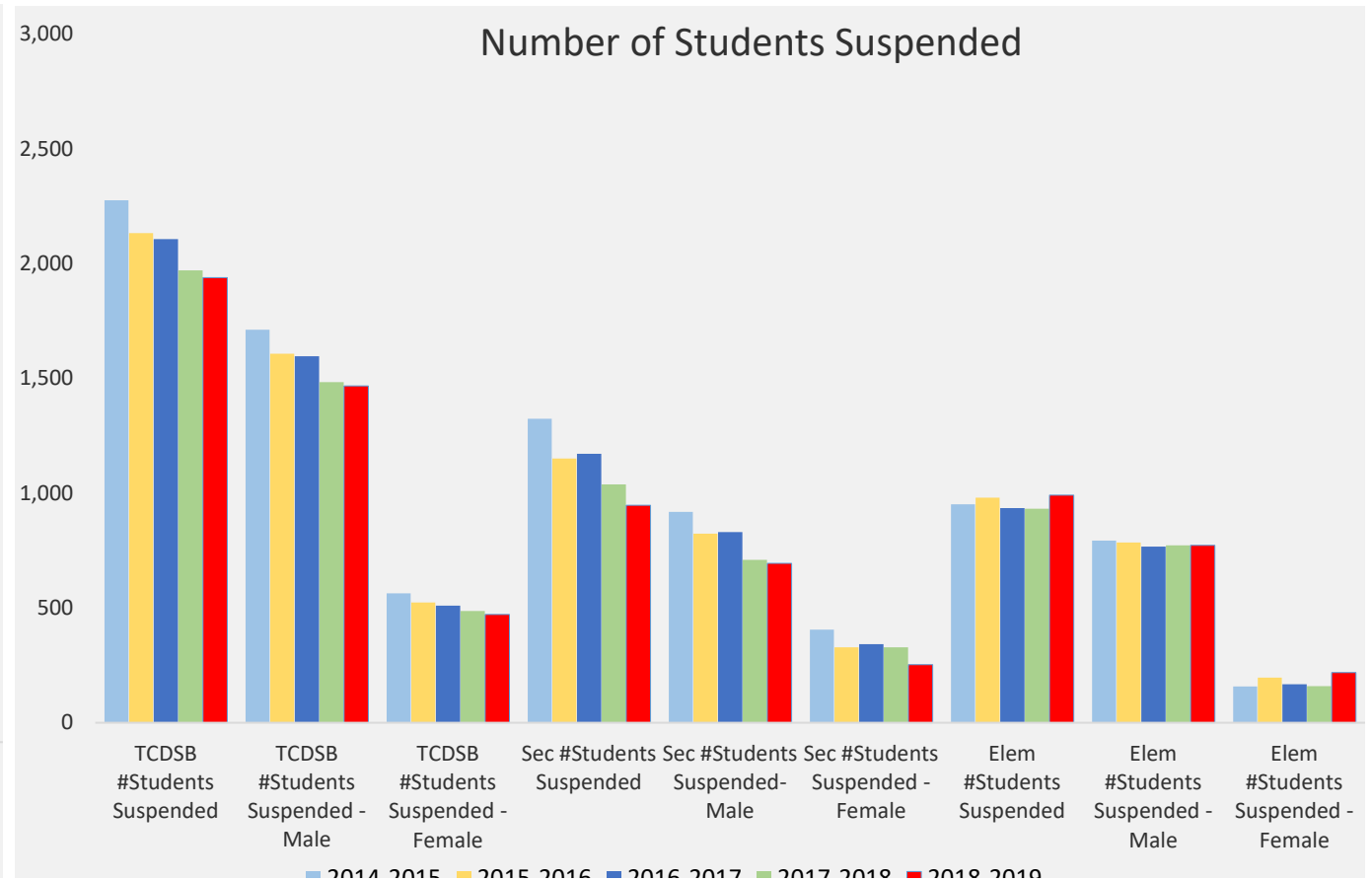
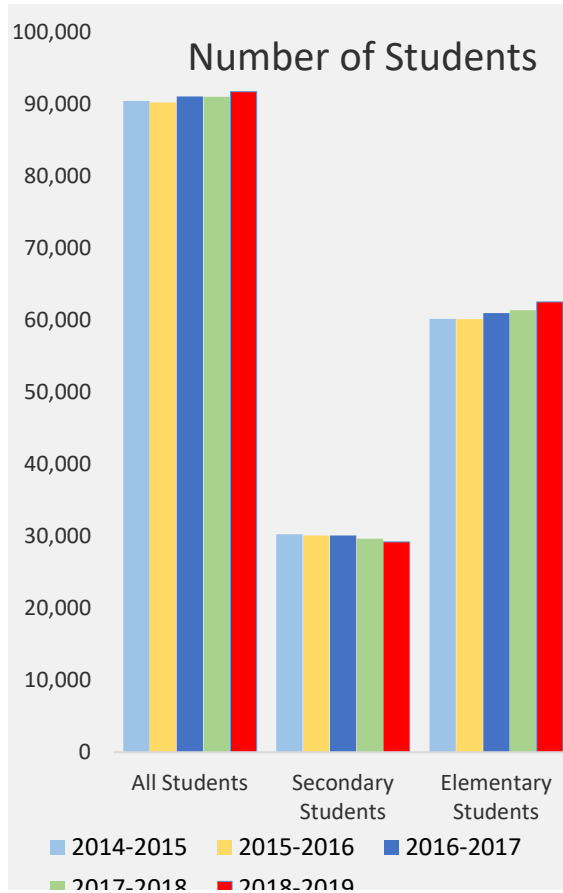


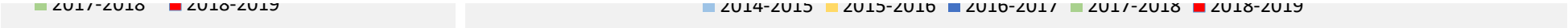




## Number of Students Suspended

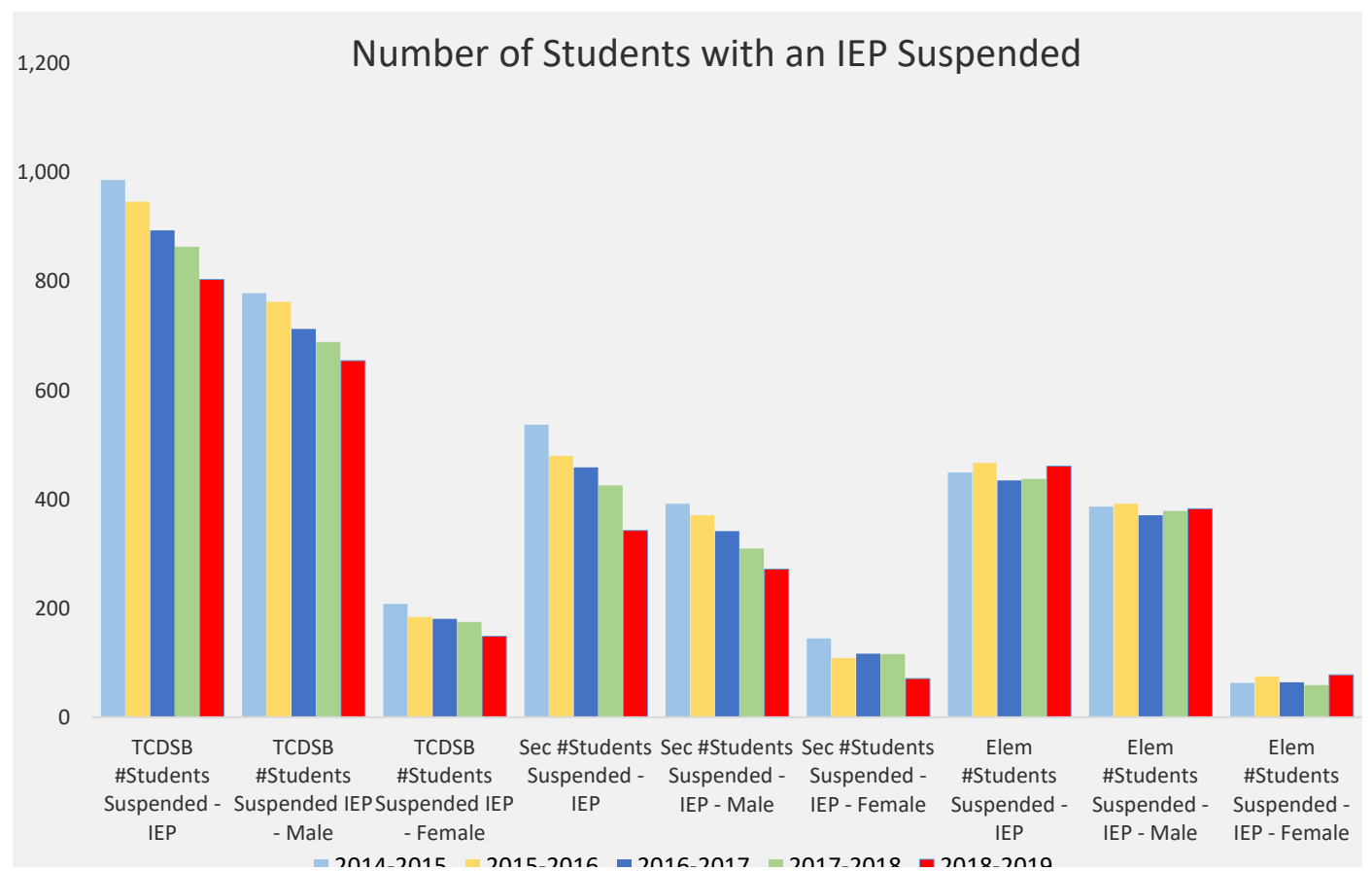
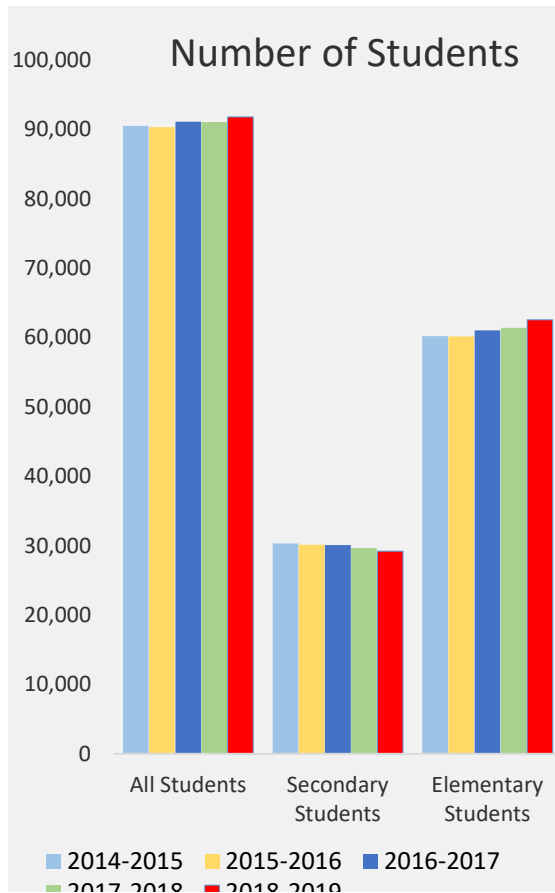
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended	TCDSB #Students Suspended - Male	TCDSB #Students Suspended - Female	Sec #Students Suspended	Sec #Students Suspended - Male	Sec #Students Suspended - Female	Elem #Students Suspended	Elem #Students Suspended - Male	Elem #Students Suspended - Female
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
2018-2019	91,818	29,225	62,593	1,939	1,467	472	947	694	253	992	773	219

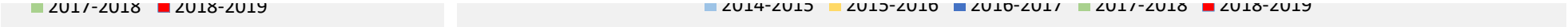




### Number of Students with an IEP Suspended

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
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
2018-2019	91,818	29,225	62,593	804	655	149	343	272	71	461	383	78

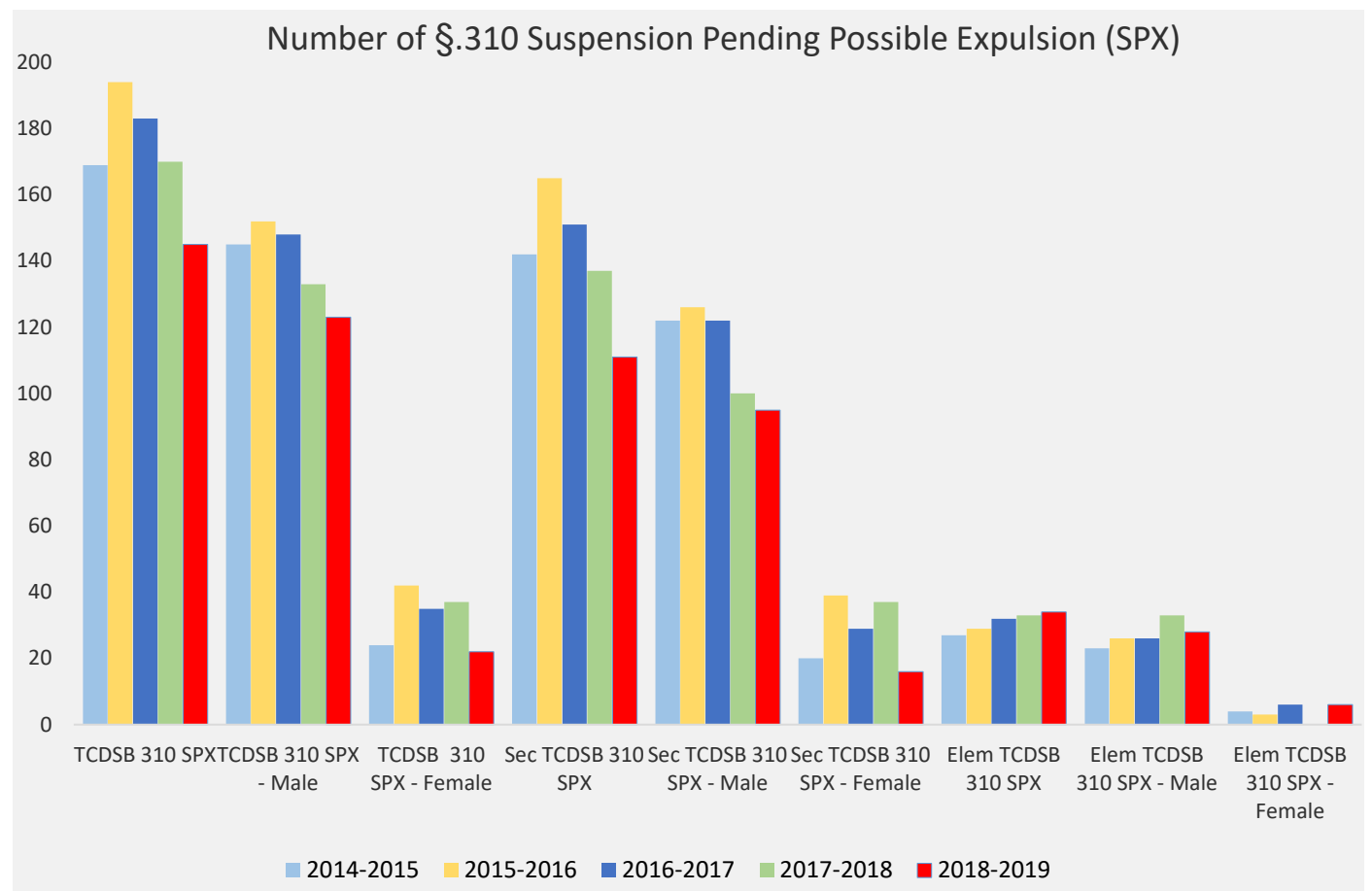
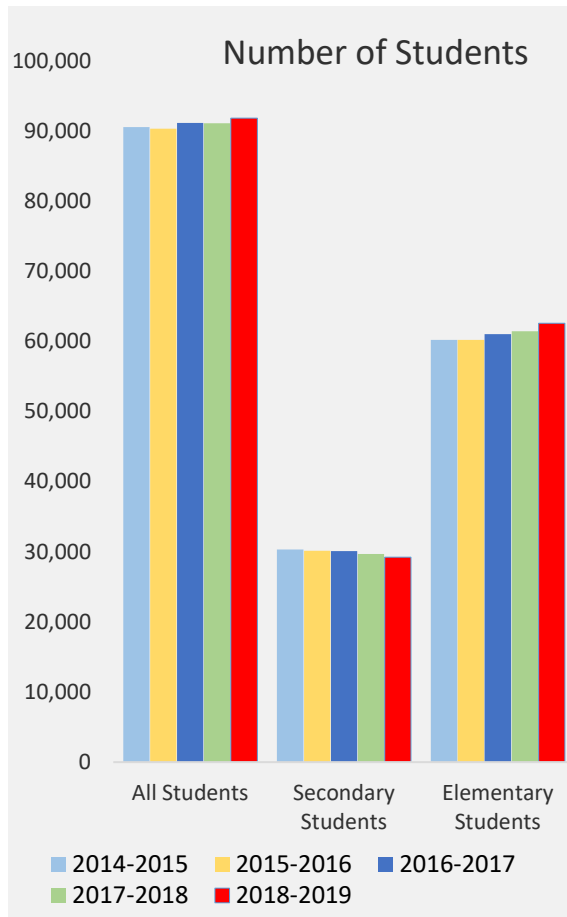




### Number of §.310 Suspension Pending Possible Expulsion (SPX) Issued

TCDSB	All Students	Secondary Students	Elementary Students
2014-2015	90,541	30,319	60,222
2015-2016	90,333	30,149	60,184
2016-2017	91,144	30,109	61,035
2017-2018	91,107	29,673	61,434
2018-2019	91,818	29,225	62,593

