

STUDENT ACHIEVEMENT AND WELL-BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE REGULAR MEETING Public Session

AGENDA September 3, 2020

Garry Tanuan, Chair
Trustee Ward 8

Teresa Lubinski, Vice Chair
Trustee Ward 4

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Michael Del Grande
Trustee Ward 7

Daniel Di Giorgio
Trustee Ward 10

Keith Baybayon
Student Trustee

Norman Di Pasquale
Trustee Ward 9

Angela Kennedy
Trustee Ward 11

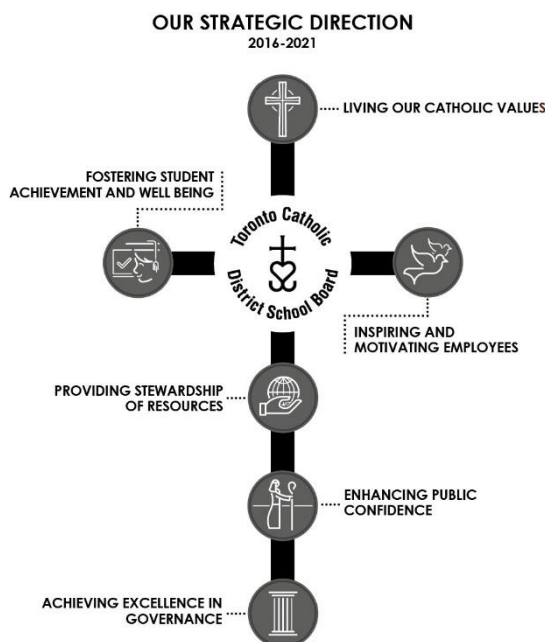
Ida Li Preti
Trustee Ward 3

Markus de Domenico
Trustee Ward 2

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: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298
Assistant Recording Secretary: Sarah Pellegrini, 416-222-8282 Ext. 2207

Dr. Brendan Browne
Director of Education

Joseph Martino
Chair of the Board

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

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

Terms of reference:

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

OUR MISSION

*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.*

OUR VISION

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



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

PUBLIC SESSION

Garry Tanuan, Chair

Teresa Lubinski, Vice-Chair

Thursday, September 3, 2020

7:00 P.M.

Pages

1. **Call to Order**
2. **Opening Prayer (Chair or designate)**
3. **Singing of O Canada**
4. **Roll Call & Apologies**
5. **Approval of the Agenda**
6. **Report from Private Session**
7. **Declarations of Interest**
8. **Approval & Signing of the Minutes of the Meeting - NIL**
9. **Delegations**

9.a Logan Liut, regarding the Establishment of Bilingual Student Resources

1

9.b Magdy Awad, regarding Admission to Toronto Catholic District

2 - 3

School Board from York Catholic District School Board

10. **Presentations**
11. **Notices of Motion**
12. **Consideration of Motions for which previous notice has been given**
13. **Consent and Review**
14. **Unfinished Business**
15. **Matters referred or deferred**

From the August 20, 2020 Regular Board Meeting

- 15.a Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting Held June 8, 2020 (Refer to Item 11f) 4 - 21

Recommendations to Board from the August 17, 2020 CPIC Special Meeting

1. That the Board reinforce the expectations that parents should be consulted and be contributing members of the local school implementation of protocols and associated decisions.
2. That the Board stop using the word survey and instead call it registration or selection of their learning choice
3. That the Board immediately publish a "one pager" for both elementary and secondary panels sent to all parents outlining the (as known currently) - expected learning environment and "day in the life of" for return to school in September. That this be a versioned document updated when and if plans are materially changed.
4. That the Board list the only acceptable platforms from a support, security & functionality lens that teachers are to select from for any virtual or online classrooms (distance learning).
5. That the Board endeavor to strengthen the collaboration, link and learning continuity between virtual and in-class environments.
6. That the Board publicly publish all protocols/guidelines created

for schools, staff etc.. as it relates to the return-to-school COVID plan.

- 15.b Response to the Delegation Regarding Completion of Identification Placement and Review Committee (IPRC) Meetings and Assessments 22 - 28

- 15.c Staff Response to Catholic Parent Involvement Committee (CPIC) Motions from July 23, 2020 Special Board Meeting 29 - 38

From the June 16, 2020 Special Board Meeting, July 16, 2020 Special Board Meeting, July 23, 2020 Special Board Meeting & August 20, 2020 Regular Board Meeting

- 15.d Response to May 2020 CPIC Motions (Recommendation) 39 - 47

From the July 16, 2020 Special Board Meeting, July 23, 2020 Special Board Meeting & August 20, 2020 Regular Board Meeting

- 15.e Communication From Abundant Life Centre - Loretto Sisters Project in Kenya (Refer to Video at the Meeting)

From the July 23, 2020 Special Board Meeting & August 20, 2020 Regular Board Meeting

- 15.f Consideration of Motion From Trustee Rizzo regarding Graduation Ceremonies for the Class of 2020 48 - 49

16. Staff Reports

- 16.a Update to COVID-19 - Return to School Plan (To Be Distributed - Refer to the September 3, 2020 Addendum)

- 16.b Annual Report of the Conflict Resolution Department 2020 (Information) 50 - 54

- 16.c Fair Practice in Hiring and Promotion Policy Metric 2019-2020 (Information) 55 - 60

- 16.d The Naming of the Virtual School (To Be Distributed - Refer to the September 3, 2020 Addendum)

- 16.e Annual Parent/Guardian Voice Survey 2020 (Information) 61 - 74

16.f	Safe Schools Report 2019-2020 (Information)	75 - 124
17.	Listing of Communications	
18.	Inquiries and Miscellaneous	
19.	Updating of Pending List	
19.a	Annual Calendar of Reports and Policy Metrics	125 - 126
19.b	Monthly Pending List	127
20.	Resolve into FULL BOARD to Rise and Report	
21.	Closing Prayer	
22.	Adjournment	



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	Logan Liut
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	9/3/2020
Topic of Presentation	Establishment of Bilingual Student Resources
Topic or Issue	- amendment of the Land Acknowledgment to include Métis people as a people who have traditional territory in Toronto - establishment of a Bilingual Catholic Youth Council to create a non-binding semiannual report to the Board of Trustees
Details	Referred to delegation by Trustee Di Pasquale 3 minute presentation PowerPoint will be submitted for vetting
Action Requested	Amendment of the Land Acknowledgment to better include Métis people, who are traditionally Francophone; Establishment of a Bilingual Catholic Youth Council with certain non-binding powers and privileges

I am here as a delegate to speak only on my own behalf	Yes
I am an official representative of the Catholic School Parent Committee(CSPC)	No
I am an official representative of student government	No
I am here as a spokesperson for another group or organization	No
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes

Submittal Date	8/14/2020
----------------	-----------



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	Magdy Awad
Committee	Regular / Special Board
Date of Presentation	9/3/2020
Topic of Presentation	Admission to Toronto Catholic School a student from York (St. Peter Catholic School)
Topic or Issue	York (St Peter Catholic School) GRADE 1 Student has moved to Toronto and is refused of being admitted to Toronto Catholic School due to the fact that she is baptized ORTHODOX CHRISTIAN
Details	<p>Our family has moved from Woodbridge Vaughan Ontario to Etobicoke Toronto Ontario. Giorgia, our 6 years old daughter, has been attending York Catholic School at St. Peter Catholic Elementary School for 2 years from junior to senior kindergarten.</p> <p>When we tried to register Giorgia in St. John Vianney Catholic School in Toronto she was rejected because she is baptized in Orthodox Church. When asked why she was able to initiate in catholic education in St. Peter but unable to continue in St. John Vianney, the Catholic Schools are not the same as Toronto Catholic Schools.</p> <p>This was perceived as a void reason, given that we are pursuing a Catholic education for Giorgia in order to support us as parents to guide our daughter into the Gospel values and Catholic virtues, those that are shared by both Catholic Roman and Christian Orthodox Churches.</p> <p>Catholic School enables children to enter into a deeper relationship with God through prayer, reflection, discussion and study. It introduces children into the Catholic faith and way of life, and so prepares them to celebrate the Sacraments of Initiation (Baptism, Eucharist and Confirmation) and to be welcomed fully into the church. Giorgia has already been introduced to faith and practicing it. We do not believe it would be beneficial for her to attend a non-faith school.</p> <p>It may seem it has been a regular practice in Ontario for many years for children to attend Catholic school while not being a Catholic:</p> <p>https://www.thestar.com/yourtoronto/education/2014/08/29/ontario_catholic_elementary_school_of_all_faiths.html</p>

	<p>We have found similar cases documented: https://tcdsbpublishing.escribemeetings.com/filestream.ashx?DocumentId=8602</p> <p>We are hoping that after so many years the errors of the past are not repeated and that inclusion and non-segregation policies of Catholic School are truly exercised.</p> <p>We respectfully ask you to comment on the situation and explain to us why our daughter is refused a Catholic Education in Toronto.</p>
Action Requested	<p>Action Requested</p> <p>St. John Vianney and other Toronto Catholic schools to admit Giorgia as a student and kindly support her Catholic education.</p>
I am here as a delegate to speak only on my own behalf	Yes /TD>
I am an official representative of the Catholic School Parent Committee(CSPC)	No
I am an official representative of student government	
I am here as a spokesperson for another group or organization	No
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	9/3/2020

**DRAFT MINUTES OF THE REGULAR MEETING OF THE
CATHOLIC PARENT INVOLVEMENT COMMITTEE**

PUBLIC SESSION

VIRTUAL MEETING VIA ZOOM

HELD MONDAY JUNE 8, 2020

1. Call to Order

The Chair called the Meeting to Order at 7:05PM and opened the video/teleconferencing bridge.

The Chair indicated that the Board is still pending appointing a Recording Secretary to CPIC. Minutes are being captured by the Chair.

2. Opening Prayer

Opening prayer was led by the Chair. A memorial was expressed for the Sarracini family.

3. Roll Call & Apologies

Trustees: G. Tanuan (W8)
N. Di Pasquale (W9)

Elementary Parent Members:

John Del Grande (W12), Chair
Joe Fiorante (W3), Vice-Chair
Jennifer Di Francesco (W1)
Natalia Marriott (W2)
A.J. Hepburn (W4)
Gus Gikas (W6)
Dan Kajioka (W7)
Jennifer Traer (W9)
Isabel Starck (W11/S)

Secondary Parent Members:

Melanie Stoll (East)

Community Members:

Katie Piccinnini (OAPCE-Toronto)

Staff: J. Wujek (Director Designate)
M. Sequeira (Parent Engagement Coordinator)
E. Szekeres-Milne (Communications)

Apologies were extended on behalf of Annalisa Crudo-Perri (W10) and Geoffrey Feldman (SS-West).

4. Approval of the Agenda

MOVED by Gus Gikas, seconded by Joe Fiorante, that the draft Agenda & Addendum as presented be approved.

By Unanimous consent, the Motion was declared

CARRIED

5. Declarations of Interest

None declared by Members present.

6. Approval & Signing of the Minutes of the Regular Meeting Held May 11, 2020 for Public Session

MOVED by Jennifer Di Francesco, seconded by Gus Gikas, that the minutes of the meeting held May 11, 2020 be approved.

By Unanimous consent, the Motion was declared

CARRIED

7. Presentations & Reports from Committee Officials

7a) Chair Report & Appendices

The Chair read the report and updated the Committee on advocacy work CPIC has been undertaking including a joint letter signed by over 30 PIC Chairs in Ontario.

MOVED by Gus Gikas, seconded by Natalia Marriott that the report from the Chair be received.

By Unanimous consent, the Motion was declared

CARRIED

7b) Treasurer Report

MOVED by Joe Fiorante, seconded by Jennifer Di Francesco that the Report from the Treasurer as of May 31, 2020 be received.

By Unanimous consent, the Motion was declared

CARRIED

8. Delegations

No delegations were registered or appeared before the Committee.

9. Unfinished Business & Matters Arising Out of Minutes

9a) TCDSB Distance Learning Implementation Plan

Committee Members discussed Distance Learning Experiences, successes and challenges.

10. Notice of Motion

10a) From J. Fiorate (W3): Distance Learning Metrics & Accountability

[PART i]

MOVED by Joe Fiorate, seconded by Katie Piccinnini that CPIC recommend to the Board of Trustees:

Whereas: On Take a Break Tuesday during Mental Health Awareness Week

May 4 to 10, 2020, the website suggested that looking at funny memes can immediately boost your spirits and linked a YouTube video on how to create your own.

Whereas: The YouTube video had inappropriate comments and recommended a website where you can create your own memes.

Whereas: The website recommended had inappropriate content for our students.

Whereas: A parent's worst nightmare for their child is having a picture of their child being made fun of and circulating on the internet which can lead to cyber bully, impact on child's mental health or worse. In some cases, this meme can be circulating without the knowledge of the child or parent until it is too late.

Whereas: The website described how to create memes was posted the week before synchronous and asynchronous learning was to be announce by the MOE for the next phase of distance learning giving our educators and their unions more concerns as to why they shouldn't put their face out there in fear of a memes being create of themselves.

Whereas: Parents of the TCDSB trust and have faith that all information posted on the TCDSB website, even external links are properly vetted and contain information that follows our learning beliefs and will not bring any harm or affect the mental wellness of our students.

BE IT RESOLVED THAT A report be requested:

1. As to how this inappropriate content made it to our website especially during the focus of mental health awareness wellness week.
2. That memes be incorporated into cyber bully teaching of the health curriculum and students are made aware how bad things start with a simple picture and comment

3. That the Mental Wellness Department re-evaluate the suggestion of using electronic devices as a mental break especially in a time in our society where the mental break required is from the electronic device.

By Unanimous consent, the Motion was declared

CARRIED

[PART ii]

MOVED by Joe Fiorante, seconded by Isabel Starck that CPIC recommend to the Board of Trustees:

Whereas: Distance Learning for the TCDSB began with Phase 1, Check and Connect from March 23, 2020 to April 3, 2020. Determining the needs of our students through surveys and reaching out to the families of the TCDSB. Technology was a challenge that needed to be tackled.

Whereas: Phase 2 began on April 6, 2020 with students receiving the first of the online assignments. The students with available technology began to navigate the technical world, working on their own, receiving instruction through a screen with no personal connection. There was a learning curve for all in the beginning with the hope of gradual improvement as we went along.

Whereas: The MOE announced on May 19, 2020 that students in Ontario would not be returning to the classroom for the 2019-2020 school year however the learning will continue with enhanced techniques such as synchronous and asynchronous learning. We are not sure who has or has not enhanced their teaching.

Whereas: In the upcoming school year of the 2020-2021 this fashion of

educating our students may be required again and we be prepared to be more engaging with our students so that that education is not short changed as has been during distance learning.

BE IT RESOLVED THAT:

1. A report be requested from the Director of Education documenting all metrics captured during distance learning:
 - a) the tools, programs, techniques, synchronous, asynchronous teaching, etc used,
 - b) the percentage of educators using these techniques,
 - c) how all educators have been kept accountable during distance learning,
 - d) how equitable and consistent delivery of learning opportunities was provided by all our schools across the TCDSB.

2. Using this report, as we prepare ourselves to do this again in the fall; better and more efficient and give all our educators all the necessary tools and protections so that our students can get the education they rightly deserve.

By Unanimous consent, the Motion was declared

CARRIED

11. Communications Received

11a) From Wendell Labrador (Elementary Parent Rep W8 West)

MOVED by Jennifer Traer, seconded by Isabel Starck that CPIC accept the resignation of Wendell Labrador as Elementary Parent Representative – Ward 8 West with thanks for his efforts to date.

By Unanimous consent, the Motion was declared

CARRIED

12. Program/Policy Consultation (Committee of the Whole)**12a) TCDSB Policy S.10**

The Committee reviewed and discussed the staff response to the joint CPIC-OAPCE recommendations made in February 2020.

The Chair declared a 10 minute recess.

The Meeting continued at 9:28PM with John Del Grande in the Chair

MOVED by Joe Fiorante, seconded by A.J. Hepburn that the matter be referred back to Board staff and the CPIC Chair to review intent behind the recommendations and consider consensus on incorporating into either policy, procedures or bylaws.

By Unanimous consent, the Motion was declared

CARRIED

12b) Playground Reserve Application Process & Parent Involvement on Evaluation Committee

Wards 2,3,4,6,7,10,11 & 12

The Chair solicited volunteers to cover their ward if their children's school had not submitted a playground application.

- Natalia Marriott – Ward 2
- Gus Gikas – substitute for Ward 3

- A.J. Hepburn – Ward 4
- Joe Fiorante – substitute for Ward 6
- Isabel Starck – substitute for Ward 7
- Annalisa Crudo-Perri – Ward 10
- Dan Kajorja – substitute for Ward 11
- Anthony Antinucci – Ward 12

The Chair will advise the Facilities staff of Members willingness to participate.