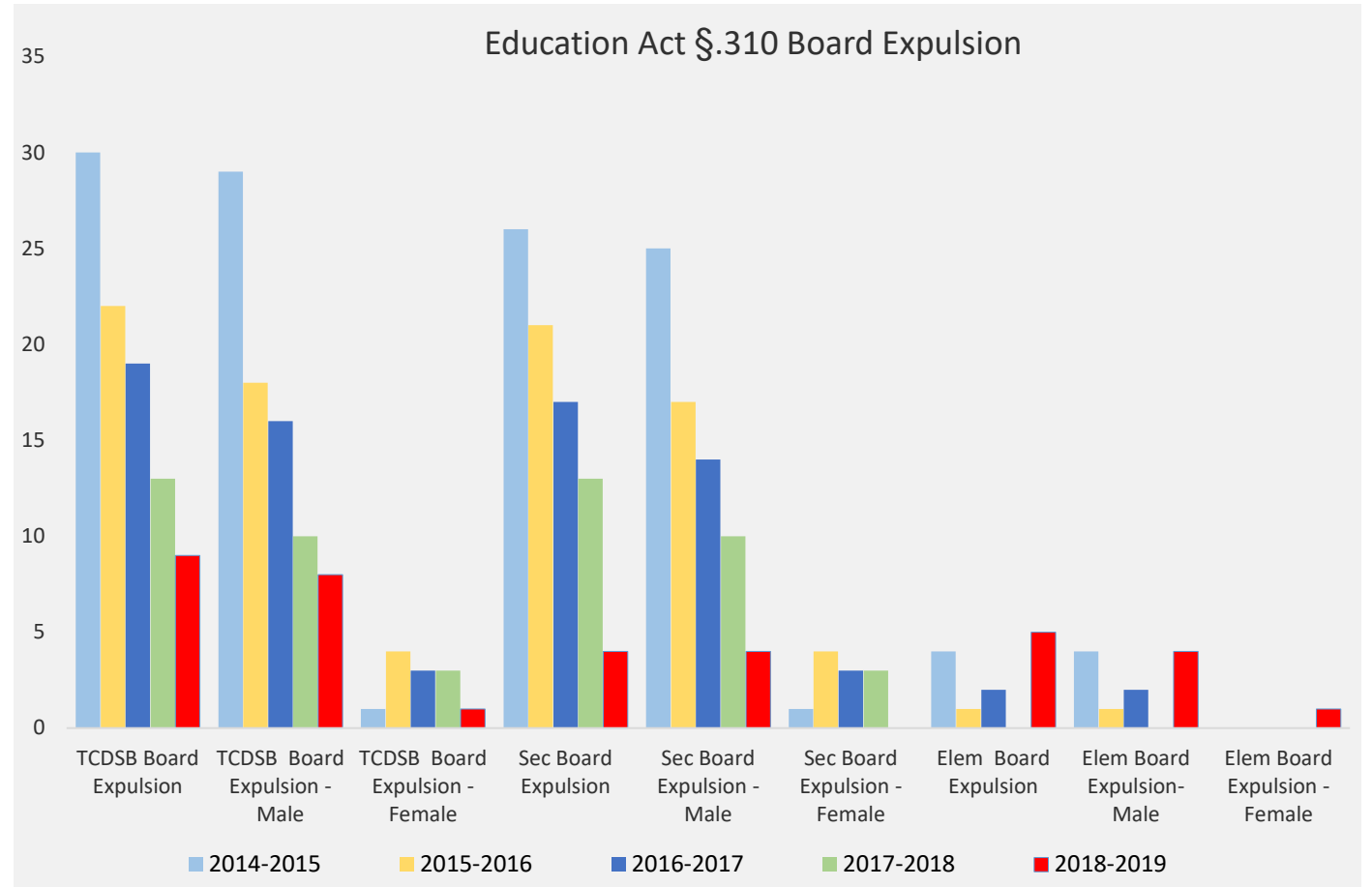
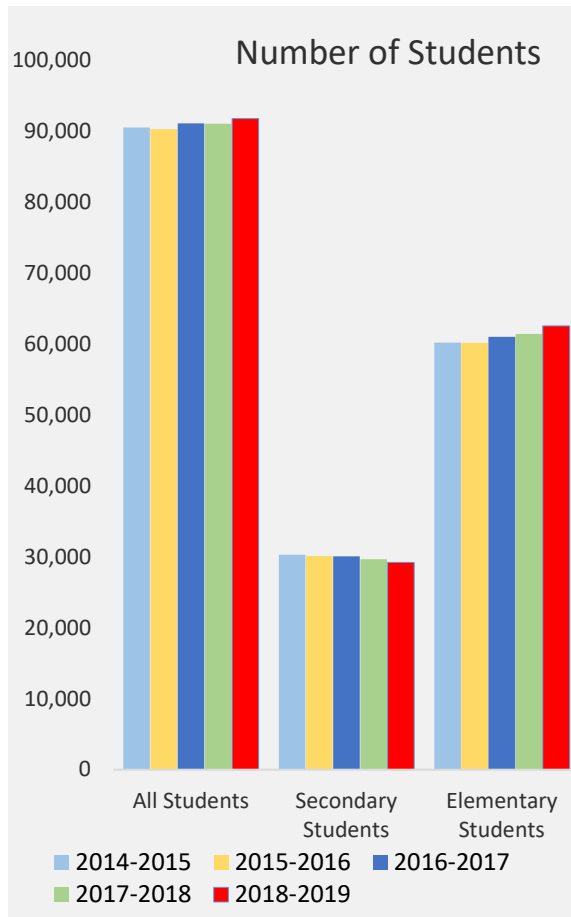
TCDSB 310 SPX	TCDSB 310 SPX - Male	TCDSB 310 SPX - Female	Sec TCDSB 310 SPX	Sec TCDSB 310 SPX - Male	Sec TCDSB 310 SPX - Female	Elem TCDSB 310 SPX	Elem TCDSB 310 SPX - Male	Elem TCDSB 310 SPX - Female
169	145	24	142	122	20	27	23	4
194	152	42	165	126	39	29	26	3
183	148	35	151	122	29	32	26	6
170	133	37	137	100	37	33	33	0
145	123	22	111	95	16	34	28	6



## Education Act §.310 Board Expulsions

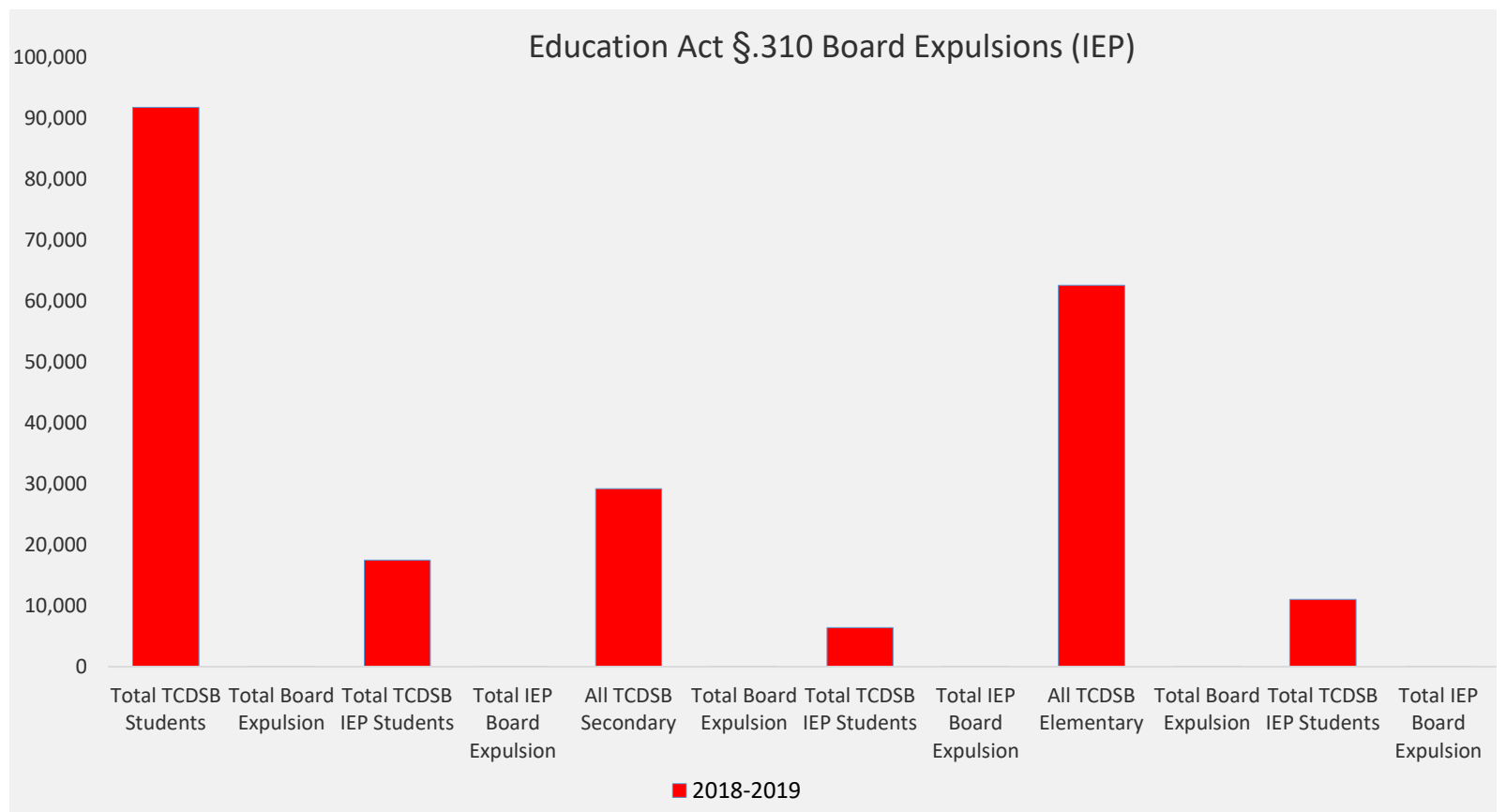
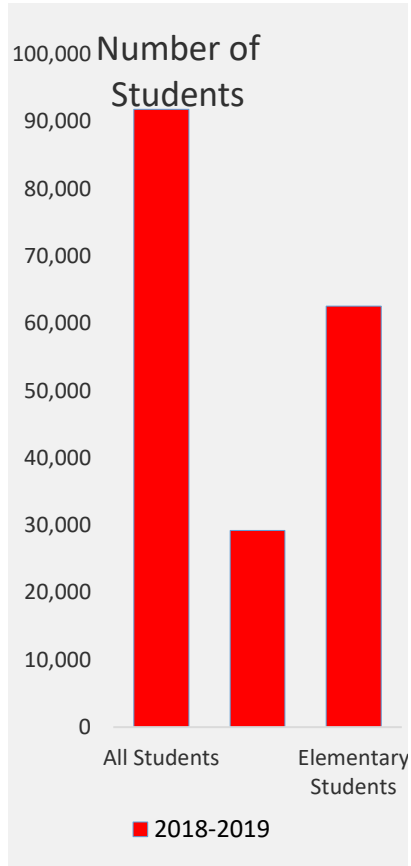
TCDSB	All Students	Secondary Students	Elementary Students
2014-2015	90,541	30,319	60,222
2015-2016	90,333	30,149	60,184
2016-2017	91,144	30,109	61,035
2017-2018	91,107	29,673	61,434
2018-2019	91,818	29,225	62,593

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
30	29	1	26	25	1	4	4	0
22	18	4	21	17	4	1	1	0
19	16	3	17	14	3	2	2	0
13	10	3	13	10	3	0	0	0
9	8	1	4	4	0	5	4	1



### Education Act §.310 Board Expulsions (IEP)

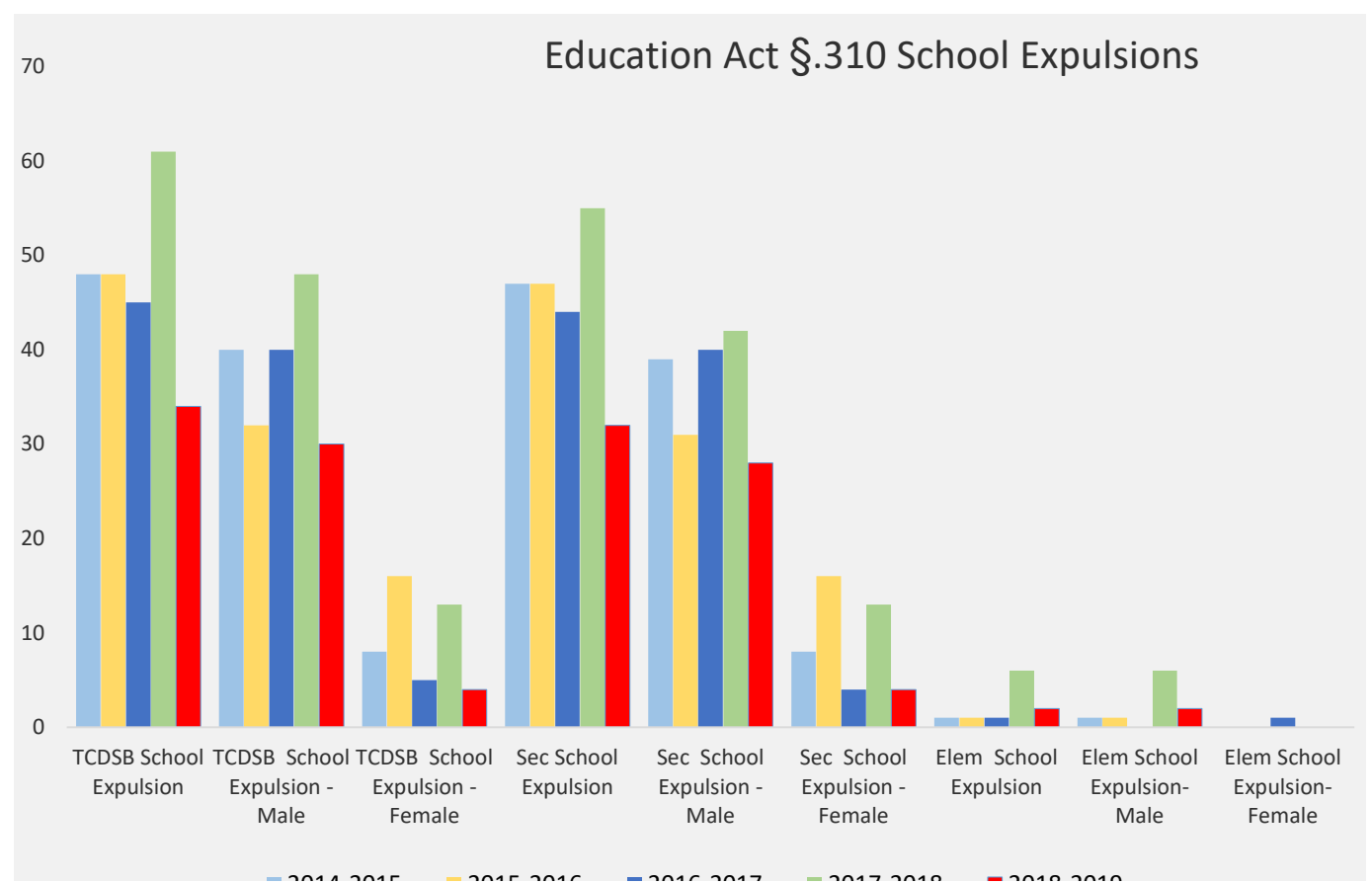
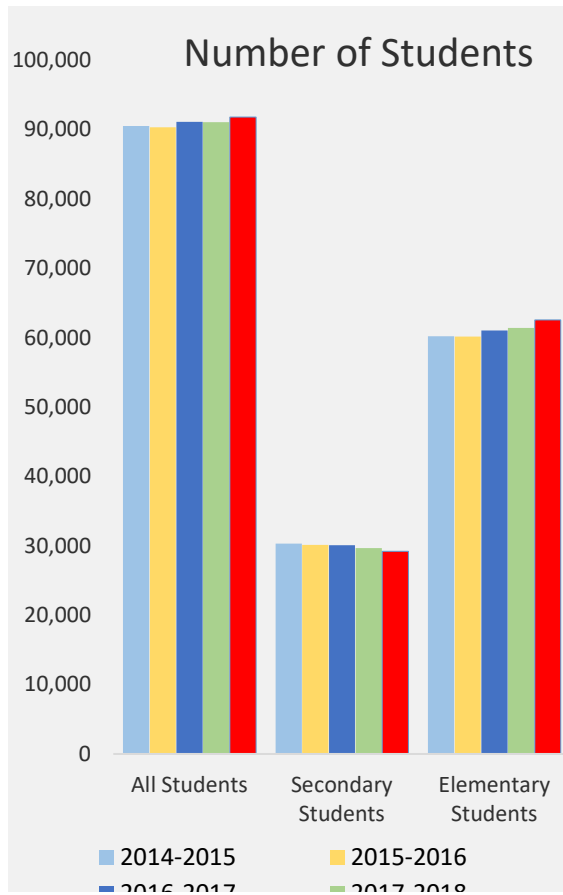
TCDSB	All Students	Secondary Students	Elementary Students	Total TCDSB Students	Total Board Expulsion	Total TCDSB IEP Students	Total IEP Board Expulsion	All TCDSB Secondary	Total Board Expulsion	Total TCDSB IEP Students	Total IEP Board Expulsion	All TCDSB Elementary	Total Board Expulsion	Total TCDSB IEP Students	Total IEP Board Expulsion
2018-2019	91,818	29,225	62,593	91,818	9	17,480	6	29,225	4	6,436	1	62,593	5	11,044	5





## Education Act §.310 School Expulsions

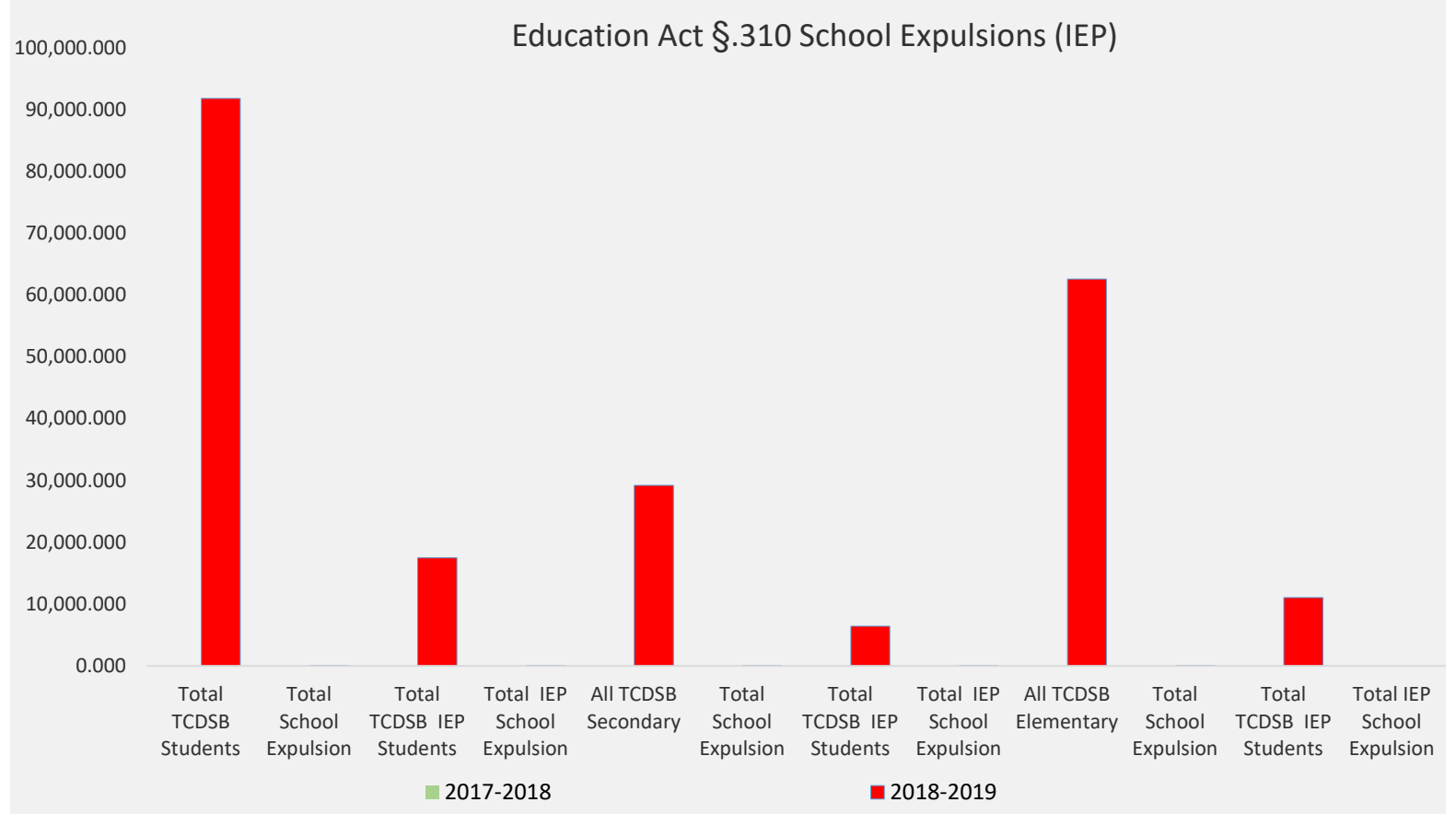
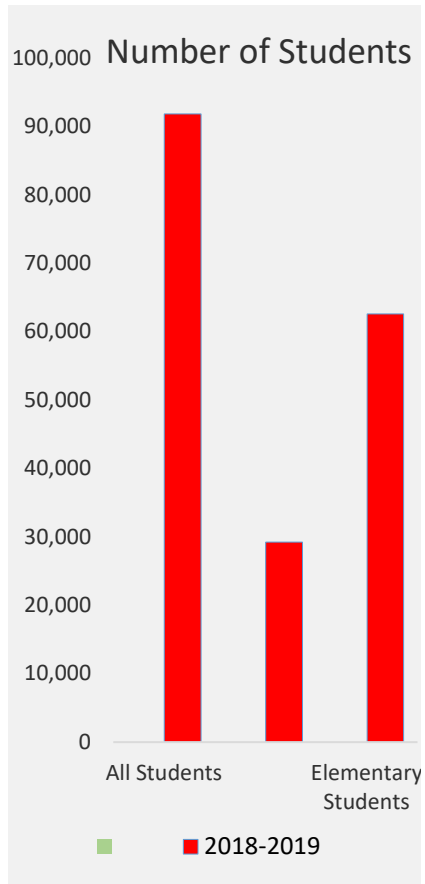
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB School Expulsion	TCDSB School Expulsion - Male	TCDSB School Expulsion - Female	Sec School Expulsion	Sec School Expulsion - Male	Sec School Expulsion - Female	Elem School Expulsion	Elem School Expulsion-Male	Elem School Expulsion-Female
2014-2015	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
2018-2019	91,818	29,225	62,593	34	30	4	32	28	4	2	2	0





Education Act §.310 School Expulsions (IEP)

TCDSB	All Students	Secondary Students	Elementary Students	Total TCDSB Students	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion	All TCDSB Secondary	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion	All TCDSB Elementary	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion
2018-2019	91,818	29,225	62,593	91,818	34	17,480	16	29,225	32	6,436	16	62,593	2	11,044	0





**Safe Schools Department & Educational Research**  
**Safe and Caring Catholic School Climate Survey**  
**Elementary Comparative Review 2016-2017 to 2018-2019**

**Appendix B1**

**A. SCHOOL SAFETY**

Feel <i>Very Safe</i> or <i>Safe</i> :	2018-2019	2017-2018	2016-2017
in school	95%	96%	96%
in the classroom	96%	96%	96%
while eating lunch at school	93%	93%	94%
in the hallways	91%	91%	91%
in the washrooms	85%	86%	86%
at sports/after school events	81%	82%	82%
on the stairs/in stairwells	84%	84%	85%
travelling to and from school	77%	78%	79%
at dismissal time	92%	91%	92%
during indoor recess	92%	93%	94%
outside during recess	80%	81%	82%

**B. UNSAFE ACTIONS**

Activities <i>Seen/Experienced</i> in School	Year	Never	1-3 times	4-6 times
Physical Violence	2018-19	20%	44%	16%
	2017-18	31%	47%	11%
	2016-17	36%	45%	11%
Drug Use	2018-19	93%	5%	1%
	2017-18	94%	4%	<1%
	2016-17	95%	4%	<1%
Conflict because of race	2018-19	66%	25%	4%
	2017-18	65%	25%	5%
	2016-17	67%	23%	5%
Verbal Abuse	2018-19	21%	33%	17%
	2017-18	34%	31%	13%
	2016-17	36%	31%	13%
Gang Activity	2018-19	89%	8%	1%
	2017-18	88%	8%	1%
	2016-17	89%	8%	1%

Activities Witnessed/Experienced in school	Year	Never	1-3 times	4-6 times
Weapons	2018-19	86%	12%	1%
	2017-18	85%	13%	1%
	2016-17	86%	12%	1%
Theft, stealing	2018-19	59%	30%	6%
	2017-18	60%	28%	6%
	2016-17	61%	28%	6%
Harassment based on sexual orientation (Grade 8 only)	2018-19	82%	12%	2%
	2017-18	85%	11%	2%
	2016-17	86%	10%	2%

### C. BULLYING

Since September, how many times have you been bullied at school?	Year	Never	1-3 times	4-6 times
	2018-19	67%	21%	6%
	2017-18	67%	21%	6%
	2016-17	67%	22%	6%

*The percentages reported in the next two questions are for a subset of students - **only those students who experienced being bullied at school** (n = 3552 or 33% in 2018-2019).*

Since September, in what way(s) have you been bullied at school? <i>You may choose more than one</i>	2018-2019	2017-2018	2016-2017
Verbal	85%	88%	87%
Physical	35%	25%	24%
Social	44%	47%	46%
Cyber	17%	16%	15%
Sexual (e.g. inappropriate touching or comments) (Grade 8 only)	13%	12%	11%

Since September, have you told another person about <i>being bullied</i> ?	Year	Yes
	2018-19	67%
	2017-18	71%
	2016-17	71%

Since September, have you <i>seen</i> another student being bullied at school?	Year	Yes
	2018-19	59%
	2017-18	62%
	2016-17	60%

*The percentages reported in the next two questions are for a subset of students – only those students who saw bullying at school (n = 6,317 or 59% in 2018-2019).*

Since September, in what form(s) of bullying have you seen? You may choose more than one.	2018-2019	2017-2018	2016-2017
Verbal	90%	90%	90%
Physical	62%	48%	45%
Social	58%	58%	57%
Cyber	27%	27%	26%
Sexual (e.g. inappropriate touching or comments) (Grade 8 only)	17%	15%	16%

	Year	Yes
Since September, did you tell anyone about the bullying you saw?	2018-19	63%
	2017-18	50%
	2016-17	48%

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
	2018-19	15%	27%	56%
	2017-18	15%	27%	56%
	2016-17	14%	25%	59%



**Safe Schools and Educational Research Departments**  
**Safe Schools Survey**  
**Secondary Comparative Review 2016-2017 to 2018-2019**

**Appendix B2**

**A. SCHOOL SAFETY**

<i>Feel Very Safe or Safe</i>	2018-2019	2017-2018	2016-2017
in school	93%	92%	91%
in the classroom	95%	95%	93%
in the cafeteria/lunch time	91%	90%	88%
in the hallways	90%	90%	87%
in the washrooms	85%	86%	83%
at sports/after school events	94%	93%	90%
on the stairs/in stairwells	91%	90%	87%
travelling to and from school	85%	86%	82%
at dismissal time	91%	91%	88%
in the parking lot	81%	80%	76%

**B. UNSAFE ACTIONS**

<i>Activities Witnessed/Experienced in School</i>	Year	Never	1-3 times	4-6 times
Physical Violence	2018-19	58%	35%	4%
	2017-18	55%	35%	4%
	2016-17	54%	35%	5%
Drug Use	2018-19	58%	24%	6%
	2017-18	62%	22%	6%
	2016-17	60%	21%	6%
Inter-racial Conflict	2018-19	73%	20%	3%
	2017-18	71%	20%	4%
	2016-17	69%	21%	4%
Verbal Abuse	2018-19	41%	34%	10%
	2017-18	40%	32%	10%
	2016-17	38%	33%	10%
Gang Activity	2018-19	81%	13%	2%
	2017-18	78%	15%	3%
	2016-17	79%	13%	2%
Weapons	2018-19	83%	13%	2%
	2017-18	81%	15%	2%
	2016-17	81%	13%	2%

Activities <i>Witnessed/Experienced</i> in School	Year	Never	1-3 times	4-6 times
Theft	2018-19	71%	22%	3%
	2017-18	67%	24%	4%
	2016-17	66%	23%	4%
Relationship Violence	2018-19	81%	15%	2%
	2017-18	79%	16%	2%
	2016-17	77%	16%	2%
Harassment based on sexual orientation	2018-19	83%	12%	2%
	2017-18	83%	12%	2%
	2016-17	81%	12%	2%
Alcohol Use	2018-19	83%	12%	2%
	2017-18	83%	11%	2%
	2016-17	80%	11%	3%

### C. BULLYING

Since September, how often have you been bullied?	Year	Never	1-3 times	4-6 times
	2018-19	86%	10%	1%
	2017-18	84%	11%	2%
	2016-17	84%	11%	2%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (n=691 or 14% in 2018-19).*

Since September, what form(s) of bullying have you <i>experienced</i> ? You may choose more than one.	2018-2019	2017-2018	2016-2017
Verbal	86%	83%	85%
Physical	23%	26%	25%
Social	50%	50%	48%
Cyber	29%	30%	31%
Sexual (e.g., inappropriate touching or comments)	17%	15%	15%

Since September, have you told another person about being bullied?	Year	Yes
	2018-19	49%
	2017-18	20%
	2016-17	19%



Since September, have you ever <i>witnessed</i> another student being bullied at school?	Year		Yes
	2018-19		33%
	2017-18		34%
	2016-17		35%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (n=1662 or 33% in 2018-2019).*

Since September, what form(s) of bullying have you <i>witnessed</i> ? You may choose more than one.	2018-2019	2017-2018	2016-2017
Verbal	88%	88%	89%
Physical	40%	43%	43%
Social	57%	58%	60%
Cyber	37%	39%	42%
Sexual (e.g., inappropriate touching or comments)	18%	18%	17%

Since September, did you report any form of bullying you <i>witnessed</i> ?	Year		Yes
	2018-19		19%
	2017-18		16%
	2016-17		16%

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
	2018-19	9%	18%	72%
	2017-18	10%	16%	68%
	2016-17	11%	17%	70%



**Appendix B3**

**Safe Schools Department & Educational Research**  
**2017-2018 Safe and Caring Catholic School Climate Survey**  
**Elementary Gender Breakdown**

**A. SCHOOL SAFETY**

<i>Feel Very safe or Safe:</i>	Female	Male
in school	96%	95%
in the classroom	96%	96%
while eating lunch at school	94%	92%
in the hallways	91%	90%
in the washrooms	86%	83%
at sports/after school events	82%	79%
on the stairs/in stairwells	84%	84%
travelling to and from school	77%	77%
at dismissal time	91%	92%
during indoor recess	93%	92%
outside during recess	81%	80%

**B. UNSAFE ACTIONS**

<i>Activities Witnessed/Experienced in School</i>		Never	1-3 times	4-6 times
Physical Violence	Female	23%	46%	15%
	Male	18%	43%	17%
Drug Use	Female	93%	6%	1%
	Male	93%	5%	1%
Conflict because of race	Female	65%	26%	5%
	Male	67%	23%	4%
Verbal Abuse	Female	20%	33%	18%
	Male	21%	32%	16%
Gang Activity	Female	89%	8%	1%
	Male	88%	9%	1%
Weapons	Female	86%	12%	1%
	Male	86%	12%	1%
Theft, stealing	Female	60%	30%	6%
	Male	58%	30%	6%

Activities Witnessed/Experienced in School		Never	1-3 times	4-6 times
Harassment based on sexual orientation (Grade 8 only)	Female	80%	14%	3%
	Male	84%	10%	2%

### C. BULLYING

Since September, how many times have you been bullied at school?		Never	2-3 times	4-6 times
	Female	65%	22%	7%
	Male	69%	20%	6%

*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 = 1849 or 35%; male n = 1670 or 31% in 2018-2019).*

Since September, in what way(s) have you been bullied at school? <i>You may choose more than one</i>	Female	Male
Verbal	86%	85%
Physical	26%	46%
Social	50%	37%
Cyber	21%	13%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	15%	11%

Since September, have you told another person about <i>being bullied</i> ?		Yes
	Female	69%
	Male	65%

Since September, have you <i>seen</i> another student being bullied at school?		Yes
	Female	62%
	Male	57%

The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (female n = 3245 or 62%; male n = 3015 or 57% in 2018-2019).

Since September, what form(s) of bullying have you witnessed? You may choose more than one	Female	Male
Verbal	91%	89%
Physical	59%	65%
Social	65%	51%
Cyber	31%	24%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	18%	15%

Since September, did you tell anyone about the bullying you saw?		Yes
	Female	66%
	Male	61%

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%	25%	58%



**Safe Schools Department & Educational Research  
2018-2019 Safe School Survey  
Secondary Gender Breakdown**

**Appendix B4**

**A. SCHOOL SAFETY**

<i>Feel Very Safe or Safe</i>	<b>Female</b>	<b>Male</b>
in school	94%	91%
in the classroom	96%	95%
in the cafeteria/lunch time	91%	91%
in the hallways	90%	90%
in the washrooms	89%	79%
at sports/after school events	94%	94%
on the stairs/in stairwells	91%	91%
travelling to and from school	83%	88%
at dismissal time	91%	92%
in the parking lot	80%	83%

**B. UNSAFE ACTIONS**

<i>Activities Witnessed/Experienced in School</i>		<b>Never</b>	<b>1-3 times</b>	<b>4-6 times</b>
Physical Violence	Female	64%	31%	3%
	Male	50%	40%	5%
Drug Use	Female	57%	25%	7%
	Male	60%	21%	6%
Inter-racial Conflicts	Female	73%	21%	3%
	Male	73%	19%	3%
Verbal Abuse	Female	41%	37%	10%
	Male	40%	29%	10%
Gang Activity	Female	84%	11%	2%
	Male	78%	14%	3%
Weapons	Female	88%	10%	1%
	Male	78%	17%	3%
Theft	Female	72%	22%	3%
	Male	71%	21%	4%
Relationship Violence	Female	82%	14%	2%
	Male	79%	17%	2%
Harassment based on sexual orientation	Female	84%	12%	2%
	Male	82%	11%	2%
Alcohol Use	Female	83%	12%	2%
	Male	83%	11%	3%

### C. BULLYING

Since September, how often have you been bullied?		Never	1-3 times	4-6 times
	Female	86%	11%	1%
	Male	87%	9%	1%

*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 = 390 or 14%; male n = 299 or 13% in 2018-2019).*

Since September, what form(s) of bullying have you experienced? Choose all that apply.	Female	Male
Verbal	85%	86%
Physical	13%	36%
Social	58%	40%
Cyber	30%	28%
Sexual (e.g., inappropriate touching or comments)	15%	21%

Since September, have you told another person about being bullied?		Yes
	Female	55%
	Male	42%

Since September, have you ever <i>witnessed</i> another student being bullied at school?		Yes
	Female	32%
	Male	34%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (female n = 901 or 32%; male n = 758 or 34% in 2018-2019).*

Since September, what form(s) of bullying have you witnessed? You may choose more than one.	Female	Male
Verbal	89%	87%
Physical	34%	48%
Social	68%	43%
Cyber	43%	30%
Sexual (e.g., inappropriate touching or comments)	17%	20%

Since September, did you report any form of bullying you *witnessed*?