12c) Ontario's Framework for Continued Learning – Feedback

The Committee reviewed the Ministry of Education's Framework for continued learning and the Chair solicited input and considerations to go in a collective response on behalf of the Committee:

- Distance Learning Statistics
- Success criteria measurements
- Different schools have different opportunities (outdoor learning, space)
- Who will be responsible for monitoring
- Mental Health considerations
- Recess
- Reduced class size impact
- Sycronsis learning expectations
- Mindfulness and child perception if theyu are identified as sick
- Face shied vs mask
- Framework and rules in writing so there are no assumptions
- Distance learning training
- Wecome back video or demo
- Instilling parent confidence in safety
- Local decisions & consultation on plans

13. Subcommittee & Special Committee Reports

No updates from Committee Chairs at this time - Meetings to be scheduled.

15. Reports from TCDSB Board Officials

15a) Director-Designate for CPIC: Superintendent Wujek - Monthly Update

Superintendent Wujek gave an update on the TCDSB continued response to COVID-19 and the shift to Learn-At-Home model including scenario planning for September.

16. Report from Trustee or Trustee Designate

Trustees Tanuan & Di Pasquale updated the Committee on matters before the Board of Trustees.

17. Parent Member & Community Member Reports

No reports from Parent Members at this time.

18. Update from the Board on prior CPIC resolutions recommended

To be addressed at the June 18, 2020 Board of Trustees Special Meeting.

19. Pending List

Pending list was reviewed and no corrections or changes were noted

20. Adjournment

MOVED by Jennifer Di Francesco, seconded by Isabel Starck that the meeting be adjourned.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting adjourned at 10:43PM

A handwritten signature in black ink, appearing to be "C. Feldman", written above a horizontal line.

CPIC SECRETARY

A handwritten signature in black ink, appearing to be "John C. ...", written above a horizontal line.

CPIC CHAIR

**DRAFT MINUTES OF THE SPECIAL MEETING OF THE
CATHOLIC PARENT INVOLVEMENT COMMITTEE**

PUBLIC SESSION

E-MEETING VIA ZOOM

HELD MONDAY AUGUST 17, 2020

1. Call to Order

The Chair called the Meeting to Order at 7:11PM and opened the video/teleconferencing bridge.

YouTube live feed was activated on the Toronto CPIC channel.

Minutes are being captured by the Chair.

2. Opening Prayer

Opening prayer was led by Trustee Tanuan.

3. Roll Call & Apologies

Trustees: I. Li Preti (W3)
M. Rizzo (W5)
G. Tanuan (W8)
N. Di Pasquale (W9)

Elementary Parent Members:

John Del Grande (W12), Chair
Joe Fiorante (W3), Vice-Chair
Jennifer Di Francesco (W1)
Natalia Marriott (W2)
Daniel Oliveria (W5/W)
Gus Gikas (W6)
Annalisa Crudo-Perri (W10)
Isabel Starck (W11/S)
Anthony Antinucci (W12)

Secondary Parent Members:

Geoffrey Feldman (SS-West)
Kathleen McGinnis (Central)

Community Members:

Katie Piccinnini (OAPCE-Toronto)

Staff:

J. Wujek (Director Designate)

M. Sequeira (Parent Engagement Coordinator)

E. Szekeres-Milne (Communications)

S. Campbell (Superintendent – Area 3)

B. Leporati (Superintendent – Facilities/Planning)

4. Approval of the Agenda

MOVED by Natalia Marriott, seconded by Annalisa Crudo-Perri, that the draft Agenda as presented be approved.

By Unanimous consent, the Motion was declared

CARRIED

5. Declarations of Interest

None declared by Members present.

6. Approval & Signing of the Minutes of the Regular Meeting Held June 8, 2020 for Public Session

MOVED by Joe Fiorante, seconded by Jennifer Di Francesco, that the minutes of the meeting held June 6, 2020 be approved.

By Unanimous consent, the Motion was declared

CARRIED

7. Presentations & Reports from Committee Officials**7a) Joint CPIC-OAPCE Toronto Delegation to The Board of Trustees**

The Chair shared the initial return-to-school joint recommendations by CPIC & OAPCE to the Board of Trustees Special Meeting held on Friday August 15, 2020.

The Chair indicated that the Committee would deal with items 16a) and 17a) before hearing delegations.

16. Report from Trustee or Trustee Alternate

16a) Update from Board of Trustee Meeting held Friday August 15, 2020

Trustee Di Pasquale provided a list of motions made and approved by the Board of Trustees at their Special Meeting on Friday August 15th.

17. Parent Member & Community Member Reports

17a) Update from OAPCE Toronto Return-to-School Parent Webinar

Annalisa Crudo-Perri, Executive Director on behalf of OAPCE-Toronto provided a synopsis of the Parent Return-to-School Q&A Webinar held Wednesday August 12th. There were over 700 registrants and TCDSB staff addressed questions posed by the moderators.

The Chair indicated that the Committee would proceed with hearing delegations for a maximum of 5 minutes each.

8. Delegations

8a) G. Signarowski & A. Heitz: CSPC Co-Chairs – Fr John Redmond CSS

Gary Signarowski, CSPC Co-Chair from Father John Redmond CSS addressed the Committee related to secondary school questions and recommendations for back-to-school.

8b) Aaron Babel & Abigail Lorenzo: Parents – Our Lady of Wisdom CS

Mr. Babel, parent from Our Lady of Wisdom CS addressed the Committee related to elementary school & French language questions and recommendations for back-to-school.

8c) Daniela Contreras: Parent – Our Lady of Wisdom CS

Delegate was not present and did not address the Committee.

8d) Carolyn Agasild: Parent

Delegate was not present and did not address the Committee.

8e) Sandra Mastronardi: Former TCDSB SEAC Member

Sandra Mastronardi, Parent & former SEAC member addressed the Committee related to Special Education questions and recommendations for back-to-school.

12. Program/Policy Consultation (Committee of the Whole)

The Chair indicated that as the time was just after 8PM, item 12c) would be dealt with before items 12a) & 12b)

12c) Q&A Session with Dr. Vinita Dubey, Associate Medical Officer of Health: Toronto Public Health

The Chair welcomed guests:

Nicole Welch, RN of the COVID-19 Liaison Team & Child Health and Development and Healthy Communities Director from Toronto Public Health

And

Dr. Vinita Dubey, Associate Medical Officer of Health, City of Toronto

Members proceeded to ask questions of the guests pertaining to return-to-school protocols, medical advice and COVID-19 impact.

The Chair declared a 5 minute recess.

The meeting continued at 9:10PM with John Del Grande in the Chair.

12a) TCDSB Reopening Action Plan (as of August 10, 2020)

12b) TCDSB Back-to-School Update Report (as of August 14, 2020)

Superintendent Wujek & Campbell gave an update on the TCDSB planning with respect to COVID-19 September return-to-school. Members were invited to ask questions of TCDSB staff present and/or suggest recommendations which the Chair would capture live.

The following recommendations were presented and voted upon.

- i. That the Board reinforce the expectations that parents should be consulted and be contributing members of the local school implementation of protocols and associated decisions.

By Unanimous consent, the Motion was declared

CARRIED

- ii. That the Board stop using the word survey and instead call it registration or selection of Parent's learning choice.

By Unanimous consent, the Motion was declared

CARRIED

- iii. That the Board immediately publish a “one pager” for both elementary and secondary panels sent to all parents outlining the (as known currently) - expected learning environment and “day in the life of” for return to school in September. That this be a versioned document updated when and if plans are materially changed.

By Unanimous consent, the Motion was declared

CARRIED

- iv. That the Board list the only acceptable platforms from a support, security & functionality lens that teachers are to select from for any virtual or online classrooms (distance learning).

By Unanimous consent, the Motion was declared

CARRIED

- v. That the Board as opposed to separate virtual schools instead conduct joint in-class and virtual learning through the regular classroom teacher (providing the required technology supports) with the purpose of facilitating continuity, participation & sense of community.

Results of the Vote taken, as follows:

In Favour

Natalia Marriott
John Del Grande

Opposed

Jennifer Di Francesco
Joe Fiorante
Daniel Oliveria
Annalisa Crudo-Perri
Isabel Starck
Anthony Antinucci

Kathleen McGinnis
Katie Piccininni

FAILED

Committee Members suggested an alternative recommendation for v):

That the Board endeavor to strengthen the collaboration, link and learning continuity between virtual and in-class environments.

By Unanimous consent, the Motion was declared

CARRIED

That the Board publicly publish all protocols/guidelines created for schools, staff etc.. as it relates to the return-to-school COVID plan.

By Unanimous consent, the Motion was declared

CARRIED

- vi. That the September CPIC meeting focus on parent engagement opportunities & guidance under COVID-19 and that parent council (CSPC) virtual elections continue to be planned.

By Unanimous consent, the Motion was declared

CARRIED

20. Adjournment

MOVED by Isabel Starck, seconded by Natalia Marriott that the meeting be adjourned.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting adjourned at 11:00 PM

CPIC SECRETARY

CPIC CHAIR



REPORT TO

REGULAR BOARD

RESPONSE TO DELEGATION REGARDING COMPLETION OF IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE (IPRC) MEETINGS AND ASSESSMENTS

"I am confident of this, that the one who began a good work among you will bring it to completion by the day of Jesus Christ." (Philippians 1:6)

Created, Draft	First Tabling	Review
August 10, 2020	August 20, 2020	Click here to enter a date.

Linda Maselli-Jackman, Superintendent of Education, Special Services
Maria Meehan, Superintendent of Education, Special Services

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

In response to concerns articulated by a delegation to the July 23, 2020 Board meeting, this report provides updates regarding the status of completion of Identification, Placement, and Review Committee (IPRC) meetings as of the end of June 2020 and the Board's intent to resume efforts to complete summer assessments during the Summer of 2020 in the Covid-19 pandemic environment. Contextual information is provided vis-à-vis the latest update of the *A Faith Community of Believers: Toronto Catholic District School Board (TCDSB) Distance Learning Implementation Plan, v.3.0*, updated July 8.

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

B. PURPOSE

1. This information report is on the Order Paper for the August 20, 2020 Regular Board meeting. It is provided in response to a delegation by SEAC member Deborah Nightingale which identified the following concerns:
 - A. Toronto Catholic District School Board (TCDSB)'s decision to postpone many IPRC meetings and Special Education assessments until after the start of the new school year;
 - B. Since the IPRC meetings which normally are completed prior to the end of June were not completed, then students will be unable start the first day of the new school year in the appropriate class or school and with appropriate supports; and
 - C. Students who are still seeking IPRCs are students who have not waived these meetings and are seeking placements or supports different from their current situation.
2. Information provided in this report is intended to clarify the understandings articulated by the delegation and provide a reminder regarding the intent of the protocols established for Special Education Programs and Services during both the Distance Learning environment and as they will continue into the new school year, still within the Covid-19 environment.

C. BACKGROUND

1. Since the Covid-19 closure on March 13, the TCDSB established a protocol document entitled, *A Faith Community of Believers: TCDSB's Distance Learning Implementation Plan*. This plan includes the protocols and priorities for the provision of programs and services for students with Special Education needs.
2. Since the first version of this document, indicated Special Services protocols have prioritized the provision of programs and services for students with the highest priority needs. The protocols also articulate the Board's intent to provide programs and services at the start of the 2020-21 school year with the least amount of disruption and change in the event that the Board were required to continue within the Distance Learning format. Otherwise, if the Board were to resume regular operations with the implementation of a face-to-face learning environment, then it has been the intent of TCDSB Special Services Department to resume Psycho-educational (and other) assessments, initial and central IPRCs, and program placements into Intensive Support Programs (ISPs) and specialty programs within the regular operations context.
3. At the time of the delegation, the Board was still in the process of preparing the suite of return-to-school plans that had been required of school boards by the Ministry of Education. Since the time the July 23 Board meeting, the Ministry of Education has since announced the return-to-school plans for boards.
4. Since the time of the delegation, the TCDSB Special Services Department has more fully implemented the proposed Summer Learning Opportunities – Programs and Services whose plans have been underway since the end-of-June Ministry of Education announcement of the provision of one-time funding for summer Special Education programs/services.
5. During the early weeks of the summer, Toronto Public Health (TPH) announced its intention to clear the TCDSB for the operation of face-to-face programs for our students with Multiple Exceptionalities/Developmental Disabilities (ME/DD). As a result, those programs have been scheduled for for fourteen days between August 4-21.
6. This newly-minted face-to-face learning opportunity has consequently opened up the avenue for Special Services Psychology staff to re-ignite

considerations for the provision of Summer Psycho-educational assessments. Summer assessment opportunities had been previously established in order to address the backlog that has been a long-standing priority. Unfortunately, however, early plans for summer 2020 assessments had been halted with the Covid-19 pandemic closure.

D. EVIDENCE/RESEARCH/ANALYSIS

1. As articulated in the TCDSB Distance Learning Implementation Plan, Psycho-educational and other TCDSB service provider assessments (ex. Speech and Language, etc.) had been postponed until the Board resumes regular school operations. Psychology, Social Work, Speech/Language, and Autism service providers had indicated deep professional concerns about the factors that could influence the virtual assessment environment, which could consequently yield unreliable testing outcomes. Those concerns precipitated the decision of the TCDSB Special Services Department to withhold assessments until the Board's return to regular operations.

However, as indicated above, the ability to provide programs and services in a face-to-face environment with the appropriate personal protective equipment (PPE) has recently enabled the Special Services Psychology providers to reconsider the implementation of summer assessments. The establishment of a Psychology assessment team for the month of August will facilitate the address of at least some of the priority assessments for the new school year.

2. The delegation expressed concern about potentially inappropriate placements for students at the beginning of the new school year. To address this concern is an important reminder that even during regular Board operations, not all students necessarily start in ISPs or specialized programs at the beginning of a school year. Continuous starts have occasionally been provided in order to address individual needs of students. The program in which a start at the beginning of the school year is critical, however, is Empower, since this program requires the bulk of a school year in order to achieve completion of the required, research-based content provided by Sick Kids hospital.
3. Students served by Special Education programs and services have an IEP and receive supports once the requirement for the IEP has been determined. It is important to note that the ISP is *another* level of support; it is not the *only*

option for support. Through an IEP and with the assistance of a Special Education Teacher, other school-based staff and Special Services providers, ongoing supports are routinely provided for the learning needs in question.

4. The TCDSB Special Services Department concurs with the Ministry of Education's guidance that IPRC annual reviews continue take place during the Covid-19 closure, or they must be waived - on an annual basis. Therefore, it had mandated that all IPRC annual reviews were take place prior to the end of June 2020 or be waived. A review of the Board's Plan provides a reminder about the priority list of IPRCs to be conducted utilizing a centrally-assigned committee during the Covid-19 Board closure.

In recent Board and SEAC committee meetings, the Superintendent of Special Services spoke about initial IPRCs (for the new identification of an exceptionality and placement), and those conducted centrally (to address the need for a change in identification and/or placement). The TCDSB Distance Learning and Implementation Plan articulates a reminder about the priority list established for this purpose.

The Superintendent furthermore reiterated the requirement for the completion or waiver of all IPRC annual reviews by the end-of June 2020. To reinforce understandings about which IPRCs were to have been completed and which could be waived, information about compulsory IPRC annual reviews has also been provided in the Plan.

5. The intent of the IPRC meeting is to review the identification and placement of students with special education needs. In order to facilitate opportunities for more detailed conversations about student needs, Principals may establish post-IPRC meetings utilizing the appropriate school-level committee ex. Case Conference, School Based Support Learning Team.
6. The following chart contains vital statistics regarding the 2019-20 IPRC annual reviews. The chart identifies the total number of Exceptional students who require an annual review. The total number is broken down by: those that were *completed* (conducted with appropriate members of the IPRC); those that were *waived* (parents/guardian permission given to forego the meeting for the current year); and those that are *pending* (neither completed nor waived; but which still need to be addressed as soon as possible in September 2020).

Complete	Pending	Waived	Total (Exceptional)
2542	252	4222	7016
36.23%	3.59%	60.17%	99.99%

Total IPRCd (Identified exceptional) = 7016
 Total waived (parental permission) = 4222 (60.2%)
 Total pending = 252 (3.6%)
 Total complete = 2542 (36.2%)

Pending	Number	%	/7016
Autism	58	0.83	
Behaviour	25	0.36	
BLV	1	0.014	
DHH	1	0.014	
DD	3	0.042	
Giftedness	33	0.43	
LI	28	0.47	
LD	72	1.03	
MID	19	0.27	
ME	10	0.14	
PD	2	0.03	
Total	252	3.63	

7. In response to the request of the delegation to have all outstanding IPRCs and Special Education assessments prioritized to be completed before the first day of school in September, it is important to note that it is not possible to convene IPRCs during the summer months. IPRCs consist of members who are from a variety of employee groups whose regular annual employment takes place between September and June.

However, the above statistics demonstrate that only 3.6% of IPRCs remain incomplete as of June 30th. Therefore, they are being prioritized for completion as soon as possible upon return in September.