	Yes
Female	20%
Male	18%

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	10%	19%	71%
Male	9%	17%	74%



REPORT TO

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

### ANNUAL REPORT 2018-2019: COMMUNICATIONS AND COMMUNITY ENGAGEMENT

*"And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another—and all the more as you see the Day approaching".*

Hebrews 10: 24-25

Created, Draft	First Tabling	Review
8/26/2019	9/5/2019	<a href="#">Click here to enter a date.</a>

Nick D'Avella, Superintendent of Equity, Diversity, Indigenous Education, and Community Relations

Shazia Vlahos, Chief of Communications and Government Relations

John Wujek, Superintendent, Area 5 and Parent Engagement

Manuela Sequeira, Coordinator, International Languages, Parent Engagement, Equity, and Community Relations

### 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

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer



## A. EXECUTIVE SUMMARY

As a Catholic learning organization, the Toronto Catholic District School Board is committed to continuous improvement through authentic community engagement in order to fulfil its mission and vision. It continues to leverage the expertise and resources within the broader community to enhance programs and services. The Board continues to be responsive to the needs and input of over half a million Catholic stakeholders through accessible, effective, and transparent communication, as well as, authentic consultation and engagement opportunities.

This report highlights key staff-planned, supported and executed system-wide communications and consultation initiatives, learning opportunities, community and cultural engagement events, and advisory committee undertakings for the 2018-2019 academic year.

The scope of communications and community engagement initiatives undertaken by staff in the 2018-2019 school year is comprehensive and supports all six strategic directions of the Multi Year Strategic Plan, with particular emphasis on *Enhancing Public Confidence*, *Achieving Excellence in Governance* and *Living our Catholic Values*.

***The cumulative staff time required to prepare this report was 40 hours.***

## B. PURPOSE

1. This report is submitted in compliance with mandatory reporting requirements in two policies: Communications Policy (A. 37) and Community Engagement Policy (T. 07).
2. The Communications Policy (A. 37) states:

*The effectiveness of this policy in supporting comprehensive best practice communications across the Toronto Catholic District School Board (TCDSB) will be evaluated annually. The highlights, analysis and findings will be documented and published in a formal annual report and presented to the Board of Trustees in September of each year for review.*
3. The Community Engagement Policy (T.07) stipulates:

*A report of the community engagement process as reported by staff is to be reviewed by the Board annually.*

4. The appendices in this report contain the main communications, consultation, community engagement and cultural events, as well as, promising practices to promote student achievement and wellbeing undertaken by the Board's various community advisory committees in the 2018-2019 school year.

## **C. BACKGROUND**

1. As per Board instructions of September 2016, this report is structured in two parts:
  - a. Communications report related to community engagement to include description levels, purpose, and outcomes; and
  - b. A separate listing of community engagement initiatives featuring major learning opportunities and cultural events.
2. The Community Engagement, Communications, and Community Consultations, activities summarized in Appendices A and B seek to capture the scope and breath of community outreach and involvement within the TCDSB.
3. Appendix C, summarizes promising practices and initiatives undertaken by staff in consultation with the Board's Community Advisory Committees in the 2018-2019 school year.

## **D. EVIDENCE/RESEARCH**

1. The TCDSB strives to involve parents/guardians, stakeholders, and community members in meaningful ways on matters under the Board's purview to better understand priorities and community concerns when making decisions. The variety of community engagement and initiatives is evidence of the Board's commitment to effective community involvement to foster relationships, promote equity, and garner stakeholder input.
2. In 2018-2019, the broader TCDSB community was engaged in: budget consultations, capital and planning dialogue, local program and curriculum

discussions, a survey on preferred communications channels and an annual parent voice survey. For 2018-2019, the International Languages Elementary parent voice survey is worthy of particular mention.

3. In 2018-2019, learning opportunities afforded through workshops, monthly cultural and heritage celebrations and events, demonstrated the Board's commitment to creating and sustaining a rich environment of learning, inclusion, diversity, and equity.
4. The TCDSB Community Consultation webpage continues to provide the public with information about all TCDSB public consultations and opportunities for involvement. (<https://www.tcdsb.org/Board/TCDSB-Community-Consultations/Pages/Default.aspx>)
5. The Communications Department continues to expand the TCDSB's profile and reach. Utilizing social media and other communications channels, the Communications Department constantly monitors and evaluates social media platforms and trends to ensure content and messages are received by intended audiences including parents, students, and staff.
6. In the 2018-2019 academic year, established advisory committees have worked with Board staff to implement a variety of promising practices to support student achievement and well-being through cultural responsiveness and equity.

## **E. METRICS AND ACCOUNTABILITY**

1. The outcome/impact of each initiative in Community Engagement and Outreach, Communications, and Advisory Committees undertakings is outlined in a dedicated column in each of Appendix A, B and C. Outcome/impact is measured both qualitatively and quantitatively in accordance with the nature and purpose of the initiative.
2. An important guiding principle of community engagement and consultation at the TCDSB is broad-based accessibility. The Board strives to engage the greatest number of stakeholders meaningfully and authentically. To this end, the Board routinely uses a variety of web-based tools, virtual and actual town-hall forums, face-to-face meetings, workshops, and information sessions.

3. The Communications Department has deployed a variety of effective strategies to ensure that the TCDSB community is informed and engaged and will proactively:

- a) continue to highlight the “TRANSLATE” feature on TCDSB webpages, offering public access to web materials in over 75 languages and providing translated versions of surveys when required by families;
- b) continue to promote TCDSB consultations via the Community Consultation webpage featuring all active opportunities for public input; (<https://www.tcdsb.org/Board/TCDSB-Community-Consultations/Pages/Default.aspx>)
- c) explore, in collaboration with the IT Department, opportunities to make the Board website more user-friendly;
- d) continue to support schools with the maintenance of their websites;
- e) implement a social media strategy to amplify the Board’s profile and reach, on Twitter and Instagram, through content creation/curation, the use of tools that schedule and automate posts to maintain a constant presence, and actively engage audiences in relevant ways using videos, images and graphical interchange formats (GIFs);
- f) continue to explore new approaches including sharing relevant information, sharing user-generated content, answering questions, addressing concerns, and showing appreciation for staff;
- g) continue to communicate with TCDSB stakeholders on Twitter<sup>®</sup> (currently there are 36,600 followers, an increase of 6,600 followers since January 2019, with an average of more than 750,000 impressions per month, up from an average of 500,000 per month);
- h) explore additional social media channels to engage the TCDSB community including the use of Instagram<sup>®</sup> (introduced in February, 2018, with 2,400 followers, up by 1,000 followers);
- i) explore the use of YouTube, Facebook, LinkedIn, Search Engine Optimization, and online advertisements to promote TCDSB initiatives, programs, events, and alumni networks; and

- j) continue to strategically map general dates for anticipated consultation initiatives early in the academic program year to optimize community engagement initiatives in order minimize consultation fatigue and allow for advance notice, whenever possible, for key parent engagement groups (CPIC and OAPCE Toronto).
4. Evaluation of current social media content reveals that people are more likely to engage with content, when it is simplified and when it impacts a large number of stakeholders. Accordingly, the Communications Department has shifted its strategy to create content with the use of simplified and direct messages and graphics.

## **F. CONCLUDING STATEMENT**

This report is for the information and consideration of the Board.

## ANNUAL REPORT 2018-2019: TCDSB COMMUNITY ENGAGEMENT/OUTREACH

### Learning Opportunities and Cultural Events

ENGAGEMENT		CONTINU	PURPOSE/GOAL	OUTCOME/IMPACT
Title	Date (Month/ Year)	UM OF ENGAGE MENT		
Nigerian Refugees Outreach	September 2018	Inform	To orient new newcomer families to our education system and inform them of available supports, the Community Relations Department in collaboration with settlement workers and representatives from settlement agencies, initiated an outreach program for newcomer Nigerian parents.	<ul style="list-style-type: none"> <li>○ Over 60 Nigerian parents attended the session at St. Rene Goupil.</li> <li>○ Representatives from 8 settlement agencies and 5 Board staff provided information and resources.</li> </ul>
TRUST 15/ Men of Distinction Program	September 2018 - June 2019	Inform Involve Collaborate	To support the unique social, emotional and academic needs of African Canadian students and other visible minority groups, the Community Relations Department continues to support Trust 15 and The Men of Distinction Program at Msgr. Percy Johnson, Father Henry Carr and the Ladies on the Rise Program at Father Henry	<ul style="list-style-type: none"> <li>○ Over 80 African Canadian students participated in the programs at Msgr. Percy Johnson, Father Henry Carr and St. Andrews.</li> <li>○ These programs support the unique social, emotional and academic needs of students.</li> <li>○ Students were provided with a safe, nurturing space to discuss and find solutions for real life issues surrounding</li> </ul>

ENGAGEMENT		CONTINU	PURPOSE/GOAL	OUTCOME/IMPACT
Title		UM		
	Date (Month/ Year)	OF ENGAGE MENT		
			Carr. Additional programs include Boys of Excellence and Girls on the Rise at St. Andrews Catholic E.S.	<p>self-esteem, conflict-resolution, abuse, violence, peer pressure, and family life.</p> <ul style="list-style-type: none"> <li>○ Students were connected to mentors, professionals, and to community leaders who network with the group members, teaching them crucial tips for success and inspiring them to believe in themselves, their talents, and their futures.</li> <li>○ Working on the implementation of a Boys of Excellence and Girls on the Rise program at St. Dorothy Catholic School.</li> </ul>
Partnership Between the TCDSB and Delta Family Resource Centre	September 2018 - June 2019	Collaborate	To support after-school programming for students, parents, caregivers and community members, the Community Relations Department continued its partnership with the Delta Family Resource Centre.	<ul style="list-style-type: none"> <li>○ Over 50 students, parents, caregivers and community members continued to participate in the program located at St. Roch.</li> <li>○ The participants took advantage of the following free services offered by the Centre: daycare, settlement programs and services.</li> <li>○ Community support included a range of activities that enhance individual skills, and promote healthy communities.</li> </ul>

ENGAGEMENT		CONTINU	PURPOSE/GOAL	OUTCOME/IMPACT
Title	Date	UM		
	(Month/ Year)	OF ENGAGE MENT		
Partnership Between the TCDSB and Maple Leaf Sports and Entertainment (MLSE)	September 2018 - June 2019	Collaborate	To provide articles of clothing for distribution to schools in need, the Community Relations Department continued its partnership with the MLSE.	<ul style="list-style-type: none"> <li>○ All Equity-Poverty Action Network (E-PAN) Secondary schools and several Elementary schools received hundreds of items of clothing and sporting supplies that were distributed to the students.</li> </ul>
Partnership Between the TCDSB and Kids Up Front	September 2018 - June 2019	Collaborate	To provide schools, students and parents with opportunities to attend local city sporting events and different art performances free of charge, the Community Relations Department continued its partnership with Kids up Front.	<ul style="list-style-type: none"> <li>○ Several hundred tickets were distributed throughout the school year to multiple schools within the TCDSB system.</li> </ul>



ENGAGEMENT		CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT		
Title	Date (Month/ Year)					
Partnership Between the TCDSB and Motion Ball Sports	October 2019-May 2019	Collaborate	To facilitate community based lunchtime mentoring recreational basketball programs, the Community Relations Department continued its partnership with Motion Ball Sports, a program designed to enhance life skills and support students in the social, emotional, and academic domains.	<ul style="list-style-type: none"> <li>Over 100 students participated in the program at the following schools: St. Roch, St. Stephens, St. Bernard, and St. John the Evangelist.</li> </ul>		
Catholic School Parent Council (CSCP) Welcome and Orientation	October 2018	Inform Involve Collaborate	To provide resources, networking and learning opportunities to new CSCP Executives, the Parent Engagement Department hosted its annual <i>Administrator and CSCP Welcome and Orientation</i> ,	Date	CSPC Professional Learning Plan	No. Of Participants
				Nov. 2018	*The Role Responsibility of the Chair *Communication	55

ENGAGEMENT		CONTINU UM OF ENGAGE MENT	PURPOSE/GOAL	OUTCOME/IMPACT		
Title	Date (Month/ Year)					
			and unveiled the TCDSB`s <i>CSPC Professional Learning Plan for 2019-2020</i> ,	Jan. 2019	*The Role & Responsibility of the Treasurer *Fundraising in Schools	62
				Feb. 2019	*The Role & Responsibility of the Secretary *Conflict Resolution	45
				May20 19	*School By-Laws *CSPC End of the Year Activity and Financial Reporting *New On-Line Submission	60
Newcomer Conference	October 2018	Inform	To provide newcomer families with information and resources, the Community Relations Department organized a Newcomer Conference.	<ul style="list-style-type: none"> <li>300 participants, made up of Grades 6-12 students, teachers and community members attended a plenary session and workshops on</li> </ul>		

ENGAGEMENT		CONTINU	PURPOSE/GOAL	OUTCOME/IMPACT
Title	Date (Month/ Year)	UM OF ENGAGE MENT		
				navigating the Ontario educational system, health and wellness, and on adjusting to life in Canada.
Semana de la Salud (Health Week)	November 2018	Inform	To provide parents with information on mental health and well-being, the Community Relations Department in collaboration with members of the Latin-Hispanic community and the Consulates of Mexico and Colombia participated in the <i>Semana de la Salud</i> forum.	<ul style="list-style-type: none"> <li>○ Mental health information on services and resources was provided to parents.</li> </ul>
The International African Inventors Museum (IAIM)	November 2018-March 2019	Inform	To provide students, parents, staff and community with information on the historical contributions made by the African diaspora, the Community Relations Department scheduled the International African Inventors Museum (IAIM).	<ul style="list-style-type: none"> <li>○ The mobile museum visited seven schools and the CEC.</li> <li>○ Students, parents, staff and community members had the opportunity to learn and celebrate contributions of the African diaspora to Canada and the world.</li> </ul>
Partnership Between the	November 2018-	Inform	To engage, inspire, and to educate students, staff and community	<ul style="list-style-type: none"> <li>○ Over 2000 students, staff and community members from two TCDSB high schools</li> </ul>

ENGAGEMENT		CONTINU	PURPOSE/GOAL	OUTCOME/IMPACT
Title	Date (Month/ Year)	UM OF ENGAGE MENT		
TCDSB and G.I.A. Productions	March 2019		members through various art forms, the Community Relations Department continued its partnership with G.I.A. Productions, a theatre arts organization.	participated in workshops and dramatic presentations on shadeism (skin tone/ complexion bias), the use of the N-word; the state of the Black family, and the unique complexities of the Black female experience.
Indigenous Families Engagement Evening (fall and spring)	November 2018 – June 2019	Inform Involve Collaborate	To engage TCDSB's Indigenous families, the Indigenous Education Department hosted a fall and spring Indigenous Families Evening.	<ul style="list-style-type: none"> <li>○ 100 families and community members attended the event that featured celebrations of Indigenous culture and displays by Indigenous community support groups.</li> <li>○ Indigenous families acknowledged the Board's efforts in outreach and were reassured of the TCDSB's commitment to Indigenous education.</li> </ul>
Navigating the School System: Workshops for Parents	December 2018 - March 2019	Inform	To support the On-Your-Mark After School Tutoring Program, the Community Relations Department delivered presentations for parents on admissions, school protocol, TCDSB policies and procedures,	<ul style="list-style-type: none"> <li>○ 30 parents participated in two workshops held at the Working Women's Centre.</li> <li>○ Parents were provided with resources and information on the topics related to navigating the school system.</li> </ul>

ENGAGEMENT		CONTINU	PURPOSE/GOAL	OUTCOME/IMPACT
Title	Date (Month/ Year)	UM OF ENGAGE MENT		
			and parental and community engagement.	
Tamil Canadian Heritage Month Celebration	January 2019	Inform Involve Collaborate	To celebrate the Tamil Canadian heritage and culture, the Community Relations Department organized a mass and cultural expose.	<ul style="list-style-type: none"> <li>○ More than 600 students from Jean Vanier were involved in the celebration.</li> <li>○ There was trustee, staff, parent and community member representation.</li> </ul>
Power to Girls Conference	March 2019	Inform Collaborate	To support African Canadian girls, the Community Relations Department collaborated with the Power to Girls organization to organized a one-day conference to celebrate International Women's Day and to provide learning opportunities for African Canadian girls.	<ul style="list-style-type: none"> <li>○ The conference at the CEC was attended by 250 students from 5 schools.</li> <li>○ There was trustee, staff, parent and community member representation.</li> </ul>
Toronto ALPHA's History Meets Humanity	April 2019	Collaborate	To raise awareness of the unique history and involvement of the Asian community in WWII, the Community Relations Department	<ul style="list-style-type: none"> <li>○ The conference was attended by 120 students from Cardinal Newman.</li> <li>○ Students participated in the assembly and in various workshops.</li> </ul>

ENGAGEMENT		CONTINU	PURPOSE/GOAL	OUTCOME/IMPACT
Title	Date	UM		
	(Month/	OF		
	Year)	ENGAGE		
		MENT		
Conference on WWII in Asia			supported the History Meets Humanity Conference.	
Mayor John Tory's Cricket Awards	April 2019	Collaborate	To recognize excellence in the sport of Cricket, the Community Relations Department participated in the annual Mayor John Tory's Cricket Awards event.	<ul style="list-style-type: none"> <li>Over 200 TCDSB students, staff and community volunteers were recognized for their contributions to the growth of Cricket across the GTA.</li> </ul>
Food Donation Partnership Sheraton Hotel and Convention Center	April 2019-present	Collaborate	To support E-PAN Nutrition Programs, the Community Relations Department undertook to partner with the Sheraton Hotel C.C. (Airport Location).	<ul style="list-style-type: none"> <li>All Equity Poverty Action Network (E-PAN) Secondary schools and several Elementary schools received hundreds of food items in support of their nutrition programs.</li> </ul>
Asian Canadian Mass and Cultural Expose	May 2019	Inform Involve Collaborate	To celebrate the Asian Canadian heritage and culture, the Community Relations Department organized a mass and cultural expose.	<ul style="list-style-type: none"> <li>600 participants comprised of students, parents/guardians and staff from 15 schools, along with dignitaries from the Asian community, attended the cultural celebration at St. Joseph Morrow Park.</li> </ul>
TCDSB Woodbine Festival of the Arts	May 2019	Inform	To celebrate excellence in the arts, the Community Relations Department organized the yearly Woodbine Festival of the Arts.	<ul style="list-style-type: none"> <li>Over 2000 students from 50 TCDSB schools participated in the festival.</li> <li>There was trustee, staff, parent and community member representation.</li> </ul>

ENGAGEMENT		CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT		
Title	Date (Month/ Year)					
				<ul style="list-style-type: none"> <li>Students had an opportunity to express their artistic talents in music, band, strings, vocal, visual art, drama and dance in a public space.</li> </ul>		
Parent Reaching Out (PRO) Regional Grant: Engaging and Supporting our Diverse Parent Communities in their Heritage Language	May 2019 – June 2019	Inform Involve Collaborate Empower	To provide parents with learning and engagement opportunities, in an environment free of language and cultural barriers, the Parent Engagement Department, in collaboration with the International Languages Department, enacted a plan to empower, support and engage staff and community leaders in the International Languages Elementary (ILE) After Hours program. A key goal was to plan, organize and deliver parent learning sessions held in the parents'	Date	ILE After Hours Centre – Language Workshops	No. Of Participants
				May 2019	<i>St. Jane Frances-Vietnamese</i> *Parents as Mirrors for Children *Transition to High School	220
				June 2019	<i>James Culnan - Vietnamese</i> *Developing Good Study Habits Now for The Future *Healthy Balanced Lifestyle	200

ENGAGEMENT		CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT		
Title	Date (Month/Year)					
			heritage language, in existing ILE After Hours Centres.	June 8, 2019	<i>St. Mary of the Angels-Tigrinya</i> *Building Networks of Parents Advocacy at the Day School *The Education System	180
Navigating Through a Digital World	May 2019	Inform Involve Collaborate	To raise awareness of the free digital and technology programs and services available to students and families, the 21 <sup>st</sup> Century Learning Department in collaboration with the Parent Engagement Department hosted a day of digital learning sessions for parents.	<ul style="list-style-type: none"> <li>○ 100 parents registered for the event and had the opportunity to attend the following workshops:</li> <li>● Learning and Exploring Inclusive Education with Minecraft</li> <li>● Ontario's Virtual Learning Environment in TCDSB: Engaging in Your Child's Learning Online</li> <li>● Exploring MyBlueprint)</li> <li>● 21st Century Learning: Full STEAM ahead with the NeXt Lesson</li> <li>● Google and Read &amp; Write</li> <li>● Digital Innovation Hubs at your local Toronto Public Library</li> <li>● Living our Virtues in a Virtual World</li> <li>● Parenting the Digital Generation</li> </ul>		



ENGAGEMENT		CONTINU	PURPOSE/GOAL	OUTCOME/IMPACT
Title	Date (Month/ Year)	UM OF ENGAGE MENT		
				<ul style="list-style-type: none"> <li>• Internet Safety and Awareness</li> <li>• #Neverstoplearning</li> </ul>
2 <sup>nd</sup> Forum on Education, Immigration and the Work Force	June 2019	Inform Involve Collaborate	To provide parents, students and the community with information on navigating the education system, immigration, and the work force, the Community Relations Department in partnership with members of the Latin-Hispanic community and the Consulates of Mexico, Colombia and Uruguay organized the <i>2<sup>nd</sup> Forum on Education, Immigration and the Work Force</i> .	<ul style="list-style-type: none"> <li>○ Over 100 people attended the event at St. Mary Catholic Academy.</li> </ul>
Festa della Lingua Italiana	June 2019	Collaborate	To strengthen the existing partnership between the Board and the Italian community, staff and students from TCDSB's International Languages schools participated in the <i>Festa della Lingua Italiana</i> .	<ul style="list-style-type: none"> <li>○ The event was attended by over 400 students.</li> <li>○ There was trustee, staff, parent and community member representation.</li> </ul>
Italian Canadian	June 2019	Inform Involve	To celebrate Italian Canadian heritage and culture, the	

ENGAGEMENT		CONTINU	PURPOSE/GOAL	OUTCOME/IMPACT
Title	Date (Month/ Year)	UM OF ENGAGE MENT		
Heritage Month Celebration		Collaborate	Community Relations Department organized a mass and cultural expose.	<ul style="list-style-type: none"> <li>○ The event was attended by over 500 students from 10 schools.</li> <li>○ There was trustee, staff, parent and community member representation.</li> </ul>
Latin-Hispanic Heritage Month Celebration	June 2019	Inform Involve Collaborate	To celebrate Latin-Hispanic Canadian heritage and culture, the Community Relations Department organized a mass and cultural expose.	<ul style="list-style-type: none"> <li>○ The event was attended by over 400 students from 6 schools.</li> <li>○ There was trustee, staff, parent and community member representation.</li> </ul>
70 <sup>th</sup> Celebration of Polish Language Instruction	June 2019	Collaborate	To commemorate the 70 years of Polish language instruction at St. Casimir's Church and the 39 years of partnership between TCDSB and St. Casimir's Church in delivering the Polish After Hours International Languages Program, the International Languages Department After Hours staff organized a mass and celebration.	<ul style="list-style-type: none"> <li>○ The event was attended by students, staff, parents, community members.</li> <li>○ TCDSB staff and trustee participated in the ILE After Hours graduation ceremonies and anniversary celebrations.</li> </ul>
Parent and Student Forum for Filipino	June 2019	Inform Involve Collaborate	To engage parents, students and members of the Filipino community, the Community Relations Department organized	<ul style="list-style-type: none"> <li>○ Around 500 community members attended the event at James Cardinal McGuigan.</li> </ul>

ENGAGEMENT		CONTINU	PURPOSE/GOAL	OUTCOME/IMPACT
Title	Date (Month/ Year)	UM OF ENGAGE MENT		
Community: <i>Proudly Pinoy</i>			the annual <i>Proudly Pinoy</i> event to celebrate Filipino heritage and culture and acknowledge the contributions of the Filipino community to our society.	<ul style="list-style-type: none"> <li>○ There was trustee, staff, parent and community member representation.</li> <li>○ Participants had the opportunity to participate in workshops on Communicating with your Child, Student Supports/Career Choices, and Wellness.</li> </ul>
Filipino Inventors and Innovators Museum	June 2019	Inform	To highlight the contributions of Filipino inventors and innovators, the Community Relations Department hosted a Filipino Inventors and Innovators Museum.	<ul style="list-style-type: none"> <li>○ 250 students participated from 5 schools.</li> <li>○ A 10-table exhibit containing Filipino inventors and innovations was featured.</li> </ul>
Parent Forum for the Chinese Community	June 2019	Inform Involve Collaborate	To provide Chinese parents, students and community members with information on health and wellness, the Community Relations Department in collaboration with the Chinese Walking With You Cancer Caring Group organized a <i>Parent Forum for the Chinese Community</i>	<ul style="list-style-type: none"> <li>○ Over 250 Chinese parents/guardians, seniors and medical professionals attended the event at Mary Ward Catholic Secondary School.</li> <li>○ All had the opportunity to learn about personal health strategies and receive information about cancer and available resources for treatment.</li> </ul>
Filipino Canadian Mass	June 2019	Inform Involve	To celebrate Filipino Canadian heritage and culture, the	<ul style="list-style-type: none"> <li>○ 500 students and parents from 5 schools were in attendance.</li> </ul>

ENGAGEMENT		CONTINU	PURPOSE/GOAL	OUTCOME/IMPACT
Title		UM		
	Date	OF		
	(Month/	ENGAGE		
	Year)	MENT		
and Cultural Expose’		Collaborate	Community Relations Department organized a mass and cultural expose.	<ul style="list-style-type: none"> <li>○ There was trustee, staff, parent and community member representation.</li> </ul>
Community Learning, Networking and Dinner with Cardinal Collins	June 2019	Inform Involve	To provide parents with information on guiding students in their faith, in modern times, the Community Relations Department in partnership with Filipino Catholic Parents Association in Catholic Education (FCPACE), Filipino Advisory Committee and the Catholic Parent Involvement Committee (CPIC), organized an evening with Cardinal Collins.	<ul style="list-style-type: none"> <li>○ 150 parents, students and staff attended the event at the CEC.</li> <li>○ His Eminence Cardinal Collins delivered the key note address.</li> <li>○ There was trustee and community member representation.</li> </ul>

# ANNUAL REPORT 2018-2019: TCDSB COMMUNICATIONS

## Community Consultation and Engagement

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
James Culnan – Site Improvements - Meeting-Trustee Request	September 2018	Inform	To provide information to Area Trustee regarding the site improvements project at James Culnan.	<ul style="list-style-type: none"> <li>○ Coordinated the site improvements to ensure that parking for teaching staff and permit holders would be available during construction.</li> </ul>
Blessed Archbishop Romero-St. Oscar Romero – Partnership Meeting with Councilor/City of Toronto	September 2018	Collaborate	To discuss the use of shared lands and proposed artificial turf project.	<ul style="list-style-type: none"> <li>○ TCDSB staff continued discussion with City staff, leading to agreement regarding upgrading of field to be carried out by City and funded by TCDSB, to be maintained by the City.</li> <li>○ Shared Use Agreement being developed.</li> </ul>
Blessed Sacrament – Playground Installation –	September 2018	Involve	To celebrate official opening and blessing of the new playground.	<ul style="list-style-type: none"> <li>○ Ribbon cutting and student use of the new playground equipment.</li> <li>○ Invited guests included: city councilor, trustee, CSPC, superintendents, associate director,</li> </ul>

<b>ENGAGEMENT Title</b>	<b>Date (Month/Year)</b>	<b>CONTINUUM OF ENGAGEMENT</b>	<b>PURPOSE/GOAL</b>	<b>OUTCOME/IMPACT</b>
Blessing/Opening Ceremony				contractor, consultant, SQS, and renewal supervisor.
Michael Power/St. Joseph – Artificial Turf Field and Track	September 2018	Collaborate	To present information and answer questions from neighbours about new artificial turf field under construction.	<ul style="list-style-type: none"> <li>○ Approximately 40 community members attended.</li> <li>○ Commitment to plant trees along property line to provide screening for neighbours.</li> </ul>
Michael Power St. Joseph – Relocation of Waste and Recycling Bulk Heads -Meeting	September 2018	Consult	To meet with City of Toronto Waste and Recycling supervisor, SQS, officer and community to identify by-law requirements.	<ul style="list-style-type: none"> <li>○ New location for Bulk Heads was established.</li> </ul>
Year 1/3 School Travel Planning (STP) Program Implemented at St. Anselm	September 2018 – June 2019	Inform Consult Involve Collaborate Consensus Empower	To gather baseline data, determine priorities and develop an action plan for years 2 and 3.	<ul style="list-style-type: none"> <li>○ School travel planning committee established (involves principal, trustee, councilor, parent and student stakeholders, as well as, representatives from various city divisions responsible for, but not limited to, policing, transportation &amp; public health).</li> <li>○ Monthly STP committee meetings held at school throughout the year.</li> </ul>

<b>ENGAGEMENT Title</b>	<b>Date (Month/Year)</b>	<b>CONTINUUM OF ENGAGEMENT</b>	<b>PURPOSE/GOAL</b>	<b>OUTCOME/IMPACT</b>
Year 1/3 School Travel Planning (STP) Program Implemented at St. Margaret	September 2018 – June 2019	Inform Consult Involve Collaborate Consensus Empower	To gather baseline data, determine priorities and an develop an action plan for years 2 and 3.	<ul style="list-style-type: none"> <li>○ School travel planning committee established (involves principal, trustee, councilor, parent and student stakeholders as well as representatives from various city divisions responsible for, but not limited to, policing, transportation &amp; public health).</li> <li>○ Monthly STP committee meetings held at school throughout the year.</li> <li>○ Community walk-about conducted to observe baseline conditions.</li> <li>○ As a result of STP, the City commissioned a traffic study for the immediate neighborhood which will recommend various interventions to improve safety. As this study is conducted by the City there is high likelihood that the recommendations will be fully implemented.</li> </ul>
Year 1/3 School Travel Planning Committee (STP) Program Implemented at St. Andrew	September 2018 – June 2019	Inform Consult Involve Collaborate Consensus Empower	To gather baseline data and determine what the priorities are and create and develop action plan for year 2 and 3.	<ul style="list-style-type: none"> <li>○ School Travel Planning Committee established (involves principal, trustee, councilor, parent and student stakeholders as well as representatives from various city divisions responsible for, but not limited to, policing, transportation &amp; public health).</li> <li>○ Monthly STP committee meetings held at school throughout the year.</li> <li>○ Community walk-about conducted to observe baseline conditions.</li> </ul>

<b>ENGAGEMENT Title</b>	<b>Date (Month/Year)</b>	<b>CONTINUUM OF ENGAGEMENT</b>	<b>PURPOSE/GOAL</b>	<b>OUTCOME/IMPACT</b>
Year 2/3 School Travel Planning (STP) Program at St. Eugene	September 2018 – June 2019	Inform Consult Involve Collaborate Consensus Empower	To implement action items identified in year 1, as well as, gather additional data.	<ul style="list-style-type: none"> <li>○ STP Committee organized regular walk-to-school events throughout the year.</li> <li>○ Monthly STP committee meetings held at school throughout the year.</li> <li>○ STP Committee worked with Toronto Transportation Services (TTS) to update on-street signage based on recommendations of the STP.</li> <li>○ Vision Zero school safety zone implemented through collaboration with TTS, includes flashing watch-your-speed signage.</li> </ul>
Year 2/3 School Travel Planning (STP) Program at St. Fidelis	September 2018 – June 2019	Inform Consult Involve Collaborate Consensus Empower	To implement action items identified in year 1, as well as, gather additional data.	<ul style="list-style-type: none"> <li>○ Monthly STP committee meetings held at school throughout the year.</li> <li>○ Worked on improving kiss and ride conditions.</li> <li>○ School is kick starting a kiss and ride registration process in Fall 2019 which will help facilitate quicker student pickup at the end of the school day.</li> <li>○ Best practices learned from implementation will be used to guide future implementation at other TCDSB sites.</li> </ul>



<b>ENGAGEMENT Title</b>	<b>Date (Month/Year)</b>	<b>CONTINUUM OF ENGAGEMENT</b>	<b>PURPOSE/GOAL</b>	<b>OUTCOME/IMPACT</b>
Year 2/3 School Travel Planning (STP) Program at St. Mary	September 2018 – June 2019	Inform Consult Involve Collaborate Consensus Empower	To implement action items identified in year, 1 as well as, gather additional data.	<ul style="list-style-type: none"> <li>○ Monthly STP committee meetings held at school throughout the year.</li> <li>○ STP committee worked with local councilor to enact changes to signage and parking around school site.</li> </ul>
Year 2/3 School Travel Planning (STP) Program at St. Nicholas of Bari	September 2018 – June 2019	Inform Consult Involve Collaborate Consensus Empower	To implement action items identified in year 1 as well as, gather additional data.	<ul style="list-style-type: none"> <li>○ Monthly STP committee meetings held at school throughout the year.</li> <li>○ TP committee worked with local councilor to create a bus loading zone in front of school, previously this area had on-street parking which created safety concerns.</li> <li>○ Metrolinx was contacted to improve conditions (garbage and broken fence) on the adjacent rail corridor.</li> </ul>
Year 3/3 School Travel Planning (STP) Program at St. Thomas Aquinas	September 2018 – June 2019	Inform Consult Involve Collaborate Consensus Empower	To implement action items identified in year 2 as well as, gather additional data.	<ul style="list-style-type: none"> <li>○ Monthly STP committee meetings held at school throughout the year.</li> <li>○ Metrolinx was a member of this school's STP committee and were valuable in providing construction updates.</li> </ul>

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
				<ul style="list-style-type: none"> <li>○ STP committee organized a number of active transportation promotional events throughout the year such as winter walk day.</li> </ul>
Cardinal Leger Urban Planning Workshop	September 2018	Inform Consult Involve Collaborate	To facilitate an annual urban planning workshop for grade 8 geography class.	<ul style="list-style-type: none"> <li>○ Educated students of urban planning as a career.</li> <li>○ Built on the students critical thinking skills.</li> </ul>
St. Anselm – Site Revitalization – Committee Meeting	October 2018	Collaborate	<p>To develop a site revitalization plan for implementation.</p> <p>To achieve a balance between a final scope of work and CSPC project funding</p>	<ul style="list-style-type: none"> <li>○ Committee members comprised of CSPC, principal, SQS, custodian and renewal supervisor and consultant. Resource committee members, trustee, City of Toronto councilor and MPP were in attendance.</li> </ul>
St. Anselm – Site Revitalization – Committee Meeting	October 2018	Collaborate	<p>To develop a site revitalization plan for implementation.</p> <p>To achieve a balance between a final scope of work and CSPC project funding</p>	<ul style="list-style-type: none"> <li>○ Committee members comprised of CSPC, principal, SQS, custodian, renewal supervisor, consultant, resource committee members , trustee, councilor and MPP were in attendance.</li> <li>○</li> </ul>