Noteworthy is the fact that IPRCs happen in tandem with Exchange of Information meetings and Transition Plans between the schools. The planning and execution of these meetings is detailed, and it often involves ongoing discussions and connections between the sending and receiving schools. Therefore, those rich discussions will continue to be an important part of the

transition process for all students, but particularly those with the highest needs.

8. The TCDSB Distance Learning Plan indicates that any considerations for admissions to or demissions from ISP placements and specialty programs will be made upon return to regular school operations.

E. METRICS AND ACCOUNTABILITY

1. Updates regarding the delivery of Special Education programs and services will be provided in tandem with the ongoing updates provided by the TCDSB for all of its programs and services. Those updates may be provided within the context of future Board and/or Committee meetings and/or periodic briefings to Trustees.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

STAFF RESPONSE TO CPIC MOTIONS FROM JULY 23 SPECIAL BOARD

"May he give you the desire of your heart and make all your plans succeed." Psalm 20:4

Created, Draft	First Tabling	Review
August 11, 2020	August 20, 2020	Click here to enter a date.

John Wujek, Superintendent Student Achievement and Well Being (Area 5), Parent Engagement
Linda Maselli-Jackman, Superintendent of Education, Special Services
Lori DiMarco, Superintendent Curriculum Leadership & Innovation; and Academic Information & Communications Technology

INFORMATION REPORT

Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

At Special Board on July 23, 2020, CPIC brought forward two motions to the Board from their June 11, 2020 CPIC meeting. The Board of Trustees received and referred to staff asking them to provide a report in response to these two motions.

Staff response to these motions is contained in this report. Staff appreciates the ongoing comment and input from CPIC as a voice representative of many parents and understand the times and context by which these questions are asked.

The cumulative staff time required to prepare this report was 12 hours

B. PURPOSE

1. The Catholic Parent Involvement Committee (CPIC) meets monthly and minutes from these meetings receive approval at the next regularly scheduled CPIC meeting along with any sanctioned motions. These minutes and bylaws typically appear on the subsequent Regular Board Order Paper for separate consideration.
2. At the July 23, 2020 Special Board meeting, two motions from their June 11 meeting were placed on the Special Board Meeting Agenda.
3. Following consideration from the Board of Trustees, the two motions were directed back to staff for a response through report. The content of this report addresses this directive.

C. BACKGROUND

During Mental Health Awareness Week (May 4-10, 2020), the Board's Mental Health Department posted resources through their portal. (Since the closure of schools, the use and posting of online resources has been offered beyond Mental Health Awareness Week.) One of the links through a resource offered a meme activity designed to help students understand expression of feelings. Memes are facial expressions that are used most often in social media to emphasize an emotion. One of the examples in the link displayed inappropriate memes that were not indicative of the healthy mental health exercise in which students were asked to

participate. As a result these concerns were brought to the CPIC table and brought forward to Special Board through a motion: (Appendix A)

Motion 1 – YouTube link for Mental Health Wellness Week

1. As to how this inappropriate content made it to our website especially during the focus of mental health awareness wellness week.
2. That memes be incorporated into cyber bully teaching of the health curriculum and students are made aware how bad things start with a simple picture and comment.
3. That the Mental Wellness suggestion of using electronic devices as a mental break especially in a time in our society where the mental break required is from the electronic device.

A second motion was presented by CPIC in recognition of the ongoing use and necessity of on-line learning for all students and the importance of ensuring that there is equity of access for all students. As well the motion asked for metrics associated with accountability and metrics associated with the Board's Distance Learning implementation in spring of 2020: (Appendix A)

Motion 2 – Distance Learning

1. A report be requested from the Director of Education documenting all metrics captured during distance learning:
 - a. the tools, programs, techniques, synchronous, asynchronous teaching, etc. used;
 - b. the percentage of educators using these techniques;
 - c. how all educators have been kept accountable during distance learning;
 - d. how equitable and consistent delivery of learning opportunities was provided by all our schools across the TCDSB.
2. Using this report, to prepare to do this again in the fall; better and more efficient and give all our educators all the necessary tools and protections so that our students can get the education they rightly deserve.

D. EVIDENCE/RESEARCH/ANALYSIS

Staff Response to Motion 1 – Mental Health and Use of Memes:

The YouTube video in question was shared with parents through our May Mental Health newsletter, during Mental Health Awareness week (May 4-8, 2020).

Regarding the contents of the May newsletter and all other newsletters created by the Mental Health Team, it has always been the team's hope that parents review the content shared in the newsletters and choose which aspects will be shared with their children.

The mental health team chose to offer memes with the intent to offer a light-hearted activity during Mental Health Awareness Week, with no intent to cause harm to anyone's self-concept. When used appropriately, memes are images meant to create laughter about a situation that is not meant to be offensive to anybody.

Regarding the concern about memes being misused or engaged with inappropriately, staff understand that unfortunately any medium could potentially be used inappropriately. It is true that anything that has a positive side or outcome could also (whether intentionally or inadvertently) be used to realize entirely opposite outcomes.

The TCDSB Mental Health Team is not aware of memes having been created or used in inappropriate ways, as a consequence of this video. However, there is zero tolerance for inappropriate behaviours engaged upon related to the use of memes. If any inappropriate behaviours come to staff's attention, they will be addressed immediately in accordance with our Board's Safe School policy.

In any event, despite the vetting that staff had done in the preparation of the content for our mental health awareness week, it regrettably did not notice any inappropriate content around the screenshots in the YouTube video. We apologize for this oversight and will ensure a more thorough vetting of YouTube content is made before sharing in future.

The YouTube video has since been removed from our May Mental Health newsletter.

Staff wish to uphold that TCDSB endorses a zero tolerance regarding bullying. Any student engaging in such behaviour will be subject to progressive discipline. We also encourage any student recipient of inappropriate material to report that to an adult whom they trust such as their parent or staff member.

Hindsight provides us with many benefits. With regard to using technology as a way to distract ourselves from the stress that we are all undoubtedly feeling, the meme tool had been only one suggestion for engaging in mental wellbeing activities provided in the May Mental Health Newsletter. Currently, we are infinitely more cognizant about the compounding level of fatigue regarding the use of electronic devices, tools, and resources as we engage more deeply with the Distance Learning environment; and that this is felt acutely by many of us. However, in April, when the May newsletter was prepared the novel and widespread use technology was being embraced as a creative way of engaging with tools and resources.

This is not to suggest that the value of our engagement with technology has been diminished with time. Rather, it is an acknowledgment that we need to - and intend to - continue to scrutinize and vet the tools and resources with which we engage to advance learning and well-being goals.

Staff Response to Motion 2 – Accountability and Equitable Response to Distance Learning

A - the tools, programs, techniques, synchronous, asynchronous teaching, etc. used

- TCDSB Supported Brightspace, Google Classroom, G Suite (docs, sheets, sites, meet, etc)
- Teachers were given the choice of tool, and could use other tools such as email, phone calls, etc.

B - the percentage of educators using these techniques

In the first 34 work days of distance learning (April 6-May 26):

- 1600 teachers using Brightspace (1537% increase)
- 10500 students using Brightspace (557% increase)
- 8000 active google classrooms (267% increase) (some teachers may have multiple classrooms)
- 16300 average weekly posts by teachers in Google (1449% increase)

- 2100 average weekly posts by students (502% increase)

Google meet was launched on Monday May 10, 2020.

- In 34 work days (May 10 - Jun 26)
- 27097 Google meet sessions

Online professional development for distance learning began on April 3, 2020 . In the 59 work days (April 3 - June 26)

- Number of PD Sessions given by 21C and Assistive Technology teams and the Curriculum/Student Success/Special Services divisional teams: 186
- Number of Participants in those online PD Sessions: over 7000

C - how all educators have been kept accountable during distance learning

Local school staff were kept accountable during the spring session. Information and expectations were made clear to them by the school principal through staff meetings shared professional collaborations. Interactions between parents and educators provided valuable feedback and better informed practices when it came to distance learning. Elevated parent concerns were addressed by school principals and in some cases by school superintendents.

Educators continued to be the valued and essential conduit by which our students learn. Their professional integrity is recognized and their continued participation in defining and participating in professional development contributes to overall capacity building across the system.

Throughout the spring of 2020, there were weekly meetings between teaching Union representatives and senior staff.

D. how equitable and consistent delivery of learning opportunities was provided by all our schools across the TCDSB.

Throughout April, May and June of 2020. Staff was able to respond to technology needs of students in order to ensure that distance learning would not disadvantage those who lacked resources. A platform was created for principals to request in real-time iPads or Chromebooks so that students could properly participate in online learning. The Information Technology department was able to work through buyers to secure bulk orders and were able to respond to needs. It should

also be noted that homes that did not have internet were given use of an iPad and in partnership with Rogers, internet access was provided for these families.

On June 18, 2020, staff brought forth a report at Special Board entitled “Computers for Students in Need”.

Excerpts from that report are as follows:

- As of June 10, 10,565 have been requested and purchased for students. These devices include 6,203 Chromebooks and 4,362 iPads
- All iPads were enabled with cellular data service from Rogers until August 21, 2020.

“Approximately 11% of students requested a device from the TCDSB over the course of the last 2 months to help engage in distance learning. Of the students who requested devices from the TCDSB, most, but not all, live in lower income neighbourhoods throughout the city. However, the number of requests may have been higher than under normal conditions because of the competing demands for devices with many parents working from home. The following is a breakdown of device requests by ward”. (page 126, Special Board, June 18, 2020, see Appendix B)

“Approximately 1.3% of students (1,254) indicated that they needed a device and internet services to access distance learning. To support students in need of internet service, the TCDSB provided these students with an Apple iPad enabled with LTE data services from Rogers free of charge until June 30th” (page 127, Report to Special Board, June 18, 2020, see Appendix B)

E. METRICS AND ACCOUNTABILITY

Motion #1- Mental Health and Use of Memes

The YouTube video has since been removed from our May Mental Health newsletter.

Staff underline that TCDSB endorses a zero tolerance regarding bullying. Any student engaging in such behaviour will be subject to progressive discipline. We also encourage any student recipient of inappropriate material to report that to an adult whom they trust such as their parent or staff member.

The meme tool had been only one suggestion for engaging in mental wellbeing activities provided in the May Mental Health Newsletter. Currently, staff and the Mental Health Department in particular are infinitely more cognizant about the compounding level of fatigue regarding the use of electronic devices, tools, and resources. As we engage more deeply with the Distance Learning environment we need to - and intend to - continue to scrutinize and vet the tools and resources with which we engage to advance learning and well-being goals.

The TCDSB Special Services Mental Health Team continues to work collaboratively with TCDSB stakeholders as well as outside agencies to support the implementation of mental health and wellbeing strategies for students and staff. A wealth of information regarding the provision of mental wellbeing supports to the TCDSB community can be found on the TCDSB website Mental Health portal: <https://www.tcdsb.org/ProgramsServices/SpecialEducation/mhs/Pages/Default.aspx>.

Special Services Mental Health professionals continue to work closely with School Mental Health Ontario (SMHO) regarding services and supports for mental wellbeing for both students and families. Resources specific to supporting student mental health and wellbeing during the COVID-19 pandemic can be found at the TCDSB website: <https://smho-smso.ca/covid-19/>.

SMHO has just released their Mentally Healthy Return to School Toolkit which includes practical resources to promote and protect mental health at school and is relevant to various stakeholders within the TCDSB system:

- Role-specific resources supports for system and school leaders including presentations for educators, trustees, Mental Health leadership team, tip sheets for parents and families, etc.;
- learning tools to help educators and support staff to foster social emotional learning and mental health literacy skills within caring classroom environments, including lessons plans for the first 10 days of school and beyond; and
- tools to equip school mental health professionals with evidence-based learning related to effective prevention and intervention services.

Key messages contained within this toolkit remind TCDSB system leaders about the following principles:

1. Mental health and wellbeing is everyone's priority;
2. School and system staff lead with compassion and empathy;

3. Schools are an excellent place to promote and protect student mental health;
4. The TCDSB system has strong mental health foundations on which to build;
and
5. All stakeholders need to work together.

Motion #2 - Accountability and Equitable Response to Distance Learning

Staff continues to offer professional development opportunities to teachers regarding aspects of distance learning. In particular, synchronous learning is a necessary component in elementary and secondary panels for families who choose distance learning. For the adaptive model in secondary, both asynchronous and synchronous learning is a documented component of the 300 minutes of instruction that our students will receive.

On August 13, 2020, the Ministry of Education released a Policy/Program Memorandum (164) entitled: “Requirements for Remote Learning”. Staff are currently reviewing this PPM for guidance and use in its Distance Learning plan for the 2020-21 school year.

It will be expected that schools will continue to work collaboratively and professionally in response to student learning needs both in the areas of in-class and distance learning.

Chromebooks have remained in the hands of students over the course of the summer in households where students were returning to TCDSB schools. Staff remain committed to ensuring that Distance Learning needs are met across all families in our system.

In terms of next steps, the June 18 report from Special Board mentions some specific considerations:

- ***Staff are recommending that students keep loaner devices until the COVID-19 pandemic is over.*** While the COVID-19 pandemic is active, staff believe students will continue to need access to devices for learning at home opportunities. As such, devices should be kept by students until such time that TCDSB returns to a full-time face-to-face teaching model. Since the iPads are leased, staff are estimating an additional cost of approximately \$525,000 to extend the lease for an additional year.

- ***Staff are recommending that current devices for student programs be continued in the Fall of 2020 for new students joining the TCDSB.*** New students joining the TCDSB in the fall of 2020 should be given the same opportunity as current students to access a device, if they truly need one. Since the TCDSB typically admits up to 7,000 new students per year, staff are estimating the need for approximately 800 additional devices (11%) purchased at an approximate cost of \$320,000.

(page 128, Report to Special Board, June 18, 2020, see Appendix B)

From public minutes of June 18 Meeting in response to “Computers for Students in Need Report”. (see Appendix C). **The entire report was adopted as follows:**

17a) Computers for Students in Need:

1. That the Board of Trustees continue the current TCDSB student device loan program until September 2020;
2. That the Board of Trustees continue to support students who are identified as needing internet access, by covering the cost of Rogers Long Term Evolution (LTE) data services for loaned iPads at an estimated cost of \$180,000 for at least 3 months (July, August, and September); and
3. That future device programs such as formal bring-your-own-device (BYOD) and low-income family device loan program be explored and presented to the Board of Trustees at the end of the COVID-19 pandemic.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board and acts a response to the CPIC Motions raised.



REPORT TO

REGULAR BOARD

RESPONSE TO MAY 2020 CPIC MOTIONS

"Bear one another's burdens, and in this way, you will fulfil the law of Christ."
Galatians 6:3

Created, Draft	First Tabling	Review
June 9, 2020	June 18, 2020	Click here to enter a date.

John Wujek, Superintendent of Education, Area 5 and Parent Engagement
Steve Camacho, Chief Information Officer

RECOMMENDATION REPORT

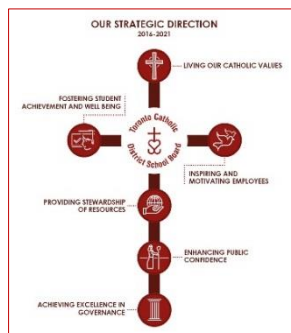
Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report is offered as a response to the Board direction to staff at Regular Board on May 21, 2020. The four motions provided by the Catholic Parent Involvement Committee (CPIC) are presented, and additional staff information has been provided. Some of the directions can be implemented, while others, would need further consultation and consideration by staff to valued parent stakeholders.

The cumulative staff time required to prepare this report was 18 hours

B. PURPOSE

1. The Catholic Parent Involvement Committee (CPIC) meets monthly and minutes from these meetings receive approval at the next regularly scheduled meeting along with any sanctioned motions. These minutes and bylaws typically appear on the subsequent Regular Board Order Paper for separate consideration. Each motion appears for consideration separately from the CPIC Minutes.
2. At the May 21, 2020 Regular Board meeting, the CPIC minutes and five motions from their April 20 meeting were on the Regular Board Meeting Agenda.
3. Following consideration from the Board of Trustees, four of the motions were directed back to staff for a response through report. The content of this report addresses this directive.

C. BACKGROUND

1. The Catholic Parent Involvement Committee (CPIC) meets monthly and minutes from these meetings receive approval at the next regularly scheduled CPIC meeting along with any sanctioned motions. These minutes and bylaws typically appear on the subsequent Regular Board Order Paper for separate consideration. Each motion appears for consideration separately from the CPIC Minutes.
2. At the May 21, 2020 Regular Board meeting, the CPIC minutes and five motions from their April 20 meeting were placed on the Regular Board Meeting Agenda.

3. Following consideration from the Board of Trustees, four of the motions were directed back to staff for a response through report. The content of this report addresses this directive.

D. EVIDENCE/RESEARCH/ANALYSIS

1. On May 21st, four motions entitled below were referred back to staff for response and further information:

Motion A: Parent Reaching Out (PRO) Grant Application and Allocation Process

1. The PRO Grant Ward and school allocations for 2019-2020 school year be rescinded;
2. The funds be deferred to the 2020-2021 school year (subject to approval by the Ministry of Education); and
3. A revised application process for 2020/21 to come back in June be recommended by Catholic Parent Involvement Committee (CPIC).