<b>ENGAGEMENT Title</b>	<b>Date (Month/Year)</b>	<b>CONTINUUM OF ENGAGEMENT</b>	<b>PURPOSE/GOAL</b>	<b>OUTCOME/IMPACT</b>
Monsignor Fraser Annex (former St. Peter) – Site Improvements – Joint Venture with City of Toronto & Food Share	October 2018	Collaborate	To develop an agreement with the City of Toronto and Food Share to enhance the existing site.	<ul style="list-style-type: none"> <li>○ Discussions continued towards installation of a community garden and a parkette.</li> </ul>
St. Eugene Public Meeting to Discuss Bus Loop/Kiss and Ride options	October 2018	Inform  Consult	To commission a traffic study for the neighborhood.	<ul style="list-style-type: none"> <li>○ Public meeting was held to present the options to the public, as well as, to obtain feedback.</li> <li>○ Options discussed and feedback obtained to inform final report.</li> <li>○ Recommendation of a variety of options to address the concerns of the STP committee</li> </ul>
St. Bartholomew – Child Care Addition Project Meeting with School Administration	October 2018	Consult	To present conceptual design and solicit community input.	<ul style="list-style-type: none"> <li>○ Consensus on the design was reached.</li> </ul>
Nativity of Our Lord – Child Care Addition –	October 2018	Consensus	To create consensus on the design and location of the	<ul style="list-style-type: none"> <li>○ Parents, school administration, acting associate director, and CEC staff attended the meeting.</li> </ul>

<b>ENGAGEMENT Title</b>	<b>Date (Month/Year)</b>	<b>CONTINUUM OF ENGAGEMENT</b>	<b>PURPOSE/GOAL</b>	<b>OUTCOME/IMPACT</b>
Community Follow Up Meeting			proposed childcare addition.	<ul style="list-style-type: none"> <li>○ Consensus was achieved after answering questions from the parent group.</li> </ul>
St. Roch Child Care Addition-Local Design Committee (LDC) Meeting	October 2018	Consult	To present conceptual design and solicit input of the school community.	<ul style="list-style-type: none"> <li>○ Parents, teachers, principals, CEC staff and consultants attended the meeting.</li> <li>○ LDC had comments for consideration follow-up meeting to be arranged to review changes.</li> </ul>
Dante Alighieri/Regina Mundi Renovation and Childcare Project Meeting	October 2018	Consult Involve	To follow-up on the first feasibility study consultation meeting held in June 2018.	<ul style="list-style-type: none"> <li>○ 55 community members and school staff attended.</li> <li>○ The meeting focused on a review of options for the site.</li> <li>○ The community provided feedback on the pros and cons of each option and ranked their preferred options.</li> </ul>
Leased Facility – St. Luigi/Perth – Site Master Plan Meeting	November 2018	Collaborate	To develop a site improvement plan for shared use between TDSB, TCDSB and the community.	<ul style="list-style-type: none"> <li>○ Committee members, administrators, custodians, SQS, FTL, CSPC, PSPC and SO's, resource committee members, trustees, TDSB &amp; TCDSB staff and city councilor attended.</li> <li>○ A Site Master Plan was created.</li> </ul>

<b>ENGAGEMENT Title</b>	<b>Date (Month/Year)</b>	<b>CONTINUUM OF ENGAGEMENT</b>	<b>PURPOSE/GOAL</b>	<b>OUTCOME/IMPACT</b>
St. Anselm – Site Revitalization – Committee Meeting	November 2018	Collaborate	<p>To develop a site revitalization plan for implementation.</p> <p>To achieve a balance between a final scope of work and CSPPC project funding.</p>	<ul style="list-style-type: none"> <li>Resource committee members, trustee, council and MPP attended the meeting.</li> </ul>
St. Cyril – Local Design Committee Meeting	November 2018	Consult	<p>To discuss and review landscape plans for the use of Section 37 Funds provided by the City of Toronto for playground improvements.</p> <p>The discussion was intended to focus the landscape plans into desired directions for the school community.</p>	<ul style="list-style-type: none"> <li>The retained landscape architect was able to determine the main elements of focus for the landscape design, being to provide shade and alternate surfaces.</li> <li>The Local Design Committee also shared survey results from the school community showing a great desire for grass or turf and increased shade.</li> </ul>

<b>ENGAGEMENT Title</b>	<b>Date (Month/Year)</b>	<b>CONTINUUM OF ENGAGEMENT</b>	<b>PURPOSE/GOAL</b>	<b>OUTCOME/IMPACT</b>
International Languages Parent Survey	November 2018	Consult	To conduct a survey of all parents with a child in a TCDSB elementary school to identify their attitudes and perceptions regarding the International Languages (IL) Program	<ul style="list-style-type: none"> <li>○ There were over 26,000 parents who responded.</li> <li>○ Parents of IL schools and non-IL schools were surveyed and were asked to identify their preferences to either maintain or add the IL program to their school.</li> <li>○ Parents were given the options of whether to include the IL program as a daytime program, after-school program or weekend program.</li> </ul>
St. Antoine Daniel Local Design Committee Meeting (New School)	November 2018	Consult Involve Collaborate Consensus	To review revised site concept design options.	<ul style="list-style-type: none"> <li>○ Attended by principal, trustee, school staff, two parents, Capital staff and architect.</li> <li>○ Architect to generate updated site plan with modifications requested, and meeting with City to be arranged.</li> </ul>
St Roch Child care addition- LDC (Local Design Committee) Meeting	December 2018	Consult Consensus Empower	To review revisions made based on previous discussion.	<ul style="list-style-type: none"> <li>○ LDC reviewed changes and consultant was advised to proceed to next stage of work.</li> </ul>

<b>ENGAGEMENT Title</b>	<b>Date (Month/Year)</b>	<b>CONTINUUM OF ENGAGEMENT</b>	<b>PURPOSE/GOAL</b>	<b>OUTCOME/IMPACT</b>
St. Vincent de Paul – Meeting with Outdoor Committee	December 2018	Inform	To meet with the Renewal Manager and Landscape Supervisor and the Outdoor Committee to review the process for implementing a redesign of the schoolyard.	<ul style="list-style-type: none"> <li>○ Funding options were discussed and it was discussed that there are no planned site improvements to take place at SVDP.</li> <li>○ The landscape supervisor to develop revised process for schoolyard improvements and share with Outdoor Committee.</li> </ul>
St. Antoine Daniel City Consultation Meeting	January 2019	Consult Involve Collaborate	To meeting with City Planning staff, trustee and councillor to review selected site plan option.	<ul style="list-style-type: none"> <li>○ Agreement was not reached on acceptable site plan option.</li> <li>○ Architect to make further revisions to address concerns.</li> </ul>
St. Margaret Childcare and Gym Addition Meeting	January 2019	Inform	Meet with Local Design Committee (LDC) to inform of current scope of project and next steps.	<ul style="list-style-type: none"> <li>○ School staff, parents, CEC staff and consultants were in attendance.</li> </ul>
5 <sup>th</sup> Block Parent Feedback Survey	January 2019; June 2019	Consult	To collect yearly feedback from parents whose children attend	<ul style="list-style-type: none"> <li>○ Parents were asked if they felt the program helped their child.</li> </ul>

<b>ENGAGEMENT Title</b>	<b>Date (Month/Year)</b>	<b>CONTINUUM OF ENGAGEMENT</b>	<b>PURPOSE/GOAL</b>	<b>OUTCOME/IMPACT</b>
			the 5th Block program.	<ul style="list-style-type: none"> <li>○ There are about 1000 children who participate annually in 5th Block.</li> <li>○ Feedback was received from the majority of parents each year (about 600).</li> </ul>
New School Public Meeting- Holy Angels	January 2019	Inform Empower	To solicit public concerns/ideas regarding the redevelopment of the expanded Holy Angels site.	<ul style="list-style-type: none"> <li>○ The consultants informed the public of the basic site extents and some initial design concepts and challenges.</li> <li>○ The consultants collected the written and graphic material produced by the groups participating in the visioning discussions.</li> <li>○ Final outcome was to plan a preliminary meeting with City Planning to confirm planning principals for the new site.</li> </ul>
Josyf Cardinal Slipyj Traffic Safety Meeting	January 2019	Inform Consult Collaborate	To determine community concerns regarding traffic safety.	<ul style="list-style-type: none"> <li>○ Feedback was received.</li> <li>○ Staff committed to work with the City to find solutions to the traffic issues.</li> </ul>
Pope Francis- Childcare Retrofit Local Design Committee (LDC) Meeting	January 2019	Inform Consult	To present conceptual design and get the input of the school community.	<ul style="list-style-type: none"> <li>○ Teachers, parents, CEC staff and consultant were in attendance.</li> <li>○ The LDC agreed on the plans presented.</li> <li>○ The consultant was advised to proceed with preparing plans to submit to the city.</li> </ul>



<b>ENGAGEMENT Title</b>	<b>Date (Month/Year)</b>	<b>CONTINUUM OF ENGAGEMENT</b>	<b>PURPOSE/GOAL</b>	<b>OUTCOME/IMPACT</b>
St. Thomas Aquinas - Childcare Addition Local Design Committee (LDC) Meeting	February 2019	Consult Involve	To review revisions made from previous meeting.	<ul style="list-style-type: none"> <li>Teachers, parents, CEC staff and consultant were in attendance.</li> <li>Costing to be submitted to Ministry for funding approval for gym.</li> </ul>
St. John Vianney Childcare Retrofit Local Design Committee (LDC) Meeting	February 2019	Consult Involve Collaborate	To review revisions made on previous meeting regarding the location of the new childcare and relocating the existing FDK on the other end of the school.	<ul style="list-style-type: none"> <li>Teachers, parents, CEC staff and consultant were in attendance.</li> <li>The LDC did not agree on the plans presented.</li> <li>A different location was preferred and the consultant was advised to look at two different locations for the childcare.</li> </ul>
Holy Family Childcare Retrofit Local Design Committee (LDC) Meeting	February 2019	Inform Consult	To present conceptual design and get the input of the school community on the parking relocation/addition.	<ul style="list-style-type: none"> <li>Teachers, parents, CEC staff and consultant were in attendance.</li> <li>The LDC did agree on the plans presented. The consultant was advised to proceed with preparing the plans to submit to the city.</li> </ul>
Dante Alighieri/ Regina Mundi-	February 2019	Inform	To present the feasibility study.	<ul style="list-style-type: none"> <li>About 80 people attended from the community, the schools and Board staff.</li> </ul>

<b>ENGAGEMENT Title</b>	<b>Date (Month/Year)</b>	<b>CONTINUUM OF ENGAGEMENT</b>	<b>PURPOSE/GOAL</b>	<b>OUTCOME/IMPACT</b>
Renovation and Childcare Project – Meeting				<ul style="list-style-type: none"> <li>○ The consultant presented the final feasibility study and the recommended option.</li> </ul>
Extended French Parent Consultation	February 2019	Consult	To conduct a survey to gauge the interest of parents in enrolling their child in an Extended French program in a particular secondary school.	<ul style="list-style-type: none"> <li>○ Parents from 9 elementary feeder schools associated with one secondary school were surveyed.</li> <li>○ 108 parents responded.</li> <li>○ 92% were in favour of implementing an Extended French program at the secondary school in question.</li> </ul>
Father Serra- Childcare Addition Local Design Committee (LDC) Meeting	February 2019	Involve	To present preliminary design options and get community input.	<ul style="list-style-type: none"> <li>○ Parents, teachers, principal, superintendent and trustee had the opportunity to see the three preliminary design options and potential gym addition designs.</li> <li>○ The various options looked at and to provide their input on which is the better fit for the school community.</li> </ul>
Father Serra Childcare Addition Local Design Committee (LDC)	February 2019	Involve	To present further developed design options and to provide more information in	<ul style="list-style-type: none"> <li>○ Parents, teachers, principal, superintendent and trustee were provided with information in response to concerns raised at the last meeting.</li> </ul>

<b>ENGAGEMENT Title</b>	<b>Date (Month/Year)</b>	<b>CONTINUUM OF ENGAGEMENT</b>	<b>PURPOSE/GOAL</b>	<b>OUTCOME/IMPACT</b>
Meeting Follow Up			response to concerns raised in the previous meeting.	<ul style="list-style-type: none"> <li>Three documents were distributed.</li> </ul>
St. Cyril – Local Design Committee Meeting	February 2019	Consensus	<p>To discuss and review two revised landscape plans for the use of Section 37 Funds provided by the City of Toronto for playground improvements.</p> <p>The intended result of the discussion was to determine a preferred landscape plan to tender for construction.</p>	<ul style="list-style-type: none"> <li>Staff met with the Local Design Committee, trustee and members of the CSPC.</li> <li>The preferred plan was selected for tender.</li> </ul>
St. Bernard – Child Care Addition – Local Design	February 2019	Consult	To present conceptual design and get community input.	<ul style="list-style-type: none"> <li>Parents, teachers, school administration, trustee, superintendent, consultants, and CEC staff attended the meeting.</li> </ul>

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
Committee (LDC) Meeting				<ul style="list-style-type: none"> <li>○ Three design options were presented and debated.</li> <li>○ The community gave direction to proceed with an option different from capital's recommendation.</li> </ul>
St. Matthias and Our Lady of Guadalupe – Replacement School Meeting Visioning Session	February 2019	Involve	To present conceptual design and get community input.	<ul style="list-style-type: none"> <li>○ Parents, teachers, principals, trustee, consultants, CEC staff attended the meeting.</li> <li>○ This was an information session and questions from the meeting attendees were answered by capital, planning and consultant teams.</li> </ul>
New St. Leo/St. Louis – Local Design Committee (LDC) Meeting	February 2019	Involve	<p>To discuss and review floor and site plans to review operational functionality of plan layout and room layouts as well as playground components for desired activities.</p> <p>The goal of the review session was to firm</p>	<ul style="list-style-type: none"> <li>○ Plans were adjusted to accommodate existing and future programming. Some items required further designing to accommodate comments presented.</li> <li>○ Further revisions were circulated and confirmed via teleconferencing.</li> </ul>

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
			plans for next level of detailed design.	
Santa Maria Childcare Addition – Local Design Committee (LDC) Meeting	February 2019	Inform Consult	To present the preferred design of the childcare addition and take note of comments from all in attendance.	<ul style="list-style-type: none"> <li>Members of the Board’s Capital Department, the trustee and the superintendent as well as the consultant were in attendance.</li> <li>The basic layout was accepted by the committee, however some issues and options were requested to be explored and report back to the group prior to consensus.</li> </ul>
Meeting to Discuss City Proposed Bike Path	February 2019	Inform Consult Involve	To discuss bike path proposed by the City which is to run through the Madonna site.	<ul style="list-style-type: none"> <li>Planning connected with TTC and City to further discuss options.</li> <li>Options were discussed at a CSPC meeting</li> <li>Site plan exercise was required to access section 37 funding.</li> <li>Student safety issue at Dubray/Wilson TTC stop was discussed to determine how to ease overcrowding at this stop.</li> <li>Follow-up meetings in June 2019</li> </ul>
Weekly Wrap-Up Communications Survey	March 2019- April 2019	Consult	To conduct a survey of everyone on the Outlook Exchange to understand who accesses the	<ul style="list-style-type: none"> <li>1,430 responses</li> <li>94% said they read the wrap-up</li> <li>92% of respondents said weekly wrap-up is a helpful tool to find information about Board events and opportunities.</li> </ul>

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
			communication department's weekly wrap-up to determine its relevance and develop content that meets stakeholder's interests.	<ul style="list-style-type: none"> <li>○ Board announcements, events, policy updates, professional development and student opportunities were identified as important.</li> <li>○ Email was the preferred method of receiving communications.</li> </ul>
St. Margaret Childcare and Gym Addition Meeting	March 2019	Consult	To meet with the school's CSPC to inform the scope of project.	<ul style="list-style-type: none"> <li>○ Trustee, principal, school staff, parents, and CEC staff attended and discussed next steps.</li> </ul>
St. Margaret Childcare and Gym Addition Meeting	March 2019	Consult Involve	To discuss the site plan with respect to location of the childcare, gym and parking.	<ul style="list-style-type: none"> <li>○ School staff, parents, CEC staff, trustee and consultants were in attendance.</li> <li>○ It was suggested that the gym location be revisited.</li> <li>○ The location of the childcare in the old gym was acceptable.</li> </ul>
St. Conrad – CSPC Meeting to Address	March 2019	Consult	To meet with the Renewal Department and Planning	<ul style="list-style-type: none"> <li>○ The renewal department and planning supervisor and trustee were in attendance at a CSPC meeting, at which Toronto Parking</li> </ul>

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
Community Concerns Related to Traffic Safety & Facility Beautification			Supervisor and Trustee to hear community concerns on the surrounding drop off and pick up, as well as, the current state of the landscape at St. Conrad.	<p>Enforcement, Toronto Police, City of Toronto Transportation and Councillor Pasternak were present.</p> <ul style="list-style-type: none"> <li>○ The Outdoor Committee is to submit the Project Request Form to officially initiate the project request and involve the landscape supervisor.</li> <li>○ The local councilor brought a motion to City council for St. Conrad to receive Section 37 Funding.</li> <li>○ Funding was approved.</li> </ul>
Bishop Macdonell/Jean Lumb Neighborhood Walkabout	March 2019	Inform Consult Involve Collaborate Consensus Empower	To attend a meeting at which the TDSB outlined the implementation of their school travel planning model at Jean Lumb.	<ul style="list-style-type: none"> <li>○ The STP committee undertook a neighborhood walkabout to inform of barrier to using active transportation, which included TCDSB and TDSB Planning Departments, City Transportation, Public Health and police along with the principals of both schools.</li> <li>○ Transportation to follow-up on traffic light timing at Bremner and Spadina.</li> <li>○ Working with City to implement an active transportation signage project within this neighborhood (ie. Signs will be placed at regular intervals in the neighborhood to indicate you are 15, 10, 5min (walk-time) away from Bishop Macdonell/Jean Lumb to encourage the use of active transportation).</li> </ul>