Motion B: Use of Escribe platform and assistance of board staff

1. Agendas for CPIC be compiled and distributed through Escribe with the support of the TCDSB Recording Secretary;
2. The Chair / Vice-Chair of CPIC to approve the final agenda before distribution consistent with in-force CPIC bylaws; and
3. Recording Secretary support be provided for creation of minutes of CPIC starting September 2020.

Motion C: Use of SOAR to Collect Parent Contact Information on Behalf of CPIC

1. Add appropriate checkbox (s) to the annually collected parent consent/information forms and the online Student Online Application for Registration (SOAR) system to allow parents to consent to receiving communications via email directly from their Catholic School Parent Council (CSPC) and CPIC (using only the respective CSPC Chair /CPIC Chair @tcdsb.org accounts); and
2. Setup a working group made up of Board Staff and parent representatives to: implement procedures and tools (both addressing short term and long term) using various systems for the purposes of allowing school councils to effectively and timely communicate with parents of their school community while respecting privacy and unsubscribe requests.

Motion D: Initiate public Broadcasting of CPIC Monthly Meetings similar to Board of Trustee Meetings

1. The Board facilitate broadcasting of virtual meetings of CPIC in a similar fashion to the Board of Trustee meetings or other mutually agreeable publicly accessible format.

E. METRICS AND ACCOUNTABILITY

The following is the response to the corresponding four motions:

Motion A: Parent Reaching Out (PRO) Grant Application and Allocation Process

1. The PRO grant funds were awarded to schools based on the Ministry of Education's outlined criteria, the staff report entitled "Toronto Catholic District School Board Parent Reaching Out (PRO) Grant Disbursement Report, 2019-2020" and the subsequent Board of Trustees recommendation made at the January 9, 2020 Student Well-being and Achievement Committee Meeting.

Further to the procedure in the report, trustees directed CPIC and staff that the fund distribution of \$41,000 of the PRO Grant funds were disbursed equally to all 12 wards. First application rights were given to Equity Poverty Action Network (EPAN) schools where present in the ward. As well, \$5000 for SEAC events, and \$5000 for Equity, Diversity and Indigenous Education and Community Relations Department events, adhering to the timelines outlined in the report.

2. The motion to carry forward PRO grant funds to 2020-2021 would be subject to Ministry of Education approval, and as such, may not be consistent with CPIC's intent of developing a new application process which would not be in line with the original prescribed process appearing in the Transfer Payment Agreement.
3. In addition, local CSPCs had previously submitted two applications to comply with the requirements set out in the Board report. The central rescindment of awarded funds without consultation will not take into account potential current, delayed or future plans that schools have made, in accordance with school closures and public safe distancing policies.

Staff does not recommend that the PRO Grant ward and school allocations for 2019-2020 be rescinded. Furthermore, staff recommend waiting and following the direction from the Ministry of Education and in the event of PRO Grant carryover to 2020-21, that the original schools who were allocated such funding be permitted to execute their original or augmented plan.

Motion B: Use of e-Scribe platform and assistance of Board staff:

1. The e-Scribe software structure does not allow for meeting participants or chairs to create and manage an agenda independently. The software assumes that that a formal administrative structure is in place with only a few people able to create and modify the meeting agendas. Currently, for all our public meetings, this responsibility lies with the recording secretary.
2. Staff are recommending that the Board of Trustees adopt this motion with the understanding that CPIC would use the same protocol for eScribe as is used for regular board and committee meetings. This protocol calls for:
 - the agenda to be constructed by the recording secretary in escribe;
 - the agenda to be reviewed by the CPIC Chair and staff prior to being released;
 - and finally, for the agenda to be released to the public and CPIC members a few days before the meeting.
 - A Recording Secretary provide services at monthly CPIC meetings.
3. Additional modifications to the agenda would completed through the recording secretary and issued as an addendum.

Staff are recommending that the Board of Trustees adopt this motion with the described protocol.

Motion C: Use of SOAR to Collect Parent Contact Information on Behalf of CPIC:

1. The TCDSB is bound by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) to ensure that all personal information that is collected, is protected and secured.

2. Whenever the TCDSB collects personal information (e.g. a parent email address), it can only be collected for two reasons:
 - a) It is expressly authorized by law; or
 - b) It is necessary to the proper administration of a legally authorized activity.
3. Even if consent is obtained for a collection of information, if there is no direct or indirect legal authority for the collection, it could not be collected under MFIPPA.
4. The primary reason that the Board collects parent email addresses is to populate the *Office Index Card*, which is an OSR document and therefore expressly authorized by the Education Act. This collection occurs primarily through registration in the Student Online Application for Registration (SOAR).
5. If, in SOAR, an option is added for collecting the private parent information to share with CSPCs, this would constitute a different purpose for the collection, so it would need to be addressed as a separate reason for the collection, other than for its intended use of populating the Office Index Card.
6. The Privacy Commissioner has said that collecting personal information cannot "merely be helpful" to the administration of the activity, it must be necessary.
7. Although the formation of CSPCs and the activities they carry out, is legally authorized by the Education Act in Regulation 612, as for example, to "*consult with parents of pupils enrolled in the school about matters under consideration by the council*", obtaining parent emails would be helpful but not necessary to the administration of these activities, as the principal could disseminate the information on behalf of the CSPC.
8. If the TCDSB proceeds with adding a necessary reason for which CSPCs and CPIC members have access to parent personal information, the following, for example, would need to be put in place to justify disclosure:
 - a) addition of a clause about collecting parent email for this specific purpose;
 - b) secure transmission of the data;

- c) rules for CSPCs/CPIC members that would govern the permitted use of the information; and
 - d) rules on how the information would be confidentially maintained.
- 9. In addition, the following are some potential privacy and accountability risks to the Board in providing CSPCs/CPIC members with lists with the parent's personal information, as for example:
 - a) it would be difficult to monitor and control confidentiality;
 - b) it would be difficult to investigate potential misuse of the information;
 - c) it would be difficult to ensure CSPCs are utilizing current lists, leading to potential misuse of contact information of any parents who have withdrawn consent.
 - d) it could dismiss the intended collaboration between the CSPCs and the principal;
 - e) it would dismiss the potential lack of accountability to school administration who, under TCDSB CSPC policy, are expected to approve communication that is sent to all parents; and
 - f) the Board would have few legal actions it could take to recover the data or transfer liability to a CPSC/CPIC member should a member purposefully or accidentally breached personal data in the Board's custody.

For the reasons above, staff recommends that the motion not be adopted. However, staff will work with CPIC to develop and update protocols for principals and CPSC to ensure timely communication from the CSPC is sent to parents via the school principals when needed.

Motion D: Initiate Public Broadcasting of CPIC Monthly Meetings similar to Board of Trustee Meetings

- a) Staff, want to note to the Board of Trustees that similar requests have been made by other committees such as SEAC. Should this trend to more online and/or meeting broadcasts continue past the COVID-19 epidemic, there will be a need to review a more sustainable staffing model for support evening meetings and, in turn, the need for additional staffing. Broadcast and/or online meeting can use between 3 to 5 ICT Services staff per meeting to support effectively. Some meetings require 6 to 8 hours of support including the setup, video management, and tear down of the meeting.

Staff recommends this motion and, upon approval by the Board of Trustees will work CPIC on a more detailed plan to implement it.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Parent Engagement Staff will continue to work with CPIC to engage and utilize central resource departments to reduce structural barriers as appropriate for improvement in transparency and communication.

Motion A: Parent Reaching Out (PRO) Grant Application and Allocation Process

Carry over the PRO allocations to the appropriate schools for the 2020-21 school year and allow for local self-determined adjustments to the school plan as allowable by any future Ministry of Education PRO Grant guidelines.

Motion B: Use of Escribe platform and assistance of Board staff:

Initiate and implement with the recommended considerations.

Motion C: Use of SOAR to Collect Parent Contact Information on Behalf of CPIC:

Staff require more opportunity to consider appropriate collection and sharing of parent contact information.

Motion D: Initiate Public Broadcasting of CPIC Monthly Meetings similar to Board of Trustee Meetings

Initiate and implement with the recommended considerations.

G. STAFF RECOMMENDATION

Staff recommend the following:

1. That with respect to **Motion A: Parent Reaching Out (PRO) Grant Application and Allocation Process**, it is recommended to wait and follow the direction from the Ministry of Education and, in the event of PRO Grant

carryover to 2020-21, that the original schools who were allocated such funding be permitted to execute their original or augmented plan.

2. That with respect to **Motion B: Use of Escribe platform and assistance of Board staff**, it is recommended that the Board of Trustees adopt this motion with the described protocol.
3. That with respect to **Motion C: Use of SOAR to Collect Parent Contact Information on Behalf of CPIC**, it is recommended that staff work with CPIC to develop and update protocols for principals and CPSC to ensure timely communication from the CSPC is sent to parents via the school principals when needed.
4. That with respect to **Motion D: Initiate Public Broadcasting of CPIC Monthly Meetings similar to Board of Trustee Meetings**, staff recommend approval of this motion, pursuant to a detailed implementation plan.



Maria Rizzo
Trustee Ward 5

E-mail: Maria.Rizzo@tcdsb.org

Voicemail/Fax: (416) 512-3407

To: Special Board Meeting, July 23, 2020

From: Maria Rizzo, Trustee Ward 5

Subject: Consideration of Motion – Graduation Ceremonies for the Class of 2020

MOVED BY: Maria Rizzo, Toronto Catholic District School Board

SECONDED BY: Norm Di Pasquale, Toronto Catholic District School Board

WHEREAS: Due to Covid-19, students were unable to celebrate graduation in the traditional ways;

WHEREAS: Families were saddened that they were unable to recognize and acknowledge their sons and daughters of the class of 2020;

WHEREAS: Many school communities acknowledged graduating students in different and varied ways at the end of the school year;

WHEREAS: Students and parents were disappointed with the inconsistent methods adopted by each school community to celebrate the graduates;

WHEREAS: Parents and students have requested that graduating students be formally acknowledged by holding commencement ceremonies when possible;

WHEREAS: Some schools are planning for graduation ceremonies when health protocols are lifted; and

WHEREAS: Some school communities are not planning any further ceremonies to recognize graduates.

THEREFORE BE IT RESOLVED: That all school communities plan and hold graduation celebrations for the Classes of 2020 whenever it is possible to do so based on public health protocols.



REPORT TO

REGULAR BOARD

ANNUAL REPORT OF THE CONFLICT RESOLUTION DEPARTMENT 2020

Proverb 15:1 A gentle answer turns away wrath, but a harsh word stirs up anger.

Created, Draft	First Tabling	Review
July 9, 2020	September 3, 2020	Click here to enter a date.

Isolina Varano, Coordinator of Conflict Resolution, Employee Relations
Adrian Della Mora, Executive Superintendent of Human Resources and Employee Relations

INFORMATION REPORT

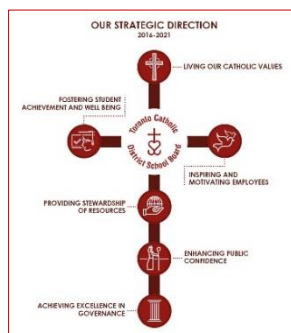
Vision:

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

This annual report provides an overview of data gathered by the Conflict Resolution Department regarding the types of conflict, services and initiatives provided to TCDSB stakeholders in the period July 1, 2019 to June 30, 2020. Included in the report is a summary of the types of complaints/inquiries, and identifies any patterns of conflict.

The report will also highlight the importance of offering dispute resolution and consultation services to all TCDSB stakeholders to ensure that conflicts are resolved in a timely and fair manner and ensures that relevant Board policies and legislation are considered.

The cumulative staff time required to prepare this report was 10 hours.

B. PURPOSE

This annual report summarizes the Conflict Resolution Department data, services and initiatives from July 1, 2019 to June 30, 2020.

C. BACKGROUND

1. **October 9, 2014** – The first annual report of the Conflict Resolution department was presented to the Board.
2. Over the years, the scope of the report has expanded to include the types of complaints/conflicts and any emerging patterns of conflict.

D. EVIDENCE/RESEARCH/ANALYSIS

1. On a regular basis, the Conflict Resolution Department continues to receive inquiries, consults and requests for referrals to community resources from TCDSB staff members, school administrators, management staff, union representatives and parents.
2. The majority of inquiries/complaints from parent stakeholders are resolved through consultations, facilitated meetings and Catholic School Parent Council (CSPC) in-services/meetings.

3. The following is a summary of inquiries/consults that involved TCDSB employees:
 - i. Gossip and innuendo (breaches of H.M.30 Complaint Against a Staff Member);
 - ii. Conflicts regarding professional roles and responsibilities, for example, Elementary Teacher and Designated Early Childhood Educator;
 - iii. Personality conflicts and behaviours that were viewed as harassment; and
 - iv. The exercise of supervisory responsibilities viewed as harassment, for example, principal and teacher.
4. The following is a summary of conflicts that involved non-TCDSB employees:
 - i. Parental harassment complaints filed by Board employees;
 - ii. Alleged harassment involving parents who are also Board employees;
 - iii. CSPC related issues, and allegations of harassment amongst Catholic School Parent Council members;

IN-SERVICES/PRESENTATIONS

5. Between July 1, 2019 and June 30, 2020, twelve (**17**) in-services were conducted about the TCDSB policy H.M.14 Harassment and Discrimination, and conflict resolution in general. This represents a **58.5%** decrease over the **54** sessions conducted from July 1 to June 30, 2019. The majority of these presentations were to newly hired employees including teachers, support staff, facilities and clerical staff. Three of these in-services were provided to CSPC parents at the elementary level. The decrease is a result of the Supervisor of Conflict Resolution transferring to the Employee Wellness Department as well as the COVID-19 pandemic resulting in the Board shutdown.
6. Principals are directed to annually present the podcast video regarding TCDSB policy H.M. 14 to the newly elected Catholic School Parent Councils because parents and community members on the Council are considered registered volunteers under H.M 14, and are subject to the same provisions as staff.

STAFF SESSIONS

7. Eleven (**11**) one-to-one sensitivity sessions to address breaches of H.M 14 Harassment and Discrimination in the Workplace policy involving staff members were conducted. This represents an **83%** increase from last academic year.
8. Seven (**7**) staff members were referred to internal/external training arising from disciplinary measures. The Conflict Resolution department met individually with the employees to determine appropriate training to support performance management. In cases where external training was required, the Department vetted appropriate training, provided context to the clinician and sought feedback to ensure successful completion of the training as a condition of the discipline. This represents a **133%** increase from last academic year.
9. Forty-eight (**48**) mandated facilitation meetings were conducted by the Conflict Resolution Department during this recording period. The majority of the facilitation meetings involved personality conflicts, confusion about professional roles, and allegations of harassment. ***The majority of issues/conflicts were resolved at the facilitation meeting level.*** The **32.4%** decrease from the previous academic year is attributed to the COVID-19 pandemic which resulted in the Board shutdown.
10. **Table 1** below outlines the results of an analysis of the various TCDSB stakeholders that were involved in facilitation meetings coordinated and chaired by the Conflict Resolution Department. The meetings involving parent stakeholders are highlighted therein:

Table 1

Party 1	v	Party 2	Meetings
Principal	v	TECT	4
Principal	v	PARENT	1
Principal	v	Clerical	2
Principal	v	CYW	1
Principal	v	Vice Principal	1
Vice Principal	v	TSU	1
TECT	v	PARENT	4
TECT	v	TECT	5
TECT	v	CUPE1328	5
TECT	v	ETFO	7
TSU	v	CUPE 1328	4

TSU	v	TSU	7
CUPE 1328	v	CUPE 1328	4
PARENT	v	PARENT	1

11. Complaints of harassment were verified in a total of six (6) formal investigations conducted by external investigators in relation to harassment and/or discrimination complaints filed under H.M. 14.

EXPERTISE AND SUPPORT FOR TCDSB

12. The Conflict Resolution Department supported the Short Term Sick Leave Department by conducting facilitation meetings related to staff conflicts. This resulted in enabling staff on leave due to harassment and/or discrimination claims to return to work.
13. The Conflict Resolution Department also provided clinical expertise to help identify employees with mental health issues, allowing the board to fulfil its obligations under the Ontario Human Rights policy to make inquiries and provide appropriate support to employees.
14. The Conflict Resolution Department participated in initiatives with the Employee Wellness Committees of both the Toronto Secondary Unit (TSU) and the Board's Employee Wellness Department.

E. METRICS AND ACCOUNTABILITY

1. The Coordinator of Conflict Resolution will attend the Joint Health and Safety Committees in September of 2020. The Department will regularly liaise with the Superintendent of Human Resources and Employee Relations.

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**

**FAIR PRACTICE IN HIRING AND PROMOTION POLICY
METRIC 2019-2020**

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

Created, Draft	First Tabling	Review
August 26, 2020	September 3, 2020	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 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.



Brendan Browne, PhD
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 from September 2019 to June 2020. 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 10 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 during the academic school year. 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, a Recruitment Assistant 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 with the procurement of an applicant tracking system (ATS) to

support recruitment processes, practices and reporting. Current COVID-19 pandemic priorities have delayed this procurement process.

2. **Transparent Recruitment Practices** - The Board continued to utilize recruitment practices that were open and transparent. Positions were advertised via numerous channels including the Board's website via the Director's Bulletin and Apply to Education (a job-posting site used by many boards in Ontario). Other transparent practices include the provision of assessed competencies to all candidates during interviews.
3. **Application Review** – Standardized procedures, albeit manual in nature, were in place for the scrutiny of employment applications. These procedures included 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 were required to sign a form indicating that they had 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, were 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. Data from the 2018 – 2019 school year followed by the data from the 2019 – 2020 academic year has been included for comparison purposes.

ANNUAL RECRUITMENT STATISTICS
SEPTEMBER 2018 TO JUNE 2019

Group	Candidates Interviewed	Successful (Yes)	Unsuccessful (No)	Debriefs Granted	Hired (Yes letter)
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
Totals	1147	837	267	7	756

ANNUAL RECRUITMENT STATISTICS
SEPTEMBER 2019 TO JUNE 2020

Group	Candidates Interviewed	Successful (Yes)	Unsuccessful (No)	Debriefs Granted	Hired (Yes letter)
Occasional Teachers	337	256	81	0	256
Caretakers	23	16	7	0	16
Secretaries	24	20	4	0	20
Designated Early Childhood Educators	26	14	12	1	14
Educational Assistants	72	57	15	2	57
Library Technicians	17	10	7	0	10
Parenting/Family Literacy Centres	0	0	0	0	0
Non-Union	77	16	61	6	16
Totals	576	389	187	9	389

Groups Not Previously Included	Candidates Interviewed	Successful (Yes)	Unsuccessful (No)	Debriefs Granted	Hired (Yes letter)
APSSP	34	7	27	0	7
Uncertified French Teachers	35	22	13	0	22
Uncertified Music Teachers	0	0	0	0	0
Totals	69	29	40	0	29
Totals*	645	418	227	9	418

**include both charts*

2. **Overall Recruitment Trend** - The significant decrease in recruitment activity reported with respect to the number of candidates interviewed is in part attributable to the transition to a COVID-driven remote work environment for approximately 4 months of the academic year. This transition adversely impacted the recruitment process by limiting access to key physical recruitment documents as well as reducing the Board's capacity to conduct interviews.

In addition, the reduction in occasional teacher recruitment activity in comparison to 2018-2019, reflected a significant need to replenish the occasional teacher Roster in the 2017-18 and 2018-19 school years to respond to the needs of the Board with respect to teacher absenteeism.

3. **Overall Recruitment Trend** - On average, the board hired 100% of the candidates who were successful during the interview, in spite of significant competition from other boards. *This is an increase from 90% hired in the 2018-2019 school year.*
4. **Recruitment Trend - Occasional Teachers** – The Board successfully hired 100% of the candidates who were successful during the interview process. *This is an increase from 92% hired in the 2018-2019 school year.*
5. **Recruitment Trend - Education Assistants (EA)** – The board was able to attract and hire 100% of its successful EA interview candidates. *This is an increase from 67% hired in the 2018-2019 school year.*
6. **Recruitment Trend – Interview Success Rate** – Approximately 65% of candidates interviewed for the above occupational groups were successful. *This is down from 73% in the 2018-2019 school year.*
7. **Recruitment Trend – Uncertified French Teachers** – Approximately 9% of occasional teachers hired in the 2019–2020 academic year were uncertified French Teachers. This reflected the fact that the demand for French teachers outpaced the supply of certified candidates.

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**

ANNUAL PARENT/GUARDIAN VOICE SURVEY 2020

Do not ignore the discourse of the aged, for they themselves learned from their parents; from them you learn how to understand and to give an answer when the need arises. Sirach 8:9

Created, Draft	First Tabling	Review
July 16, 2020	September 3, 2020	Click here to enter a date.

Rory McGuckin, Director of Education
Marina Vanayan, Sr. Coordinator Research Department

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

One measure of the organization's commitment to strengthening public confidence and service excellence is informed by a stakeholder survey administered to all parents of TCDSB students.

The results of the 2020 *Annual Parent/Guardian Voice Survey* are compared to the data collected in the past two years.

The *Annual Parent/Guardian Voice Survey* was administered online at the beginning of June 2020.

The Research Department has provided a Thematic Summary based on emerging themes in the overall *Annual Parent/Guardian Voice Survey* in **Appendix A**, and has provided the overall survey summary in **Appendix B**.

The cumulative staff time required to prepare this report was 8 hours.

B. PURPOSE

1. This report provides information about the *Annual Parent/Guardian Voice Survey* administered online to parents and guardians of TCDSB students in June 2020.

C. BACKGROUND

1. **May-June 2018** – The *Annual Parent/Guardian Voice Survey* was first administered, and 2615 parents completed the survey.
2. **April 2019** – The 2018 *Annual Parent/Guardian Voice Survey* was reviewed based on feedback provided the previous year, and a final copy of the 2019 *Annual Parent/Guardian Voice Survey* was completed. Two questions were amended for greater clarity of understanding by parents in order to assess confidence in the TCDSB and its commitment to service excellence. These included wording on the Ontario Catholic School Graduate Expectations, and availability of translated material for parents.
3. **May-June 2019** – The *Annual Parent/Guardian Voice Survey* for 2019 was administered both online and on paper, and in total, 3405 parents completed the survey.

4. **June 2020** – The *Annual Parent/Guardian Voice Survey* for 2020 was administered online between June 1st and 12th, and 6266 parents completed the survey. When completing the survey, parents were asked to think about the school year from September 2019 to March 13, 2020.
5. **June 2020.** Parents were invited to provide feedback about their children’s experiences doing school work at home since the March Break. *The Learning During the COVID-19 Pandemic Parent/Guardian Voice Survey* was available June 15 to June 26th.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Research Department reviewed the results from the *2020 Annual Parent/Guardian Voice Survey* and discussed the results with the Director. Salient results include:
 - a. Participation in the *Annual Parent/Guardian Voice Survey* has increased greatly. Total respondents in 2020 is 6266. This represents an *increase of 2861* completed surveys compared with 3405 respondents in 2019.
 - b. Variable distribution of respondents across Trustee Wards:

Ward	Frequency	Percent
1	219	3.5%
2	652	10.4%
3	386	6.2%
4	715	11.4%
5	986	15.7%
6	292	4.7%
7	461	7.4%
8	431	6.9%
9	353	5.6%
10	342	5.5%
11	819	13.1%
12	546	8.7%
Unknown	64	1.0%

2. Questions were grouped into the following six (6) themes:
 - A. Nurturing Our Catholic Community
 - B. School Climate
 - C. Supporting Learning
 - D. Communication
 - E. Parental Involvement
 - F. Contact with TCDSB designated executives
3. The assessment of survey questions followed the similar assessment strategy used for the Board Learning Improvement Plan results:
 - a. On Target – 75% of Respondents Strongly Agree/Agree
 - b. Monitor – 50% - 74% of Respondents Strongly Agree/Agree
 - c. Action Required – below 50% of Respondents Strongly Agree/Agree
4. Overall, almost all of the 2020 survey questions indicate that the TCDSB is on target with a large majority of key indicators of public confidence and service excellence across all of the themes. The data in Appendix A and Appendix B indicate many positive results (over 75%) as well as improvements over time.
 - There is evidence that nurturing our Catholic community is strong. There is evidence of improvement in making connections with the parish. There is also improvement in students' awareness of Ontario Catholic School Graduate Expectations, and more awareness is needed.
 - There is evidence that parents/guardians feel that there is a positive school climate where students and parents feel welcomed, inclusive and students feel safe.
 - There is evidence that parents/guardians feel their child is supported in school with high expectations, and meeting student academic, spiritual, social, physical and mental well-being. There are improvements in the areas of evident classroom strategies and student access to technology that supports learning.

- There is evidence that parental involvement is positive. There is evidence of improvements in ensuring that parents/guardians have the opportunity to provide feedback and input at their child's school.
 - There is evidence that there are improvements in the overall communication with parents/guardians. The vast majority of parents indicate that they are comfortable communicating with their child's school in English. Continued work needs to be done so that all parents who need translation are aware of the Board's translation services and can receive translations as requested.
5. The final section of the survey assessed service excellence and public confidence with respect to the Board's designated executives. The 2020 *Annual Parent/Guardian Voice Survey* results indicate improvements in the following areas, relative to the 2019 results:
- i. Responding to parent/guardian contacts in a timely manner (2 business days)
 - ii. Addressing issues or concerns in a professional manner
 - iii. Resolving the matter
6. The Senior team will review the results to determine new strategies to improve results.

E. METRICS AND ACCOUNTABILITY

1. Members of the executive team will monitor the results pertaining to specific portfolios.
2. The 2021 *Annual Parent/Guardian Survey* results will be presented at the Regular Board meeting in August 2021.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

ANNUAL PARENT/GUARDIAN VOICE 2020 - SURVEY RESULTS

Emerging Themes

Number of responses

2017-18	2018-19	2019-20
2615	3405	6266

A. Nurturing Our Catholic Community

1. My child's school promotes Catholic values and practices.

Agreement	2017-18	2018-19	2019-20
	92%	92%	96%



2. My child talks to me about the Ontario Catholic School Graduate Expectations learned at school.

Agreement	2017-18
	43%

Revised Q: My child is aware of the Ontario Catholic School Graduate Expectations

Agreement	2018-19	2019-20
	61%	70%



3. I feel my child is growing in faith and how to live it.

Agreement	2017-18	2018-19	2019-20
	92%	90%	92%



4. My child's school is working closely with the parish

Agreement	2017-18	2018-19	2019-20
	73%	76%	81%



20. There is a strong connection between school, home and parish.

Agreement	2017-18	2018-19	2019-20
	71%	72%	77%



On Target

There is evidence that nurturing our Catholic community is strong. There is evidence of improvement in making connections with the parish. There is also improvement in students' awareness of Ontario Catholic School Graduate Expectations and more awareness is needed.

B. School Climate

5. My child enjoys attending school.

Agreement	2017-18	2018-19	2019-20
	89%	90%	93%



6. My child's school is a welcoming place in which to learn.

Agreement	2017-18	2018-19	2019-20
	89%	89%	94%



7. I feel welcomed in my child's school.

Agreement	2017-18	2018-19	2019-20
	88%	89%	92%



8. My child feels safe at school.

Agreement	2017-18	2018-19	2019-20
	89%	89%	92%



9. My child's school is responsive to the needs of children from all cultural backgrounds and abilities.

Agreement	2017-18	2018-19	2019-20
	77%	80%	84%



On Target

There is evidence that parents/guardians feel that there is a positive school climate where students and parents feel welcomed, inclusive and students feel safe.

Supporting Learning

10. There are high expectations for students to achieve in literacy, numeracy and all other subjects.

Agreement	2017-18	2018-19	2019-20
	81%	82%	87%



11. My child's learning needs are met at school.

Agreement	2017-18	2018-19	2019-20
	78%	78%	83%



12. My child's school provides useful information to me regarding his/her achievement and well-being.

Agreement	2017-18	2018-19	2019-20
	79%	80%	85%



13. The school engages my child in activities that support learning in literacy and numeracy including assessments such as Education Quality and Accountability Office (EQAO).

Agreement	2017-18	2018-19	2019-20
	81%	83%	84%



14. The school engages my child in activities that support learning in all other subject areas.

Agreement	2017-18	2018-19	2019-20
	80%	80%	85%



15. My child's school supports spiritual, social, physical and mental well-being of students.

Agreement	2017-18	2018-19	2019-20
	84%	83%	87%



16. I have seen evidence of classroom strategies that support my child's learning (e.g., learning goals and success criteria).

Agreement	2017-18	2018-19	2019-20
	71%	73%	78%



17. My child has access to books, learning materials and other resources to support learning.

Agreement	2017-18	2018-19	2019-20
	85%	85%	89%



18. My child has access to technology that supports learning (e.g., computers, laptops, chrome books, tablets, software, applications, etc.).

Agreement	2017-18	2018-19	2019-20
	72%	73%	80%



On Target

There is evidence that parents/guardians feel their child is supported in school with high expectations, and meeting student academic, spiritual, social, physical and mental well-being needs. There are improvements in the areas of evident classroom strategies and student access to technology that supports learning.

C. Communication

19. My child's school provides parents with information regarding evaluation and assessment practices.

Agreement	2017-18	2018-19	2019-20
	77%	77%	85%



23. My child's school talks to me about factors that affect my child's education.

Agreement	2017-18	2018-19	2019-20
	68%	72%	79%



24. Our school regularly provides communications in a variety of formats (newsletters, twitter, email, website, SynreVoice/School Messenger, etc.)

Agreement	2017-18	2018-19	2019-20
	88%	91%	95%



25. I know about the Board's communications to parents available through the TCDSB website (e.g., the Director's Voice, Highlights from the Board, and Committee Meetings.)

Agreement	2017-18	2018-19	2019-20
	67%	75%	88%



26. My child's school provides adequate communication about school events and activities.

Agreement	2017-18	2018-19	2019-20
	86%	89%	92%



27. Open and timely communication occurs between parents and the school.

Agreement	2017-18	2018-19	2019-20
	80%	81%	87%



29. Translations of materials are available for parents whose first language is not English.

	2017-18
Agreement	34%
Don't know	58%

Revised Q: 29. a) Are you comfortable communicating with your child's school in the English language?

	2018-19	2019-20
Yes	98%	98%
No	1%	2%

b) Of those who said NO, are translations of school communications available to you?

	2018-19 (n = 45)	2019-20 (n = 111)
Yes and Don't know	62%	53%



Monitor

There is evidence that there are improvements in overall communication with parents/guardians. The vast majority of parents indicate that they are comfortable communicating with their child's school in English. Continued work needs to be done so that all parents who need translation are aware of the Board's translation services.

D. Parent involvement

21. There are opportunities for parents to attend information sessions and get involved in the life of the school.

Agreement	2017-18	2018-19	2019-20
	88%	87%	90%



22. I know about the Catholic School Parent Council (CSPC) at the school.

Agreement	2017-18	2018-19	2019-20
	87%	88%	87%



28. At my child's school, parents have the opportunity to provide feedback and input.

Agreement	2017-18	2018-19	2019-20
	73%	75%	81%



On Target

There is evidence that parental involvement is positive. There is evidence of improvements in ensuring that parents/guardians have the opportunity to provide feedback and input at their child's school.

ANNUAL PARENT/GUARDIAN VOICE 2020 Summary of Results

N = 6266

Area

	Frequency	Percent
1	779	12.4%
2	1108	17.7%
3	858	13.7%
4	912	14.6%
5	543	8.7%
6	695	11.1%
7	530	8.5%
8	772	12.3%
Unknown	69	1.1%

Ward

	Frequency	Percent
1	219	3.5%
2	652	10.4%
3	386	6.2%
4	715	11.4%
5	986	15.7%
6	292	4.7%
7	461	7.4%
8	431	6.9%
9	353	5.6%
10	342	5.5%
11	819	13.1%
12	546	8.7%
Unknown	64	1.0%

My child is in grade:

	Frequency	Percent
JK – Grade 3	2179	34.8%
Grade 4 – 6	1607	25.6%
Grade 7-8	1128	18.0%
Grade 9-12	1326	21.2%
No response	26	0.4%

How many children do you have attending this school?