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St. Paul VI Childcare Retrofit Local Design Committee (LCD) Meeting	March 2019	Consult Involve Collaborate Consensus	To address concerns raised on the first meeting by the parenting community.	<ul style="list-style-type: none"> <li>Teachers, parents, parish priest, superintendent, trustee, CEC staff and consultant were in attendance.</li> <li>The consultant made revisions on the yard plan to accommodate the concerns.</li> <li>The LDC agreed on the plans presented.</li> <li>The consultant was advised to proceed with preparing the plans to submit to the city.</li> </ul>
St. Andre Childcare Addition Local Design Committee (LDC) Meeting	March 2019	Involve	To present the preliminary design and get community input	<ul style="list-style-type: none"> <li>Parents, teachers, principal, superintendent and trustee had the opportunity to see the two preliminary design options and provide their input on which was the better fit for the school community.</li> </ul>
St. Edmund Campion Childcare and Potential Gym Addition Meeting	March 2019	Inform Consult	To inform the LDC of the potential scope of work and various options for consideration.	<ul style="list-style-type: none"> <li>The meeting was attended by the staff, parents, principal, consultants and CEC staff.</li> <li>The consultants outlined the options of the childcare addition; childcare in existing gym space or in the new gym addition.</li> </ul>
St. Conrad CSPC Meeting. Re: Pick- up and Drop-off Location	March 2019	Inform Consult	To address safety concerns expressed by parents on the surrounding pick-up and drop-off.	<ul style="list-style-type: none"> <li>Desire for kiss and ride loop expressed.</li> <li>School was noted for future STP implementation.</li> </ul>



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St. Norbert – Local Design Committee Meeting	April 2019	Consult	To hold a meeting to review project status and findings to date, and to determine design goals for the project.	<ul style="list-style-type: none"> <li>○ Desire to improve pick-up and drop-off conditions.</li> <li>○ School was noted for future STP implementation.</li> </ul>
Michael Power/St Joseph – Artificial Turf Field and Track Meeting	April 2019	Inform	To meet with area residents to provide status update on the completion of the field and address community concerns.	<ul style="list-style-type: none"> <li>○ Community members and school staff attended.</li> <li>○ Questions about the field completion and operation were answered.</li> </ul>
Leased Facility – St. Luigi/Perth – Site Master Plan Meeting	April 2019	Collaborate	To develop a site improvement plan for shared use between TDSB, TCDSB and the community.	<ul style="list-style-type: none"> <li>○ Committee members, administrators, custodians, SQS, FTL, CSPC, PSPC and SO's, resource committee members, trustees, TDSB &amp; TCDSB, City of Toronto councilor were in attendance.</li> </ul>

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St. Norbert Community Design Charrette	April 2019	Consult Involve Empower	To conduct a design charrette to obtain direct feedback from the community.	<ul style="list-style-type: none"> <li>○ Community members were asked to design their ideal vision for the site</li> <li>○ Two major areas for parking were identified</li> <li>○ Feedback informed architect's report</li> </ul>
St. Cyril – Local Design Committee (LDC) Meeting	April 2019	Consensus	Meeting to discuss and review the bids received for the project and prioritize elements to include or exclude.	<ul style="list-style-type: none"> <li>○ The Board's renewal landscape supervisor met with the St. Cyril Local Design Committee, members of the CSPC and the trustee.</li> <li>○ It was determined that removing any elements from the design plan would adversely affect the outcome of the project, therefore a budget increase was requested and approved.</li> </ul>
St. Norbert – Local Design Committee Meeting	April 2019	Consult	Meeting to review the status of the project, findings to date and determine design goals for the project.	<ul style="list-style-type: none"> <li>○ Members of the Board's Renewal, Capital and Planning Departments, as well as, the consultant, the Expansion Committee, and the trustee were in attendance</li> <li>○ A strong desire was expressed to: <ul style="list-style-type: none"> <li>● maximize the play space for the children into the expanded site;</li> <li>● include a field;</li> <li>● remove the scattered armour stones/trees to provide more usable open space;</li> </ul> </li> </ul>

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
				<ul style="list-style-type: none"> <li>• improve the safety between the parking lot, school and road; and</li> <li>• improve drop off and pick up locations.</li> </ul> <ul style="list-style-type: none"> <li>○ The dates for subsequent local design meetings and community design charrette were selected and agreed upon by all members present.</li> <li>○ It was determined that a kiss and ride drop off or bus drop off would take up too much of the site and therefore, on-street pick-up and drop-off was to be facilitated</li> </ul>
St. Norbert – Community Design Charrette	April 2019	Consult Involve	Meeting to present the project details, and the design goals from the previous Local Design Committee (LCD) Meeting.	<ul style="list-style-type: none"> <li>○ Members of the Board’s Renewal and Planning Departments, members of the Expansion Committee, CSPC, and community members and the trustee were in attendance.</li> <li>○ Principal and staff presented the results of surveys conducted with the students of the school, outlining their desires and dislikes.</li> <li>○ All presented participated in a design charrette.</li> <li>○ There were several impacts arising from the design charrette: <ul style="list-style-type: none"> <li>• Two potential locations for parking (off of Maniza Road and off of Plews Road) divided the group, primarily between residents and the school community; and</li> </ul> </li> </ul>

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
				<ul style="list-style-type: none"> <li>The community requested a follow up presentation when further design development had been completed.</li> </ul>
St. Norbert – Local Design Committee Meeting	April 2019	Collaborate	Meeting to review the status of the project, findings and observations from the design charrette and review one design option.	<ul style="list-style-type: none"> <li>Members of the Board’s Renewal and Capital Departments, as well as, the retained consultant, the Expansion Committee and the trustee were in attendance.</li> <li>The community representative on the design committee asked that a second option to be explored, locating the parking off of Maniza Road rather than Plews Road.</li> <li>The location of the Full Day Kindergarten (FDK) yard was moved to allow for a continuous primary yard space that could also accommodate bus pick up and drop off influx of students.</li> </ul>
Santa Maria Childcare Addition – Local Design Committee Meeting	April 2019	Consensus	To present the revised design of the childcare addition and attain consensus of the design.	<ul style="list-style-type: none"> <li>Members of the Board’s Capital Department, Early Years staff, the superintendent and the consultant were in attendance.</li> <li>The presented plan was accepted by the group and the consultant was to distribute drawings for sign off.</li> </ul>

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
			The purpose was to obtain consensus of the revised design and have principal sign off.	
D'Arcy McGee – Landscape Renewal Meeting	April 2019	Consult Involve	To discuss the vision for the spending of the Rogers Grant in conjunction with the landscape renewal paving project slated to take place in Summer 2019.	<ul style="list-style-type: none"> <li>○ The landscape supervisor met with the principal, consultant, custodian and CSPC chair.</li> <li>○ The school expressed a desire to include fencing to separate smaller games of soccer between different age groups, include trees to shade both the main yard and FDK yard, as well as, provide seating, add chalkboards, more basketball nets and much more useful line painting.</li> <li>○ The consultant provided the school with a plan for review prior to tendering.</li> <li>○ The landscape supervisor included D'Arcy McGee in the City of Toronto Tree Planting Program to add more trees on the boulevard and more shade to the yard from outside the property,</li> </ul>

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St. Nicholas of Bari – Child Care Addition – Local Design Committee (LDC) Meeting	April 2019	Consult	To present conceptual design and get community input.	<ul style="list-style-type: none"> <li>○ School community members, consultants and CEC staff attended meeting.</li> <li>○ Input was provided and consensus was reached on the overall design.</li> </ul>
St. Kevin – Child Care Addition – Local Design Committee (LDC) Meeting	April 2019	Consult	To present conceptual design and get community input.	<ul style="list-style-type: none"> <li>○ Parents, teachers, principal, caretaker, consultants, and CEC staff attended the meeting.</li> <li>○ The architect was directed to revise the layout based on input provided at the meeting.</li> </ul>
St. Vincent de Paul – Meeting at TCDSB	April 2019	Inform	To discuss TCDSB funding opportunities and available supports, and future capital improvements at SVDP.	<ul style="list-style-type: none"> <li>○ The Outdoor Committee, CSPC chair, principal, staff from the Renewal Department and Business Services met.</li> <li>○ Outdoor Committee to complete and submit the Project Request Form.</li> </ul>
Father Serra Childcare Addition Community Meeting	May 2019	Consult	To present the preliminary design to a larger audience and to get further input.	<ul style="list-style-type: none"> <li>○ Community members had the opportunity to see the childcare addition and potential gym addition designs and the various options presented, as well as, voice concerns and ask questions.</li> <li>○ All concerns and questions were addressed at the meeting.</li> </ul>

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St. Vincent de Paul – Working Meeting	May 2019	Inform	To discuss community consultation requirements, the plan for consulting the teaching staff, and similar projects within the Board.	<ul style="list-style-type: none"> <li>○ Two members of the Outdoor Committee, the principal and the landscape supervisor met.</li> <li>○ Roles and format were determined for the teacher consultation design charrette.</li> <li>○ Landscape supervisor to check for last title search on property.</li> <li>○ Outdoor Committee to provide list of financial questions based on discussion for landscape supervisor to research answers.</li> <li>○ The Outdoor Committee was also asked to provide feedback on the revised SOP.</li> <li>○ Outdoor Committee to provide feedback through summer on new SOP.</li> </ul>
Leased Facility – St. Sebastian/Pauline – Roof Replacement – Safety Concerns Meeting	May 2019	Inform	To conduct a meeting to address safety hazard concerns received from teaching staff, CSPC and neighbours.	<ul style="list-style-type: none"> <li>○ All stakeholders were reassured that additional safety procedures would be implemented effective immediately.</li> </ul>

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St. Norbert – Local Design Committee Meeting	May 2019	Inform Consensus	To review the status of the project, findings and observations from the design charrette and review three design options.	<ul style="list-style-type: none"> <li>Members of the Board’s Renewal and Capital Departments, as well as, the consultant met with the Expansion Committee and trustee.</li> <li>A preferred design was selected by all members present.</li> </ul>
St. Norbert CSPC – Design Presentation	May 2019	Inform Consensus	To review the status of the project, findings and observations to date.	<ul style="list-style-type: none"> <li>Members of the Board’s Renewal and Capital Departments, as well as, the consultant met with the Expansion Committee, CSPC, staff, other parents and trustee</li> <li>Two main design options and the preferred design as selected by the Expansion Committee at the previous meeting were presented.</li> <li>CSPC unanimously agreed with the Committee’s preferred design option.</li> </ul>
New St. Leo/St. Louis – Local Design Committee (LDC) Meeting	May 2019	Involve	To discuss the site plan with respect to traffic and student drop off and pick-up, as well as, parking requirements.	<ul style="list-style-type: none"> <li>The Board’s Capital Department with the Consultants met with the St. Leo Local Design Committee.</li> <li>The school committed to investigating forming a Pick Up and Drop Off Committee for the future facility.</li> <li>Consultant traffic report was revised in preparation for Site Plan Approval Submission #2.</li> </ul>



ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
New Holy Angels – Local Design Committee (LDC) Meeting	May 2019	Consensus	<p>To review the outcomes of the visioning session and inform the group of the most important issues that will be incorporated into the design.</p> <p>Purpose was to reach consensus of the new school location.</p>	<ul style="list-style-type: none"> <li>Members of the Board’s Capital Department met with the Local Design Committee.</li> <li>The result of the meeting with the City Planning Department was presented.</li> <li>There was a preference for a new building to be built on the same location as the current school.</li> <li>The result of the decision would require relocation of students for the construction period.</li> <li>The consultants were to move forward with schematic design of the new school assuming complete demolition of existing structures.</li> <li>Board Planning staff to identify temporary location for Holy Angels students during construction period.</li> </ul>
St. Gerald Childcare Addition – Local Design Committee Meeting	May 2019	Consensus	<p>To present the revised design of the childcare addition and attain consensus of the design.</p> <p>The purpose was to obtain consensus of the revised design and</p>	<ul style="list-style-type: none"> <li>Members of the Board’s Capital Department, the Board Early Years staff, as well as, the consultant met.</li> <li>The presented plan was accepted by the group and the consultant was to distribute drawings for sign off.</li> </ul>

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT		
			have principal sign off.			
St. Jean de Brebeuf Childcare Addition – Local Design Committee LDC) meeting	May 2019	Consensus	To present the revised design of the childcare addition and attain consensus of the design.  The purpose was to obtain consensus of the revised design and have principal sign off.	<ul style="list-style-type: none"> <li>Members of the Board’s Capital Department, the Board Early Years staff, as well as, the consultant met.</li> <li>The presented plan was accepted by the group and the Consultant was to distribute drawings for sign off.</li> </ul>		
Dante Aligieri/ Regina Mundi Renovation and Childcare Project Meeting	May 2019	Consult  Involve	To conduct a visioning session for the new secondary school and renovation of the existing Dante building for use as an elementary school with childcare facility	<ul style="list-style-type: none"> <li>There were two groups at this meeting – those focused on the secondary school had a discussion with the consultant and the group interested in the elementary renovation had a walk about to review the existing spaces.</li> </ul>		
	May 2019	Consult		Date	Group	No. of Participants

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT		
2019-20 Budget Setting Plan & Consultation			<p><i>The 2018-19 Budget Consultations was an enhanced public engagement framework that featured:</i></p> <ol style="list-style-type: none"> <li>1. Budget Consultation Webpage and toolkit that included FAQs, email for queries, social media posts, promotional materials, video and additional resources for CSPCs.</li> <li>2. Distributed a public survey through a variety of</li> </ol>	April 5 – May 10, 2019	Survey	~2,000 (~75 CSPCs)
				March 29, 2019	TECT	2
				May 1, 2019	Virtual Town Hall	60
				May 1, 2019	Round Table Discussions	13
				July 1, 2019	ETFO	1
				May 9, 2019	CSLIT	7
				May 13, 2019	CPIC	15
				May 14, 2019	MAPA	2
				May 14, 2019	APSSP	4
				May 15, 2019	SEAC	6
				May 21, 2019	TCDSB Trustees	7
				May 29, 2019	TSU	4

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT		
			channels for approximately 6 weeks (April 5-May 10, 2019). Also included translated copies of survey in preferred languages. 3. A virtual town hall and public meeting took place on May 1, 2019.	May 30, 2019	TECT, TSU & APSSP	4
				May 30, 2019	OAPCE	18
Madonna Cycling Network Masterplan Initial Meeting	May 2019	Consult  Involve	To review the elements to be included in a master plan, accommodating the potential cycling network connection along the east side of the site and the	<ul style="list-style-type: none"> <li>Principal, Physical Education staff, custodian, Planning and Facilities staff met at Madonna.</li> <li>The school expressed a desire to have a usable sports field, outdoor fitness equipment and an outdoor eating area for students, as well as, expanded parking facilities.</li> <li>TCDSB landscape supervisor created a draft Master Plan for review.</li> </ul>		

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT		
			<p>potential TTC stop expansion.</p> <p>The purpose of the masterplan and associated cost estimate are to ask the local councilor for Section 37 Funding.</p>			
Policy Review Consultation (S.10, A.33)	May 2019	Consult	<p>To provide a variety of forums for TCDSB's parent engagement partners with opportunities to provide feedback on policies that directly impact parent involvement at the school level;</p> <p>1. Policy S.10 - Catholic</p>	Date (DD/MM/YY)	Group	No. of Participants
				May 2019	CSPCs were consulted via an online survey.	86 CSPC Councils
				May 13, 2019	All parents were consulted via a face-to-face Town Hall held at the CEC.	65
				May 13, 2019	CPIC was consulted at a meeting.	24

ENGAGEMENT	Date	CONTINUUM	PURPOSE/GOAL	OUTCOME/IMPACT		
Title	(Month/Year)	OF ENGAGEMENT				
			Schools Parent Councils 2. Policy A.33 - Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns	May 2019	OAPCE	3
Annunciation – Outdoor Committee Meeting	May 2019	Inform	To plan for potential additional green space in the school yard.	<ul style="list-style-type: none"> <li>○ The landscape supervisor met with the principal and members of the Outdoor Committee at Annunciation to discuss their desire to spend funds raised.</li> <li>○ The Outdoor Committee wanted a commitment from the Renewal Department that the underground services project would be included on the next Renewal plan.</li> <li>○ The Outdoor Committee decided that regardless of that commitment, the group would like to move forward with a project to add trees and seating to their yard.</li> </ul>		

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
				<ul style="list-style-type: none"> <li>○ Project follow up to take place in the Fall of 2019.</li> </ul>
St. Mary of the Angels – Outdoor Committee/CSPC Meeting	May 2019	Inform	Meeting to discuss the installation of outdoor musical instruments in the recently updated schoolyard to provide the children with different activities.	<ul style="list-style-type: none"> <li>○ The Landscape Supervisor provided the CSPC with resources and suggestions.</li> <li>○ Project to be followed up on in the 2019/2020 year</li> </ul>
St. Fidelis Community Meeting for New School	May 2019	Inform Consult Involve Collaborate	To present and obtain input on the results of a feasibility study comparing the costs/benefits of renovating the existing Boylen site vs. demolishing and building a new facility.	<ul style="list-style-type: none"> <li>○ Teachers, parents, neighbours, principal, trustee, city councillor, CEC staff and consultant were in attendance.</li> <li>○ An agreement was reached that a new school was the best option and there was interest from the community in retaining the pool, or for a new pool funded by the City.</li> <li>○ Councillor agreed to investigate funding.</li> </ul>
St. Andre Portable Placement and Childcare Addition	June 2019	Consult	To present the preliminary design to a	<ul style="list-style-type: none"> <li>○ Community members had the opportunity to see the two preliminary design options and provide their input on which was the better fit</li> </ul>

<b>ENGAGEMENT Title</b>	<b>Date (Month/Year)</b>	<b>CONTINUUM OF ENGAGEMENT</b>	<b>PURPOSE/GOAL</b>	<b>OUTCOME/IMPACT</b>
Community Meeting			larger audience and to get further input.	<p>for the school community, as well as, voice their concerns and ask questions.</p> <ul style="list-style-type: none"> <li>○ All questions and concerns were addressed at the meeting.</li> </ul>
St. Vincent de Paul – Teacher Consultation Design Charrette	June 2019	Inform Consult	The purpose was to both inform and consult staff on the work undertaken to date on the charrette.	<ul style="list-style-type: none"> <li>○ The Outdoor Committee at St. Vincent de Paul facilitated a design charrette with the teaching staff at the school.</li> <li>○ The Outdoor Committee gathered data from the staff to inform the master plan and meet the TCDSB and AODA (Accessibility for Ontarians with Disabilities Act) requirements for community consultation.</li> <li>○ Meeting with custodial staff and Area SQS to take place over the summer.</li> </ul>
St. Norbert – Community Design Presentation	June 2019	Consensus	To review the status of the project, findings and observations to date.	<ul style="list-style-type: none"> <li>○ Members of the Board’s Renewal and Capital Departments, as well as, the retained consultant met with the Expansion Committee, CSPC, staff, other parents, surrounding community and trustee.</li> <li>○ Two main design options and the preferred design as selected by the Expansion Committee at the previous meeting.</li> <li>○ The majority of the group agreed with the selection of the preferred design as chosen by the Expansion Committee and school staff.</li> </ul>