	Frequency	Percent
1	4082	65.1%
2	1834	29.3%
3	292	4.7%
4	24	0.4%
5	5	0.1%
5 or more	5	0.1%
No response	24	0.4%

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No response
1. My child's school promotes Catholic values and practices.	51.8%	44.0%	1.7%	1.0%	1.5%	0.1%
2. My child is aware of the Ontario Catholic School Graduate Expectations.	27.3%	42.3%	8.6%	2.8%	18.4%	0.6%
3. I feel my child is growing in faith and how to live it.	36.9%	54.9%	3.8%	1.0%	2.9%	0.5%
4. My child's school is working closely with the parish.	33.0%	48.1%	5.2%	1.5%	11.7%	0.6%
5. My child enjoys attending school.	49.1%	43.9%	4.7%	1.3%	0.5%	0.5%
6. My child's school is a welcoming place in which to learn.	48.1%	45.6%	3.2%	1.1%	1.3%	0.6%
7. I feel welcomed in my child's school.	47.0%	45.0%	4.1%	1.5%	1.7%	0.7%
8. My child feels safe at school.	43.5%	48.5%	4.0%	1.3%	1.9%	0.9%
9. My child's school is responsive to the needs of children from all cultural backgrounds and abilities.	37.3%	46.5%	4.5%	1.8%	9.1%	0.8%
10. There are high expectations for students to achieve in literacy, numeracy and all other subjects.	33.1%	54.0%	7.2%	1.9%	3.2%	0.6%
11. My child's learning needs are met at school.	29.0%	54.3%	11.4%	2.7%	2.1%	0.5%
12. My child's school provides useful information to me regarding his/her achievement and well-being.	32.7%	52.5%	10.6%	2.1%	1.2%	0.7%

Appendix B

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No response
13. The school engages my child in activities that support learning in literacy and numeracy including assessments such as Education Quality Accountability Office (EQAO).	31.4%	52.8%	5.4%	1.4%	8.0%	0.9%
14. The school engages my child in activities that support learning in all other subject areas.	30.5%	54.5%	7.6%	1.6%	4.9%	0.9%
15. My child's school supports the spiritual, social, physical and mental well-being of students.	34.0%	53.0%	6.3%	1.8%	4.1%	0.9%
16. I have seen evidence of classroom strategies that support my child's learning (e.g., learning goals; success criteria).	29.4%	49.0%	10.9%	2.5%	7.2%	1.0%
17. My child has access to books, learning materials and other resources to support learning.	35.4%	53.6%	5.3%	1.9%	2.7%	1.2%
18. My child has access to technology that supports learning (e.g., computers, laptops, chrome books, tablets, software, applications, etc.)	30.6%	49.2%	7.9%	3.3%	8.0%	1.0%
19. My child's school provides parents with information regarding evaluation and assessment practices.	32.0%	52.6%	9.7%	2.4%	2.4%	0.9%
20. There is a strong connection between the school, home and parish.	26.0%	50.7%	10.9%	2.4%	9.3%	0.7%
21. There are opportunities for parents to attend information sessions and get involved in the life of the school.	32.9%	57.1%	4.4%	1.0%	3.9%	0.7%
22. I know about the Catholic School Parent Council (CSPC) at the school.	29.4%	57.9%	4.3%	0.8%	6.7%	0.8%
23. My child's school talks to me about factors that affect my child's education.	25.6%	53.4%	13.8%	2.7%	3.8%	0.8%
24. Our school regularly provides communications in a variety of formats (newsletters, twitter, email, website, SynreVoice/School Messenger, etc.)	46.3%	48.3%	3.0%	0.9%	0.6%	0.8%
25. I know about the Board's communications to parents available through the TCDSB website (e.g., the <i>Director's Voice</i> , <i>Highlights from the Board</i> , and Committee Meetings).	33.1%	55.0%	4.6%	1.0%	5.3%	1.1%
26. My child's school provides adequate communication about school events and activities.	40.1%	51.5%	5.8%	1.4%	0.9%	0.5%
27. Open and timely communication occurs between parents and the school.	35.2%	51.3%	8.9%	2.2%	1.9%	0.7%

Appendix B

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No response
28. At my child's school, parents have the opportunity to provide feedback and input.	31.1%	49.8%	8.7%	2.9%	6.5%	0.9%

29. a) Are you comfortable communicating with your child's school in the English language?

	Frequency	Percent
Yes	6122	97.7%
No	111	1.8%
No response	33	0.5%

29. b) If NO, are translations of school communications available to you? (n=111)

	Frequency	Percent
Yes	34	30.6%
No	42	37.8%
Don't know	25	22.5%
No response	10	9.0%

30. Do you know the name of the Superintendent of your child's school?

	Frequency	Percent
Yes	2829	45.1%
No	2388	38.1%
Never needed to know	991	15.8%
No response	58	0.9%

31. Before the schools were closed because of the COVID-19 pandemic, did you have an opportunity to see or meet the Superintendent of your child's school? (E.g., visiting classrooms, or at a school event such as, school Mass, community barbecue, CSPC meeting, curriculum night, school production/concert, etc.)

	Frequency	Percent
Yes	1593	25.4%
No	3754	59.9%
I have not attended	873	13.9%
No response	46	0.7%

32. In the past year, have you contacted the school Superintendent to ask any questions and/or present concerns?		32i. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=788)		32ii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=788)			32iii. Was the matter resolved? (n=788)	
Yes	No	Yes	No	Yes	No	Issue/ Concern not addressed	Yes	No
788 12.6%	5427 86.6%	571 72.5%	184 23.4%	565 71.7%	102 12.9%	99 12.6%	539 68.4%	227 28.8%

Appendix B

33a. In the past year have you had any communication with other members of the Senior team: Director of Education		33ai. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=318)		33aii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=318)			33aiii. Was the matter resolved? (n=318)	
Yes	No	Yes	No	Yes	No	Issue/Concern not addressed	Yes	No
318 5.1%	5478 87.4%	250 78.6%	44 13.8%	246 77.4%	34 10.7%	26 8.2%	233 73.3%	66 20.8%

33b. In the past year have you had any communication with other members of the Senior team: Associate Director of Education, Academic Affairs		33bi. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=127)		33bii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=127)			33biii. Was the matter resolved? (n=127)	
Yes	No	Yes	No	Yes	No	Issue/Concern not addressed	Yes	No
127 2.0%	5312 84.8%	98 77.2%	14 11.0%	103 81.1%	5 3.9%	5 3.9%	94 74.0%	17 13.4%

33c. In the past year have you had any communication with other members of the Senior team: Associate Director of Facilities, Business and Community Development/Chief Financial Officer		33ci. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=88)		33cii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=88)			33ciii. Was the matter resolved? (n=88)	
Yes	No	Yes	No	Yes	No	Issue/Concern not addressed	Yes	No
88 1.4%	5365 85.6%	60 68.2%	13 14.8%	66 75.0%	4 4.5%	4 4.5%	63 71.6%	13 14.8%

Appendix B

33d. In the past year have you had any communication with other members of the Senior team: Legal Counsel		33di. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=86)		33dii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=86)			33diii. Was the matter resolved? (n=86)	
Yes	No	Yes	No	Yes	No	Issue/Concern not addressed	Yes	No
86 1.4%	5342 85.3%	67 77.9%	11 12.8%	70 81.4%	4 4.7%	4 4.7%	69 80.2%	7 8.1%

33e. In the past year have you had any communication with other members of the Senior team: Other Superintendents		33ei. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=283)		33eii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=283)			33eiii. Was the matter resolved? (n=283)	
Yes	No	Yes	No	Yes	No	Issue/Concern not addressed	Yes	No
283 4.5%	5222 83.3%	221 78.1%	45 15.9%	231 81.6%	17 6.0%	22 7.8%	206 72.8%	60 21.2%



REPORT TO

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

SAFE SCHOOLS REPORT 2019-2020

*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
July 20, 2020	September 3, 2020	Click here to enter a date.

Michael Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools, and Continuing Education
Nadia Adragna, Principal of St. Martin School and Safe Schools Department
Todd Visinski, Vice Principal of St. Martin School and Safe Schools Department

INFORMATION REPORT

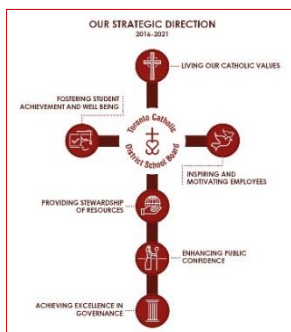
Vision:

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.



Dr. B. Browne
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 caring learning environments supported by positive Catholic school climates continues to be a key goal for the Toronto Catholic District School Board. In our annual Safe Schools Report, we examine metrics which promote continued growth in safe, caring and accepting school practices.

While this has been an exceptional year given school closures due to COVID-19, both qualitative and quantitative perceptual data for 2019-2020 confirm a continued positive trend toward safe and welcoming school climates in the TCDSB. These data indicate that, prior to distance learning, an overwhelming number of students (93% in secondary) believe their schools are safe places to interact and learn. During the COVID-19 school closures, both elementary and secondary students (97%) indicate that they feel very safe or safe online while working on distance learning activities.

The behavioural data is presented for each year and, where possible, are summarized using three-year rolling averages (or moving averages). Three-year rolling averages are calculated by creating a series of averages over three years. This statistic uses averages to describe trends over time.

An analysis of the rolling average over the last five years shows an overall downward trend in various areas. Elementary school data indicates improvement in many areas including a decrease in the number of suspensions issued, a decrease in the number of students suspended, a decrease in the number of suspensions pending possible expulsion issued and a decrease in the number of expulsions issued (both school and board expulsions). Although positive results can be identified in the secondary panel, there was an increase in total number of school expulsions issued to male students; however, this increase can be attributed to a few serious incidents, with each involving multiple students. The Safe Schools Department has identified a number of action items for 2020-21 to address the data collected for secondary schools.

Informed by the local Safe and Accepting Schools Teams, all schools will review both their local 2019-2020 Safe Schools metrics, as well as the perceptual data learned from the annual *Safe Schools Survey* (secondary) and this year's *Student Voice: Learning During the COVID-19 Pandemic* survey (elementary and secondary). Based on this information, each school will make adjustments, as needed, to their 2020-2021 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 110 hours.

B. PURPOSE

1. The Safe Schools Report for 2019-2020 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 2019-2020 Report also includes embedded gender and identity-based analyses.
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 2020-2021
3. The evidence will highlight those areas of strength and success, as well as areas for growth, resulting in prioritized actions for the 2020-2021 school year.

C. BACKGROUND

1. 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. Safe Schools Climate Surveys;
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: Learning During the COVID-19 Pandemic survey (elementary and secondary)

SECTION 1: Suspension and Expulsion Data (Appendix A)

As indicated in Appendix A, an analysis of the rolling average over the last five years shows an overall downward trend in various areas including: number of students suspended, notices of suspension issued, number of instructional days lost, number of students with an IEP suspended, number of suspensions pending expulsion issued and board expulsions. Students and parents working through a suspension and/or suspension pending possible expulsion are often supported with this process by various outside groups including TAIBU, Justice for Children and Youth, and Catholic Children's Aid Society.

During school closures due to COVID-19, nine (9) suspensions and zero (0) suspensions pending possible expulsions were issued. The 9 suspensions were the result of infractions related to inappropriate use of technology.

ELEMENTARY SCHOOLS [Comparison with 2018-2019 data]

At the Elementary level, the data indicate that *less students received suspension as a progressive discipline consequence (-624)*.

Some comparisons with the previous year (2018-2019) indicate:

- decrease in the number of Suspension Notices issued to males (-478) and decrease to females (-146)
- decrease in the number of Instructional Days lost to Suspension for males (-825)
- decrease in the number of Instructional Days lost to Suspension for females (-206)
- decrease in the number of males with an Individual Education Plan (IEP) who were suspended (-117)

- decrease in the number of females with an Individual Education Plan (IEP) who were suspended (-23)
- decrease in the number of males suspended 2 or more times (-236)
- decrease the number of females suspended 2 or more times (-52)

The above data would indicate that recidivism at the elementary level has shown a decrease in comparison to 2018-2019.

Further comparisons with the previous year (2018-2019) indicate:

- the number of males Suspended Pending Possible Expulsion under Section 310 of the Education Act has decreased (-13)
- decrease in the number of females Suspended Pending Possible Expulsion under Section 310 of the Education Act (-1)
- decrease in School Expulsions (-1) for males and no School Expulsions for females
- decrease in Board Expulsions for males (-4) and females (-1)
- Total number of TCDSB students with an IEP is 16,925. Total TCDSB elementary students with an IEP is 10,650. Total TCDSB elementary students with an IEP who were board expelled is 0, and school expelled is 1.

Consistent with 2018–2019 data, there has been ***no significant change in the more serious infractions of expulsion (-14)***. From the total number of Suspension Pending Possible Expulsion processes initiated (20), very few resulted in expulsions (1). 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, 15 students were transitioned at the elementary level for concerns related to safety. This is an increase of 3 students.

The Ministry of Education is eliminating discretionary suspensions (subsection 306(1) of the Education Act) for students in Kindergarten to Grade 3, starting in the 2020-21 school year. Alternative measures to discretionary suspensions must be used to address student behaviour in this student group. In 2019-2020, the total number of suspensions issued to K-3 students in the TCDSB was 218. An action item has been developed for 2020-2021 to respond to this data.

SECONDARY SCHOOLS [Comparison with 2018-2019 data]

The data indicate ***a constant downward trend***. This past year saw a decrease (-244) in the number of suspension notices board wide.

Some comparisons with the previous year (2018-2019) indicate:

- decrease in the number of Suspension Notices issued for males (-216)
- decrease in the number of Suspension Notices issued for females (-28)
- decrease in the number of Instructional Days Lost to Suspension for males (-619)
- decrease in the number of Instructional Days Lost to Suspension for females (-22)
- decrease in the number of males suspended 2 or more times (-111)
- decrease in the number of females suspended 2 or more times (-15)

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.

Further comparisons with the previous year (2018-2019) indicate:

- decrease in the number of males with an Individual Education Plan (IEP) who were suspended (-34)
- increase in the number of females with an Individual Education Plan (IEP) who were suspended (+17)
- increase in the number of males Suspended Pending Possible Expulsion under Section 310 of the Education Act (+2)
- decrease in the number of females Suspended Pending Possible Expulsion under Section 310 of the Education Act (-6)
- increase in School Expulsions for males (+14)
- decrease in School Expulsions for females (-4)
- increase for males in Board Expulsions (+3)
- increase for females in Board Expulsions (+3)
- Total number of TCDSB students with an IEP is 16,925. Total TCDSB secondary students with an IEP is 6,275. Total TCDSB secondary students with an IEP who were board expelled is 7 (+6), and school expelled is 17 (+1).

As indicated in Appendix A, the rolling average over the last 5 years indicates ***an ongoing downward trend in suspensions issued.*** This positive Safe Schools trend is further supported by the decrease in serious student incidents resulting in suspension pending possible expulsion (-4). This year's data indicates an increase in suspensions issued to females with an IEP, school expulsions for males and board expulsions for both males and females; these increases will be addressed in the 2020-21 priorities for the Safe Schools Department. In addition, there have

been a few serious incidents this year, with each involving multiple students, which lead to school expulsion. Although the Fresh Start process is not disciplinary in nature, 36 students were transitioned in secondary for concerns related to safety. This is a decrease of 21 students from the previous year.

SECTION 2: Student Perceptual Data

During the 2019-2020 school year, secondary students in Grades 9-12 participated in the annual *Safe Schools Survey* held in the Fall. Secondary students were given opportunity to complete this survey during designated class time.

Elementary students in Grades 6 and 8, however, did not participate in the annual *Safe and Caring Catholic School Climate Survey* administered each Spring, as schools were closed due to the COVID-19 pandemic.

This Spring, a *Student Voice: Learning During the COVID-19 Pandemic Survey* was completed by elementary students in Grades 6 and 8, as well as secondary students in Grades 10 and 12. Students were given ample opportunity to complete this surveys online, with multiple reminders to complete them through regular communication with staff, students and parents. The focus of the survey was to learn about students' learning and well-being while doing their school work at home (distance learning) during this time, and included a few questions regarding online safety while participating in distance learning activities.

Data gathered from all these surveys are reported for individual schools and for the 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.

OVERALL BOARD LEVEL RESULTS

(i) Safe Schools Survey (Secondary)

In November 2019, 5,464 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 B1):

When comparing secondary data for the three-year period, from 2017-2018 to 2019-2020, results are consistently positive (with little to no change evident) in all areas of feeling safe in and around 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, at sports/after school events, in school, at dismissal time, on the stairs/in stairwells, in the cafeteria/lunch time and in the hallways;
- 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:

- 87% of secondary students indicated that they have *never* been bullied;
- 74% of secondary students indicated that bullying is *a small problem* or *not a problem* in their school; an increase of 6% since 2017-18.

Areas for continued dialogue:

- Of the secondary students who *experienced* bullying at school (13%), more than half (53%) told another person about being bullied (a 4% improvement from 2018-19).
- Of the secondary students who *witnessed* bullying at school (31%), 43% indicated they told someone about the bullying they witnessed. This is an increase of 24% from the previous year.
- For those who had been bullied (13%) or had witnessed bullying (31%), the most common forms of bullying were verbal or social.

(ii) *Student Voice: Learning During the COVID-19 Pandemic Survey*

Elementary and Secondary Schools

In May/June 2020, 7,531 students in Grades 6 and 8 in all TCDSB elementary schools participated in the *Student Voice: Learning During the COVID-19 Pandemic Survey*. In the same period of time, 4,839 students in Grades 10 and 12 in all TCDSB secondary schools also participated.

Overall, elementary and secondary students' perceptions of online safety are very positive, with the large majority (97%) of students indicating they feel *very safe* or *safe* while working on distance learning activities.

Some further highlights on safety (See Appendix B3):

- 89% of elementary students and 90% of secondary students indicated that bullying during distance learning has not been a problem
- 2% of students in both panels reported they were bullied

Area for continued dialogue:

- The reporting of bullying remains an area for growth.

PERCEPTIONS BY GENDER

(i) *Gender Breakdown: Safe Schools Survey (Secondary)*

Findings comparing male and female students are consistent with those of previous years (See Appendix B2). While generally there are little or no differences in feelings of safety, gender differences are evident in the forms of bullying that males and females experienced or witnessed: more males indicated experiencing or witnessing physical bullying; more females experienced or witnessed social or cyber bullying.

(ii) *Gender Breakdown: Student Voice: Learning During the COVID-19 Pandemic Survey*

There are little or no differences between genders in their feelings of online safety while working on distance learning activities, as well as, indicating they have been bullied, in both the elementary and secondary panel.

While few have reported bullying to be a problem during distance learning, more females than males indicate bullying to be a problem.

PERCEPTIONS BY RACIAL IDENTIFICATION

In the Fall of 2019, 5464 secondary students completed the *Safe School Survey*; in the Spring of 2020, 7531 elementary students and 4839 secondary students completed the *Learning During the COVID-19 Pandemic Survey*. Both surveys included questions pertaining to safety, and on both surveys, students were asked to indicate with which racial group(s) they identified; Ministry of Education recommended racial categories were used. A preliminary analysis was conducted to examine the perceptions of safety among students identifying in the various racial categories. (See Appendix C.)

Results were generally positive for all groups; however, the pattern of perceptions in the areas of safety and bullying is slightly less favourable for some groups (e.g., secondary students who identify as Indigenous and Middle Eastern on the *Safe Schools Survey*).

The results of this preliminary analysis based on the voice of students will be reviewed and will inform dialogue between the departments of Safe Schools, Equity, Diversity, Indigenous Education and Community Relations, and Educational Research. Action items will be developed to address future data collection and the implementation of plans for continuous improvement in the areas of safety and well-being for all students.

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

On both the annual *Safe and Caring Catholic School Climate* (SCCSC) survey and the *Secondary Safe Schools Survey*, students are asked: *How do you think we can make our schools safer?* This year, the *Safe and Caring Catholic School Climate* survey was not administered; these data are not available for elementary schools. Below is a summary of responses from secondary schools.

Student Voice: Secondary Schools

On 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

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

- the promotion of anti-bullying initiatives
- increased police, School Engagement Team (SET) officers, or security guard presence
- more supervision outside the classroom (monitors or teachers in the hall)
- adding more security cameras
- staff being more approachable to create trusting and caring relationships
- renovations to maintain a clean, safe and healthy school environment
- no vaping
- being kind and creating a caring school community
- stricter rules and enforcement of rules
- listening to students' concerns

SECTION 4: Safe Schools Alternative Programs

The TCDSB operates programs through the Safe Schools Department. These alternative 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 2019-2020, there were 2 students in the elementary program.

In the secondary program 26 students (20 Board Expulsion and 6 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 2019-2020, 70.4% of eligible suspended students were served by TIPSS teachers at sessions in Toronto Public Library sites. In situations where adult students/parents have chosen not to attend TIPSS, the school provided the student/family with work packages. In all cases, students were afforded the opportunity to continue with their learning while on long-term suspension.

SECTION 5: Professional Learning for TCDSB Stakeholders

In 2019-2020, the Safe Schools Department offered a diverse menu of professional learning on safe schools topics to students, parents, TCDSB staff members and community partners.

2019-2020 Activities are listed in Action Items found in section E.

In addition, the Safe Schools Department worked collaboratively with various TCDSB departments, including Mental Health and Curriculum Leadership and Innovation and ICT, to develop various resources to support students, parents, and staff with distance learning. These resources include:

- Classroom Management Strategies for Online Learning: Tools for Classroom Teachers and Support Staff
- Tips for Parents: Supporting Student Safety in a Virtual Environment (Appendix D)

- Tips for Students: Supporting Student Safety in a Virtual Environment (Appendix E)
- Progressive Discipline Interventions and Alternatives to Suspension during Distance Learning (for Principals/Vice Principals)

E. METRICS AND ACCOUNTABILITY

2019-2020 Metrics	Evidence/Deliverables (2019-20 Metrics)
<p>1. Expand the <i>Safe Schools Professional Learning Modules Series</i> to include new modules:</p> <ul style="list-style-type: none"> • “Supporting Elementary Students with Autism Spectrum Disorder using Applied Behaviour Analysis (ABA) Strategies and Techniques” • “Self-Compassion and Kindness” 	<p><i>Due to labour disruption and COVID-19, the number of modules offered was significantly reduced.</i></p> <ul style="list-style-type: none"> • 19 different topics delivered in 2019-2020 Professional Learning Modules Series: <ul style="list-style-type: none"> ○ 163 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff) <p><i>Due to labour disruption and COVID-19, the number of Interdisciplinary professional learning opportunities offered for various TCDSB stakeholders was significantly reduced.</i></p> <ul style="list-style-type: none"> • Interdisciplinary professional learning opportunities with various TCDSB stakeholders: <ul style="list-style-type: none"> ○ Administrative Professional Development – 628 principals/vice principals/superintendents ○ Safe Schools Student Ambassador Symposiums including Bullying Awareness and Prevention Month Launch – 340 elementary/secondary students, staff, trustees, community partners ○ Resolution Conference and Mediation Circles: 36 participants (social workers, CYW, educational assistants, teachers, police officers) ○ Threat Assessment Training and Related Workshops: 23 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff, police officers)

	<ul style="list-style-type: none"> ○ Training to Toronto Police Service – 35 police officers ○ SEAC Presentation – 20 members ○ Osgoode School Conference – 145 participants ○ School Presentations – 75 staff, students and parents ○ I-Lite Presentation – 57 elementary students
<p>2.</p> <p>Safe Schools/St. Martin School staff 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.</p>	<p>During the 2019-2020 school year, the Safe Schools Department developed 3 professional learning videos on the following topics:</p> <ul style="list-style-type: none"> ● Bullying Awareness, Prevention and Intervention, Part 1 ● Bullying Awareness, Prevention and Intervention, Part 2 Scenario ● Overview of Threat Assessment <p>These videos are available on the Safe Schools Portal Page.</p>
<p>3.</p> <p>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</p>	<p>On November 12th and November 14th, the Safe Schools Department presented at K-12 Principal meetings.</p>

with principals resources and materials to support a positive school climate.	
<p>4.</p> <p>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 <i>Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12</i>.</p>	<p>On October 8th and October 10th, the Safe Schools Department presented at K-12 Principal meetings.</p> <p>On October 30th, the Safe Schools Department presented to Elementary Vice-Principals.</p> <p>On January 30th, the Safe Schools Department presented to Secondary School Vice-Principals.</p>
<p>5.</p> <p>Based on student feedback from the 2018-2019 <i>Safe and Caring Catholic School Climate</i> survey and secondary <i>Safe Schools Survey</i>, the Safe Schools Department will focus on the themes of Kindness and Bullying Prevention during the elementary and secondary</p>	<p>During the 2019-2020 school year, the Safe Schools Department hosted 2 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, kindness, 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>

Student Ambassador Symposiums.	<p>Secondary – October 22, 2019 Elementary – November 19, 2019</p> <p>Due to COVID-19, the April 21, 2019 Safe Schools Ambassador Symposium (Secondary) was cancelled.</p>
--------------------------------	--

F. ACTIONABLE ITEMS FOR 2020-2021

1. Expand the *Safe Schools Professional Learning Modules Series* to include new modules: “Introduction to Autism and Applied Behaviour Analysis Strategies in Secondary Schools”, “Informal Restorative Processes” and “What You Need to Know about Cannabis and Vaping for Students from Grades 6 – 12”.
2. Safe Schools/St. Martin School staff 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. The Safe Schools Department will provide further training on the topic of Mitigating and Other Factors with principals to ensure that these factors continue to be considered in determining decisions and plans that support student achievement and well-being. The Safe Schools Department will also collaborate with the Equity Action Team to review with principals the application of Mitigating and Other Factors through an approach that considers varying sociological factors, including factors that may impact students from various racial groups.
4. The Safe Schools Department will meet with secondary school principals to facilitate the sharing of effective strategies that promote students engaging in positive and pro-social behaviours, and to further support nurturing a positive rapport between staff and students within an overall positive school climate.
5. The Safe Schools Department will review data included in this report with the Equity, Diversity, Indigenous Education and Community Relations Department, and with the Research Department, to explore appropriate

recommendations; specifically, perceptual data related to bullying in various racial groups will be a focus of discussion and action.

6. The Safe Schools Department will meet with elementary principals to address the Ministry of Education's recent mandate to eliminate suspensions issued to K-3 students and to explore alternative measures to address student behaviour in this student group.
7. Based on the feedback from the 2019-2020 *Safe Schools Survey*, the Safe Schools Department will continue to support Safe Schools Student Ambassador Teams and offer symposiums during the 2020-2021 school year. The theme of kindness and compassion will continue to be an area of focus.

G. CONCLUDING STATEMENT

This report is for the consideration of the Board.

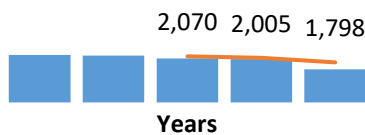
Number of Students Suspended, Education Act §.306

Appendix A

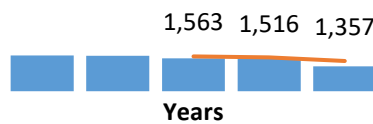
TCDSB	All Students	Secondary Students	Elementary Students
2015-2016	90,333	30,149	60,184
2016-2017	91,144	30,109	61,035
2017-2018	91,107	29,673	61,434
2018-2019	91,818	29,225	62,593
2019-2020	91,324	28,612	62,712

#St Suspended	Rolling Avg #St Susp	#Male St Suspended	Rolling Avg #Male St Susp	TCDSB #Female St Suspended	Rolling Avg #Female St Susp
2,132	#N/A	1,608	#N/A	524	#N/A
2,107	#N/A	1,597	#N/A	510	#N/A
1,970	2,070	1,483	1,563	487	507
1,939	2,005	1,467	1,516	472	490
1,485	1,798	1,120	1,357	365	441

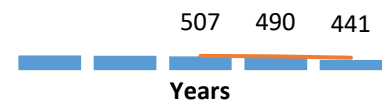
Number of Students Suspended



Number of Male Students Suspended

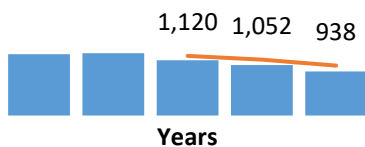


Number of Female Students Suspended

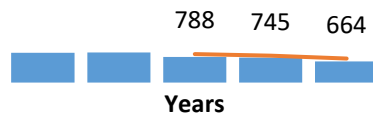


TCDSB	Sec #St Suspended	Rolling Avg Sec #St Susp	Sec #Male St Suspended	Rolling Avg Sec #Male St Susp	Sec #Female St Suspended	Rolling Avg Sec #Female St Susp	Elem #St Suspended	Rolling Avg Elem #St Susp	Elem #Male St Suspended	Rolling Avg Elem #Male St Susp	Elem #Female St Suspended	Rolling Avg Elem #Female St Susp
2015-2016	1,151	#N/A	823	#N/A	328	#N/A	981	#N/A	785	#N/A	196	#N/A
2016-2017	1,172	#N/A	830	#N/A	342	#N/A	935	#N/A	767	#N/A	168	#N/A
2017-2018	1,038	1,120	710	788	328	333	932	949	773	775	159	174
2018-2019	947	1,052	694	745	253	308	992	953	773	771	219	182
2019-2020	829	938	589	664	240	274	656	860	531	692	125	168

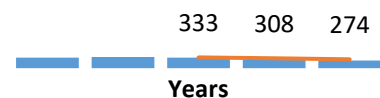
Number of Secondary Students Suspended



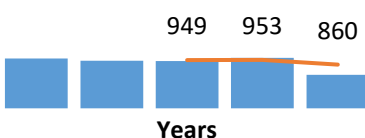
Number of Secondary Male Students Suspended



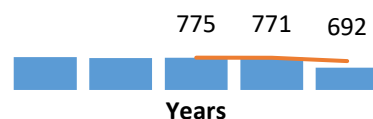
Number of Secondary Female Students Suspended



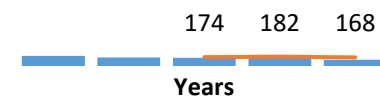
Number of Elementary Students Suspended



Number of Elementary Male Students Suspended

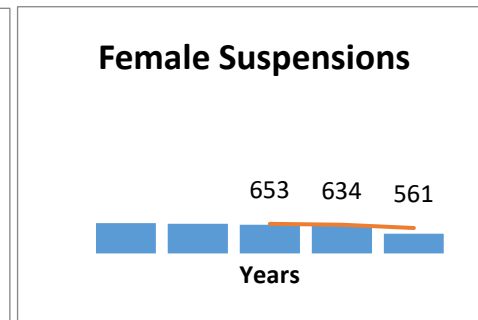
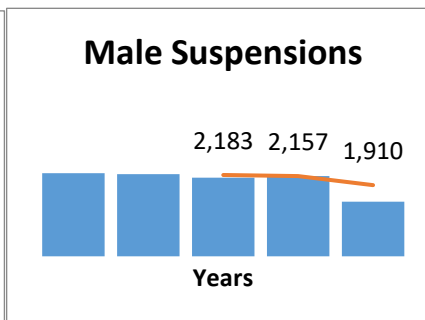
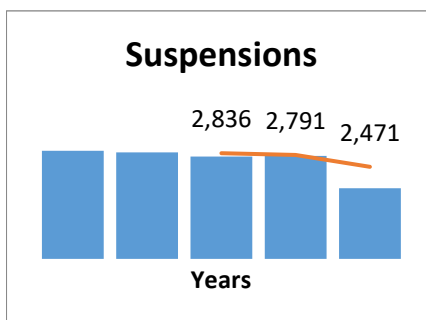


Number of Elementary Female Students Suspended

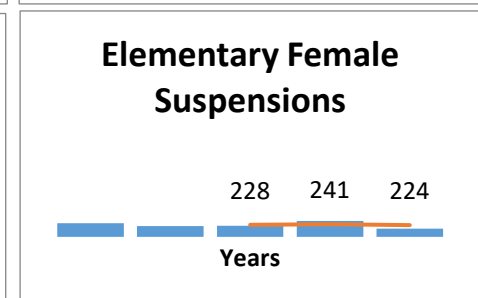
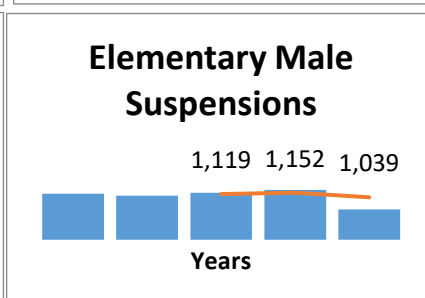
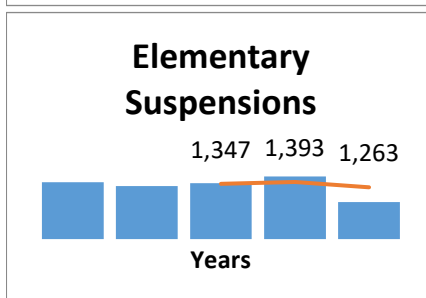
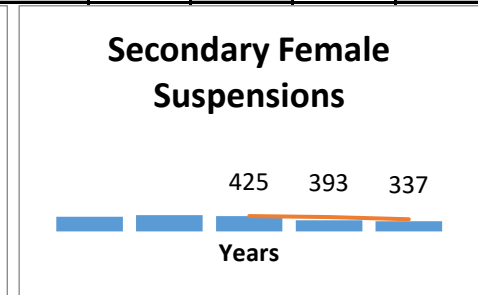
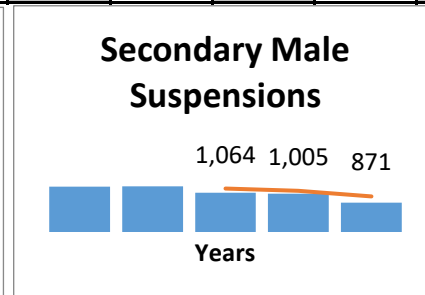
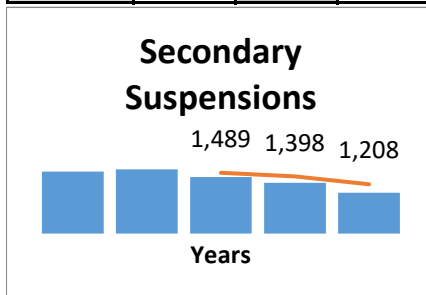


Notice of Suspension, Education Act §.306 (number of suspensions)

TCDSB	306 Suspension	Rolling Avg Susp	306 Male Suspension	Rolling Avg Male Susp	306 Female Suspension	Rolling Avg Female Susp
2015-2016	2,900	#N/A	2,234	#N/A	666	#N/A
2016-2017	2,861	#N/A	2,204	#N/A	657	#N/A
2017-2018	2,746	2,836	2,110	2,183	636	653
2018-2019	2,767	2,791	2,157	2,157	610	634
2019-2020	1,899	2,471	1,463	1,910	436	561