ENGAGEMENT	Date	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
Title	(Month/Year)			
				<ul style="list-style-type: none"> <li>Members of the community who preferred the alternate design (parking located on Maniza) were assured that the continued design development would take into consideration their concerns and as large a landscape buffer as possible would be positioned between the parking and street as to minimize visual impact to houses across the street.</li> </ul>
Loretto College – Community Meeting – Landscape Design	June 2019	Inform	To discuss the use of the grounds as they currently operate as a parkette with a City of Toronto wading pool within its boundaries.	<ul style="list-style-type: none"> <li>The school community, superintendent, CSPC, staff, students and the landscape supervisor met at Loretto College.</li> <li>The school expressed a strong desire to reclaim the space and redevelop to make it more suitable for the use of students at an all-girls secondary school.</li> <li>The landscape Supervisor was introduced as the new point of contact for this initiative with Loretto College and reviewed the process as well as answering questions from participants.</li> <li>The TCDSB will retain a landscape architect to prepare a masterplan through a participatory design process with both the school community and larger community.</li> <li>This masterplan will inform a future budget allocation for this project.</li> </ul>

ENGAGEMENT	Date	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
Title	(Month/Year)			
				<ul style="list-style-type: none"> <li>○ Follow up and master plan to take place in the Fall of 2019.</li> </ul>
Madonna – Masterplan on Potential TTC Stop Expansion and Enhancement for Outdoor Facilities- First Meeting	June 2019	Consult Involve	<p>To review elements to be included in a master plan, accommodating the potential cycling network connection along the east side of the site and the potential TTC stop expansion.</p> <p>The purpose of the masterplan and associated cost estimate are to ask the local councilor for Section 37 Funding.</p>	<ul style="list-style-type: none"> <li>○ The landscape supervisor and sr. manager of planning met with the principal, Physical Education staff and custodian at Madonna.</li> <li>○ The school expressed a desire to have a usable sports field, outdoor fitness equipment and an outdoor eating area for students as well as expanded parking facilities.</li> <li>○ The landscape supervisor created a draft Master Plan for review.</li> </ul>
Madonna – Draft Masterplan on Potential TTC Stop Expansion and	June 2019	Consult Consensus	To review the draft master plan.	<ul style="list-style-type: none"> <li>○ The landscape supervisor and sr. manager of planning met with the principal and Physical Education/other staff and custodian at Madonna.</li> </ul>

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
Enhancement for Outdoor Facilities Review-Second Meeting				<ul style="list-style-type: none"> <li>○ Concerns were expressed about controlling public access during school operation and ensuring safe egress from the building in the event of an evacuation.</li> <li>○ The onsite parking was measured and space size was matched on the new masterplan, resulting in an additional 16 parking spaces.</li> <li>○ A staff outdoor eating area was included.</li> <li>○ Gates were indicated as required for safe egress and public access control.</li> </ul>
New St. Leo/St. Louis – Local Design Committee (LDC) Meeting	June 2019	Consensus	<p>To present an update of the project including proposed exterior materials and colors as requested by Toronto Heritage.</p> <p>The goal of the review session was to reach consensus on the design and select a palette of colors to be finalized with Toronto Heritage.</p>	<ul style="list-style-type: none"> <li>○ The Board’s Capital Department with the consultants and superintendent met with the St. Leo Local Design Committee.</li> <li>○ Plans were accepted by all attendees and a selection of material colors was finalized.</li> <li>○ The Local Design Committee also informed staff of the impending changes to the Committee as the principal was retiring and staffs were being relocated to other sites.</li> <li>○ One teacher was identified as remaining on the Committee.</li> </ul>

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
New Holy Angels – Local Design Committee Meeting on Gym Size, Multipurpose Spaces and Flexible Teaching Spaces	June 2019	Inform  Consult  Collaborate  Consensus	To review preliminary school plans and site layouts to determine the preferred options with respect to gym size, Multipurpose space, flexible teaching spaces, etc. as they relate to the Space Plan Template.  Purpose was to reach a consensus of on the basic interior plan layout principals for further development.	<ul style="list-style-type: none"> <li>Members of the Board’s Capital Department, the superintendent, as well as, the consultant met with the Local Design Committee.</li> <li>Preliminary ideas of parent and bus drop off areas as well as waste area were presented.</li> <li>The Committee decided on building a stage within the gym space allocation and a separate multipurpose room.</li> <li>Flexible teaching spaces to be provided on both floors, focusing on the senior area on the second floor.</li> </ul>
New Blessed Cardinal Newman – Public Meeting on New School Design	June 2019	Inform  Empower	To lead an information and visioning session regarding the new school development  The purpose was to solicit public	<ul style="list-style-type: none"> <li>Members of the Board’s Capital Department, the superintendent, the trustee, as well as the consultant were in attendance.</li> <li>The principal presented an extensive overview of the existing school culture, its current facilities, their use and their relationship to curriculum and school community interest.</li> </ul>

ENGAGEMENT	Date	CONTINUUM	PURPOSE/GOAL	OUTCOME/IMPACT
Title	(Month/Year)	OF ENGAGEMENT		
			concerns/ideas regarding the redevelopment of the expanded Blessed Cardinal Newman site and understand the traffic issues of St. Theresa Shrine school and how the new development could incorporate solutions.	<ul style="list-style-type: none"> <li>○ A local tennis association presented interest in forming a partnership with the TCDSB on shared facility development.</li> <li>○ The consultants collected the written a graphic material produced from the visioning exercise.</li> <li>○ The importance of a full running track being part of the new development was reiterated by many in attendance.</li> </ul>
St. Conrad – Outdoor Committee Meeting to Review Potential Locations for Play Structures	June 2019	Inform Consult	To review potential locations for the play structures and criteria required for the Request for Proposal (RFP).	<ul style="list-style-type: none"> <li>○ The Outdoor Committee Representative, principal, landscape supervisor and retained consultant St. Conrad Outdoor Committee provided feedback on revised Standard Operating Procedure (SOP) process.</li> <li>○ The funding limitations between renewal funds and Section 37 funds were discussed.</li> <li>○ St. Conrad to include students in selection process of play equipment.</li> </ul>

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
St. Kateri Tekakwitha- Meeting to Discuss Potential Improvements to Outdoor Facilities	June 2019	Inform	Meeting to discuss potential installation of outdoor fitness equipment and a long jump pit.	<ul style="list-style-type: none"> <li>○ The landscape supervisor met with the CSPC to discuss budget limitations based on the funds they had raised.</li> <li>○ The landscape supervisor provided the CSPC with resources and suggestions.</li> <li>○ Project to be followed up on in the 2019/2020 year</li> </ul>
St. Antoine Daniel Local Design Committee Meeting on New School Site	June 2019	Consult Involve Collaborate Consensus	To present conceptual design of site plan and building footprint and address previous concerns from the trustee, city planning and parent community.	<ul style="list-style-type: none"> <li>○ Teachers, parents, principal, trustee, CEC staff and consultant were in attendance.</li> <li>○ The plans were agreed on and the consultant will arrange a meeting with the city planning to obtain agreement on the site concept.</li> </ul>
St. Augustine Pickup and Drop Off Procedure Meeting	June 2019	Inform Consult	Meeting to discuss traffic and congestion issues as a result of prolonged school construction.	<ul style="list-style-type: none"> <li>○ Parents will be informed through a communication prior to the start of the school year.</li> <li>○ An agreement was reached to formalize the pick-up and drop-off procedures between both properties.</li> <li>○ Planning and transportation staff to monitor traffic conditions in the fall to ensure compliance with developed procedures.</li> </ul>

ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
Madonna – Draft Masterplan Review-Additional Meeting	June 2019	Consult  Consensus	To review the draft master plan as concerns were expressed about controlling public access during school operation and ensuring safe egress from the building in the event of an evacuation.	<ul style="list-style-type: none"> <li>○ The landscape supervisor and sr. manager of planning met with the principal and Physical Education/other staff and custodian at Madonna.</li> <li>○ The onsite parking was measured and space size was matched on the new masterplan, resulting in an additional 16 parking spaces.</li> <li>○ A staff outdoor eating area was included</li> <li>○ Gates were indicated as required for safe egress and public access control.</li> <li>○</li> </ul>
St. Raphael Traffic Study Public Meeting	June 2019	Inform Consult	The TCDSB commissioned a traffic study for St. Raphael to address traffic and safety concerns. The traffic study stemmed from a recent fatality that occurred. St. Raphael was a former school travel planning school and has a school travel plan.	<ul style="list-style-type: none"> <li>○ Feedback was obtained from community.</li> <li>○ Final traffic study to incorporate community feedback.</li> </ul>

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St. Fidelis Kiss and Ride Planning Meeting	June 2019	Inform Consult Involve Collaborate Consensus Empower	Meeting to improve traffic flow at the school's kiss and ride.	<ul style="list-style-type: none"> <li>○ Planning met with the school principal and vice-principal.</li> <li>○ A communication was developed to go out to parents notifying them of the new procedure to start in fall 2019.</li> <li>○ Working collaboratively the group came up with an idea to distribute identification tags to vehicle owners so that the child they are there to pick-up can be easily identified thereby speeding up the pick-up procedure.</li> <li>○ A registration form/survey was created on the school's webpage for parents to register for their vehicle tags.</li> </ul>
2018-2019 Parent Voice Survey	June 2019	Consult	The purpose of the Parent Voice survey is to collect feedback from parents on their child's school and overall satisfaction with the TCDSB. Questions addressed the following areas: Living Our Catholic Values, Welcoming School Environment,	<ul style="list-style-type: none"> <li>○ This year there were a total of 3043 online responses and, 362 paper responses were receive.</li> <li>○ A total of 3405 of responses were received.</li> </ul>



ENGAGEMENT Title	Date (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
			Student Achievement and Well-being, Home School Parish Community Partnerships, Service Excellence and Communication. The data collected are used to provide feedback on <i>(or informs)</i> the Multi-year Strategic Plan (MYSP) and Board Learning and Improvement Plan (BLIP).	
St. Anselm – Site Revitalization – Committee Meeting – Pre-construction Meeting	June 2019	Collaborate	Meeting to discuss Site Revitalization and Pre-Construction with St. Anselm church representative.	<ul style="list-style-type: none"> <li>○ Discussion ensued to ensure that church staff and community members would have access to parking.</li> <li>○ Members (parishioners) are least affected by construction.</li> </ul>

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St. Matthias and Our Lady of Guadalupe – Replacement School Project – Local Design Committee Meeting	July 2019	Consult	To present conceptual design and get community input.	<ul style="list-style-type: none"> <li>○ Parents, teachers, principals, CEC staff and consultants attended the meeting.</li> <li>○ The conceptual design was accepted with some comments.</li> </ul>

## ANNUAL REPORT 2018-2019: ADVISORY COMMITTEES

## Highlights

ADVISORY COMMITTEE	DATE (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
The TCDSB's African Canadian Advisory Committee	October 2018-June 2019	Inform Involve Collaborate	<p>1. In order to build capacity in culturally responsive and relevant pedagogy for African Canadian students, TCDSB staff in collaboration with the African Canadian Advisory Committee, expanded Project 101* to include 6 Elementary schools and 2 Secondary schools.</p> <p>*Project 101 is an initiative to build teacher capacity in culturally responsive and relevant pedagogy in order to meet the needs of African Canadian students.</p> <p>2. In consultation with the African Canadian Advisory Committee,</p>	<p>1. Teachers received target professional learning on how to engage African Canadian students through culturally responsive and relevant pedagogy that addresses learning through the lived experiences of students. Twenty-one teachers and administrators were involved.</p> <p>2. Eighty frontline workers were engaged in</p>

ADVISORY COMMITTEE	DATE (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
			<p>staff provided a full day certificate-bearing professional learning program for school-based frontline workers (elementary school secretaries and clerk typists) to enhance equity competencies through the examination of personal and systemic bias.</p> <p>3. African Canadian Advisory Committee continued to express views on the School Resource Officer Program (SRO).</p>	<p>professional learning facilitated by York University professor, Dr. Daniel.</p> <p>3. The committee was apprised of the evolution of SRO Program to the School Engagement Teams (SET) initiative. School Engagement Teams will effectively replace the SRO program. School Engagement Teams will liaise with schools on a needs basis.</p>
The TCDSB's Indigenous Education	September 2018 – June 2019	Inform Involve Empower	1. In order to increase the number of self-identified Indigenous students for allocating resources and targeted services, TCDSB	1. There was a significant increase in the percentage of self-identified

ADVISORY COMMITTEE	DATE (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
Advisory Committee			<p>staff in consultation with the Indigenous Education Advisory Committee launched a self-identification campaign. The effort included a dedicated website, a brochure, and a self-identification poster.</p> <p>2. In order to engage students with Special Needs and raise awareness of Indigenous history and culture, TCDSB staff in collaboration with the Indigenous Education Advisory Committee launched the <i>ReconciliAction</i> Initiative involving 15 schools.</p>	<p>Indigenous students within the TCDSB.</p> <p>2. Over 200 special needs students acquired knowledge and understanding of Indigenous culture and history, and expressed their learning through visual art. Their work culminated in the <i>ReconciliAction</i> Quilt displayed in the CEC Atrium at the spring Indigenous Parent Engagement Event.</p>
The TCDSB's Ukrainian Canadian	September 2018 – June 2019	Inform Involve Collaborate	1. The Ukrainian Canadian Advisory Committee worked on setting the foundation for the committee's work going	1. Terms of reference were developed and will be reviewed by the TCDSB's Legal Department in

ADVISORY COMMITTEE	DATE (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
Advisory Committee			forward. Their efforts focused on the development of the committee's terms of reference and the articulation of such areas of focus as, the Ukrainian Eastern Rite Catholic faith and the preservation of the Ukrainian language and culture in our schools	preparation for a Board report recommending the adoption of the terms of reference.
The TCDSB's Filipino Advisory Committee	September 2018 – June 2019	Inform Involve Collaborate	1. In order to increase engagement by responding to the learning needs of Filipino Canadian students through culturally responsive and relevant pedagogy in social studies, dance, and geography, TCDSB staff in consultation with the Filipino Advisory Committee undertook the expansion of the Philippine Arts and Social Studies in the Ontario Curriculum Project (PASSOC) into the secondary school curriculum.	1. TCDSB staff initiated a summer writing project to develop resources for the expansion of the PASSOC Project into the secondary school curriculum.

ADVISORY COMMITTEE	DATE (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
			2. The Filipino Advisory Committee consulted with TCDSB staff to initiate “Filipino Talks” in two secondary schools in order to increase understanding of and sensitivity to the learning needs of Filipino Canadian students.	2. Special Services staff (50 psychologists) included the “Filipino Talks” session in their staff meetings. Brebeuf and St. Joseph Morrow Park CSS (approximately 100 staff) also included a “Filipino Talks” session in their staff meetings. Eighty Secondary staff attended the “Filipino Talks” session during the Leaders of Your Own Learning (LOYOL) professional development day in February 2019 for secondary teachers.
The TCDSB’s Portuguese Advisory Committee	September 2018 – June 2019	Inform Involve Collaborate	1. In order to support students in the writing of the Ontario Secondary School Literacy Test (OSSLT), TCDSB staff in consultation with the Portuguese Advisory Committee initiated a collaborative inquiry to build	1. A literacy resource that included eight tasks highlighting Portuguese culture was developed and will be made available to all secondary teachers.

ADVISORY COMMITTEE	DATE (Month/Year)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
			teacher capacity focusing on the development of critical skills assessed in the OSSLT.	
The TCDSB's Spanish Advisory Committee	September 2018 – June 2019	Inform Involve Collaborate	1. In order to educate students in a variety of career pathways, TCDSB staff in collaboration with the Spanish Advisory Committee organized a Student-Alumni Networking Event at St. Basil the Great College School.	1. One hundred and twenty TCDSB students had the opportunity to network with 20 TCDSB alumni. Students had the opportunity to dialogue and learn about career pathways.
Plenary Session - All Advisory Committees	June 2019	Inform Involve Collaborate	1. In order to showcase promising practices and consolidate learning, each advisory committee presented a unique initiative undertaken in support of student achievement and well-being.	1. Over 40 participants from the African-Canadian, Filipino, Latin-Hispanic, Indigenous, Ukrainian and Portuguese Committees attended the plenary session. Participants were afforded the opportunity network, dialogue and reflect on the work undertaken by each advisory committee.



## 2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
3	February (P)	Student Achievement	<u>S. 19 External Research</u> 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	A.D. Facilities, Business, Community Development
6	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
7	June (P)	Student Achievement	<u>B.B.04 Smoke &amp; Vapour Free</u> Policy Metric	Associate Director Academic Services
8	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
9	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
10	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services
11	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report and <u>A.37 Communications</u> Policy Metric	Director of Education
12	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services
13	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services

## 2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

14	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
15	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO); the Grade 9 Assessment of Mathematics; and the OSSLT Assessment (EQAO)	Associate Director Academic Services
16	October (A)	Student Achievement	<u>S.22 Religious Accommodation Policy Report</u> and <u>S.S.02 Opening or Closing Exercises Policy Report</u>	Associate Director Academic Services
17	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
18	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
19	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services

## 2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

20	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services
21	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
22	December (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services