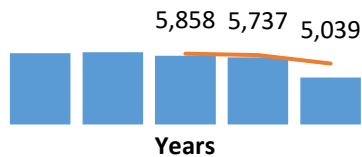
TCDSB	Sec 306 Suspension	Rolling Avg Sec Susp	Sec 306 Male Suspension	Rolling Avg Sec Male Susp	Sec 306 Female Suspension	Rolling Avg Sec Female Susp	Elem 306 Suspension	Rolling Avg Elem Susp	Elem 306 Male Suspension	Rolling Avg Elem Male Susp	Elem 306 Female Suspension	Rolling Avg Elem Female Susp
2015-2016	1,515	#N/A	1,111	#N/A	404	#N/A	1,385	#N/A	1,123	#N/A	262	#N/A
2016-2017	1,571	#N/A	1,122	#N/A	449	#N/A	1,290	#N/A	1,082	#N/A	208	#N/A
2017-2018	1,381	1,489	959	1,064	422	425	1,365	1,347	1,151	1,119	214	228
2018-2019	1,243	1,398	935	1,005	308	393	1,524	1,393	1,222	1,152	302	241
2019-2020	999	1,208	719	871	280	337	900	1,263	744	1,039	156	224



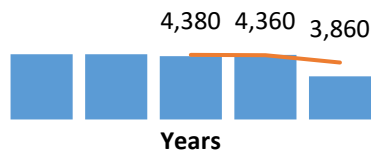
Number of instructional days lost to §.306 Suspension

TCDSB	Days Lost	Rolling Avg Days Lost	Days Lost Male	Rolling Avg Days Lost Male	Days Lost Female	Rolling Avg Days Lost Female
2015-2016	5,909	#N/A	4,431	#N/A	1,478	#N/A
2016-2017	5,970	#N/A	4,425	#N/A	1,545	#N/A
2017-2018	5,694	5,858	4,285	4,380	1,409	1,477
2018-2019	5,547	5,737	4,369	4,360	1,178	1,377
2019-2020	3,875	5,039	2,925	3,860	950	1,179

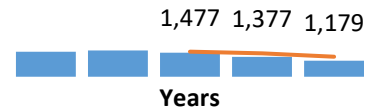
Days Lost



Days Lost - Male

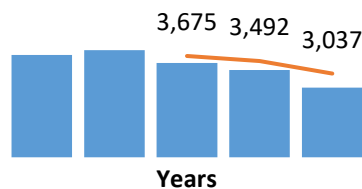


Days Lost - Female

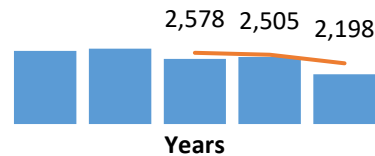


TCDSB	Sec Days Lost	Sec Rolling Avg Days Lost	Sec Days Lost Male	Sec Rolling Avg Days Lost Male	Sec Days Lost Female	Sec Rolling Avg Days Lost Female	Elem Days Lost	Elem Rolling Avg Days Lost	Elem Days Lost Male	Elem Rolling Avg Days Lost Male	Elem Days Lost Female	Elem Rolling Avg Days Lost Female
2015-2016	3,711	#N/A	2,644	#N/A	1,067	#N/A	2,198	#N/A	1,787	#N/A	411	#N/A
2016-2017	3,889	#N/A	2,729	#N/A	1,160	#N/A	2,081	#N/A	1,696	#N/A	385	#N/A
2017-2018	3,424	3,675	2,362	2,578	1,062	1,096	2,270	2,183	1,923	1,802	347	381
2018-2019	3,164	3,492	2,425	2,505	739	987	2,383	2,245	1,944	1,854	439	390
2019-2020	2,523	3,037	1,806	2,198	717	839	1,352	2,002	1,119	1,662	233	340

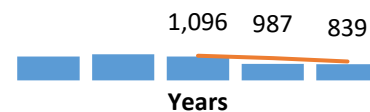
Secondary Days Lost



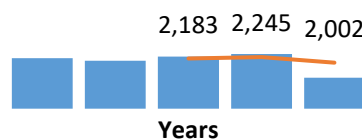
Secondary Days Lost - Male



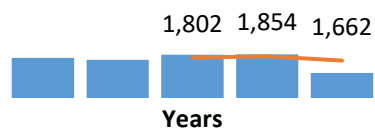
Secondary Days Lost - Female



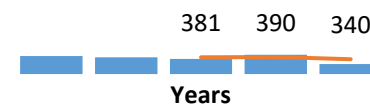
Elementary Days Lost



Elementary Days Lost - Male



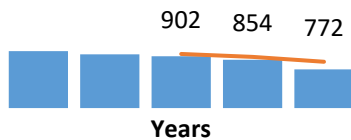
Elementary Days Lost - Female



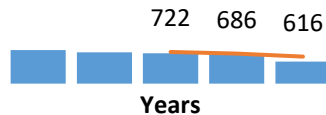
Number of Students with an IEP Suspended (§.306)

TCDSB	#St IEP Susp	Rolling Avg #St IEP Susp	#Stu IEP Male Susp	Rolling Avg #St IEP Male Susp	#St IEP Female Susp	Rolling Avg #St IEP Female Susp
2015-2016	947	#N/A	763	#N/A	184	#N/A
2016-2017	894	#N/A	713	#N/A	181	#N/A
2017-2018	864	902	689	722	175	180
2018-2019	804	854	655	686	149	168
2019-2020	647	772	504	616	143	156

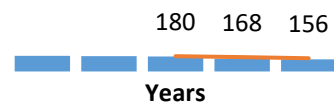
Number of Students with an IEP Suspended



Number of Male Students with an IEP Suspended

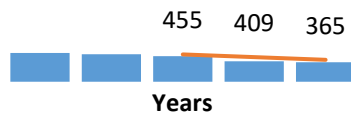


Number of Female Students with an IEP Suspended

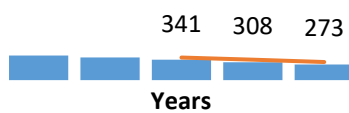


TCDSB	Sec #St IEP Susp	Rolling Avg #St IEP Susp	Sec #St IEP Male Susp	Rolling Avg Sec #St IEP Male Susp	Sec #St IEP Female Susp	Rolling Avg Sec #St IEP Female Susp	Elem #St IEP Susp	Rolling Avg Elem #St IEP Susp	Elem #St IEP Male Susp	Rolling Avg Elem #St IEP Male Susp	Elem #St IEP Female Susp	Rolling Avg Elem #St IEP Female Susp
2015-2016	480	#N/A	371	#N/A	109	#N/A	467	#N/A	392	#N/A	75	#N/A
2016-2017	459	#N/A	342	#N/A	117	#N/A	435	#N/A	371	#N/A	64	#N/A
2017-2018	426	455	310	341	116	114	438	447	379	381	59	66
2018-2019	343	409	272	308	71	101	461	445	383	378	78	67
2019-2020	326	365	238	273	88	92	321	407	266	343	55	64

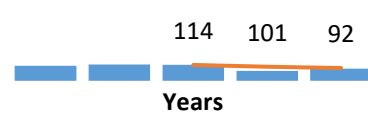
Number of Secondary Students with an IEP Suspended



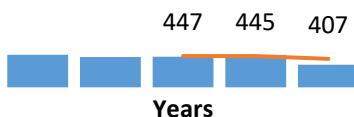
Number of Secondary Male Students with an IEP Suspended



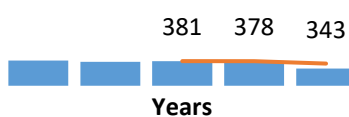
Number of Secondary Female Students with an IEP Suspended



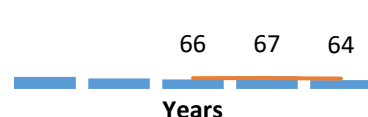
Number of Elementary Students with an IEP Suspended



Number of Elementary Male Students with an IEP Suspended



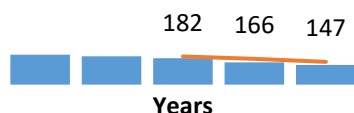
Number of Elementary Female Students with an IEP Suspended



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

TCDSB	310 SPX	Rolling Avg 310 SPX	310 SPX Male	Rolling Avg 310 SPX Male	310 SPX Female	Rolling Avg 310 SPX Female
2015-2016	194	#N/A	152	#N/A	42	#N/A
2016-2017	183	#N/A	148	#N/A	35	#N/A
2017-2018	170	182	133	144	37	38
2018-2019	145	166	123	135	22	31
2019-2020	127	147	112	123	15	25

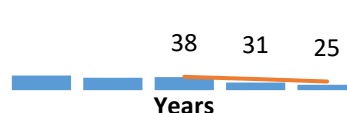
Number of Suspensions Pending Possible Expulsion



Number of Male Suspensions Pending Possible Expulsion

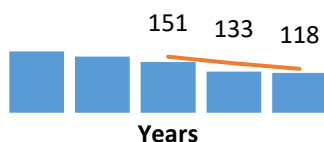


Number of Female Suspensions Pending Possible Expulsion

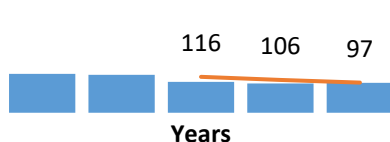


TCDSB	Sec 310 SPX	Rolling Avg Sec 310 SPX	Sec 310 SPX Male	Rolling Avg Sec 310 SPX Male	Sec 310 SPX Female	Rolling Avg Sec 310 SPX Female	Elem 310 SPX	Rolling Avg Elem 310 SPX	Elem 310 SPX Male	Rolling Avg Elem 310 SPX Male	Elem 310 SPX Female	Rolling Avg Elem 310 SPX Female
2015-2016	165	#N/A	126	#N/A	39	#N/A	29	#N/A	26	#N/A	3	#N/A
2016-2017	151	#N/A	122	#N/A	29	#N/A	32	#N/A	26	#N/A	6	#N/A
2017-2018	137	151	100	116	37	35	33	31	33	28	0	3
2018-2019	111	133	95	106	16	27	34	33	28	29	6	4
2019-2020	107	118	97	97	10	21	20	29	15	25	5	4

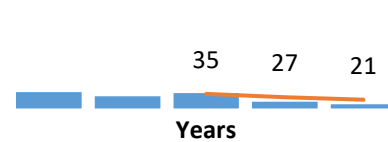
Number of Secondary Suspensions Pending Possible Expulsion...



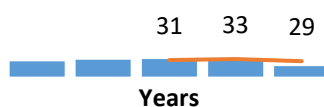
Number of Secondary Male Suspensions Pending Possible Expulsion



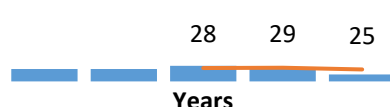
Number of Secondary Female Suspensions Pending Possible Expulsion



Number of Elementary Suspensions Pending Possible Expulsion



Number of Elementary Male Suspensions Pending Possible Expulsion



Number of Elementary Female Suspensions Pending Possible Expulsion

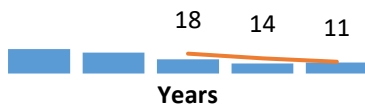


Education Act §.310 Board Expulsions

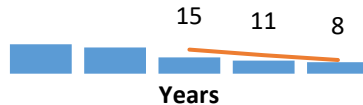
(Number of Board expulsions)

TCDSB	Board Expul-sion	Rolling Avg Board Expul	Board Expul-sion Male	Rolling Avg Board Expul Male	Board Expul-sion Female	Rolling Avg Board Expul Female
2015-2016	22	#N/A	18	#N/A	4	#N/A
2016-2017	19	#N/A	16	#N/A	3	#N/A
2017-2018	13	18	10	15	3	3
2018-2019	9	14	8	11	1	2
2019-2020	10	11	7	8	3	2

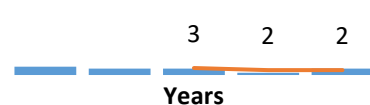
Number of Board Expulsions



Number of Board Expulsions: Male

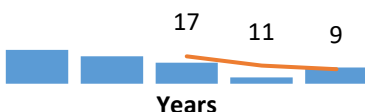


Number of Board Expulsions: Female

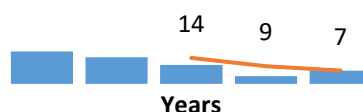


TCDSB	Sec Board Expulsion	Rolling Avg Sec Board Expul	Sec Board Expul-sion Male	Rolling Avg Sec Board Expul Male	Sec Board Expul-sion Female	Rolling Avg Sec Board Expul Female	Elem Board Expul-sion	Rolling Avg Elem Board Expul	Elem Board Expul-sion Male	Rolling Avg Elem Board Expul Male	Elem Board Expul-sion Female	Rolling Avg Elem Board Expul Female
2015-2016	21	#N/A	17	#N/A	4	#N/A	1	#N/A	1	#N/A	0	#N/A
2016-2017	17	#N/A	14	#N/A	3	#N/A	2	#N/A	2	#N/A	0	#N/A
2017-2018	13	17	10	14	3	3	0	1	0	1	0	0
2018-2019	4	11	4	9	0	2	5	2	4	2	1	0
2019-2020	10	9	7	7	3	2	0	2	0	1	0	0

Number of Secondary Board Expulsions



Number of Secondary Board Expulsions: Male



Number of Secondary Board Expulsions: Female



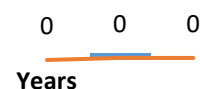
Number of Elementary Board Expulsions



Number of Elementary Board Expulsions: Male



Number of Elementary Board Expulsions: Female

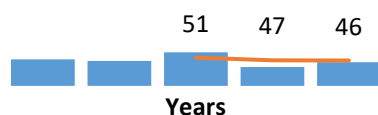


Education Act §.310 School Expulsions

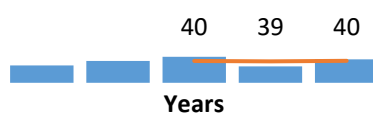
(Number of School expulsions)

TCDSB	School Expulsion	Rolling Avg School Expul	School Expul Male	Rolling Avg School Expul Male	School Expul Female	Rolling Avg School Expul Female
2015-2016	48	#N/A	32	#N/A	16	#N/A
2016-2017	45	#N/A	40	#N/A	5	#N/A
2017-2018	61	51	48	40	13	11
2018-2019	34	47	30	39	4	7
2019-2020	43	46	43	40	0	6

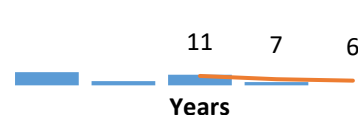
Number of School Expulsions



Number of School Expulsions: Male

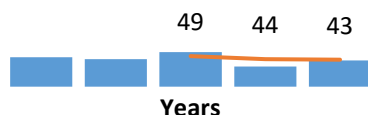


Number of School Expulsions: Female

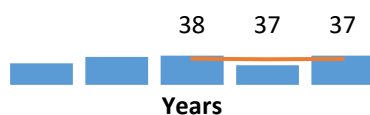


TCDSB	Sec School Expulsion	Rolling Avg Sec School Expul	Sec School Expul Male	Rolling Avg Sec School Expul Male	Sec School Expul Female	Rolling Avg Sec School Expul Female	Elem School Expulsion	Rolling Avg Elem School Expul	Elem School Expul Male	Rolling Avg Elem School Expul Male	Elem School Expul Female	Rolling Avg Elem School Expul Female
2015-2016	47	#N/A	31	#N/A	16	#N/A	1	#N/A	1	#N/A	0	#N/A
2016-2017	44	#N/A	40	#N/A	4	#N/A	1	#N/A	0	#N/A	1	#N/A
2017-2018	55	49	42	38	13	11	6	3	6	2	0	0
2018-2019	32	44	28	37	4	7	2	3	2	3	0	0
2019-2020	42	43	42	37	0	6	1	3	1	3	0	0

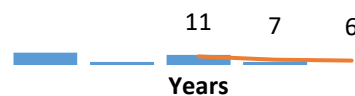
Number of Secondary School Expulsions



Number of Secondary School Expulsions: Male



Number of Secondary School Expulsions: Female



Number of Elementary School Expulsions



Number of Elementary School Expulsions: Male



Number of Elementary School Expulsions: Female



Number of §.310 Board Expulsions (IEP)

TCDSB	Total TCDSB Students	Total Board Expulsion	Total TCDSB IEP Students	Total IEP Board Expulsion
2018-2019	91,818	9	17,480	6
2019-2020	91,324	10	16,925	7

TCDSB	All TCDSB Secondary	Total Board Expulsion	Total TCDSB IEP Students	Total IEP Board Expulsion
2018-2019	29,225	4	6,436	1
2019-2020	28,612	10	6,275	7

TCDSB	All TCDSB Elementary	Total Board Expulsion	Total TCDSB IEP Students	Total IEP Board Expulsion
2018-2019	62,593	5	11,044	5
2019-2020	62,712	0	10,650	0

Number of §.310 School Expulsions (IEP)

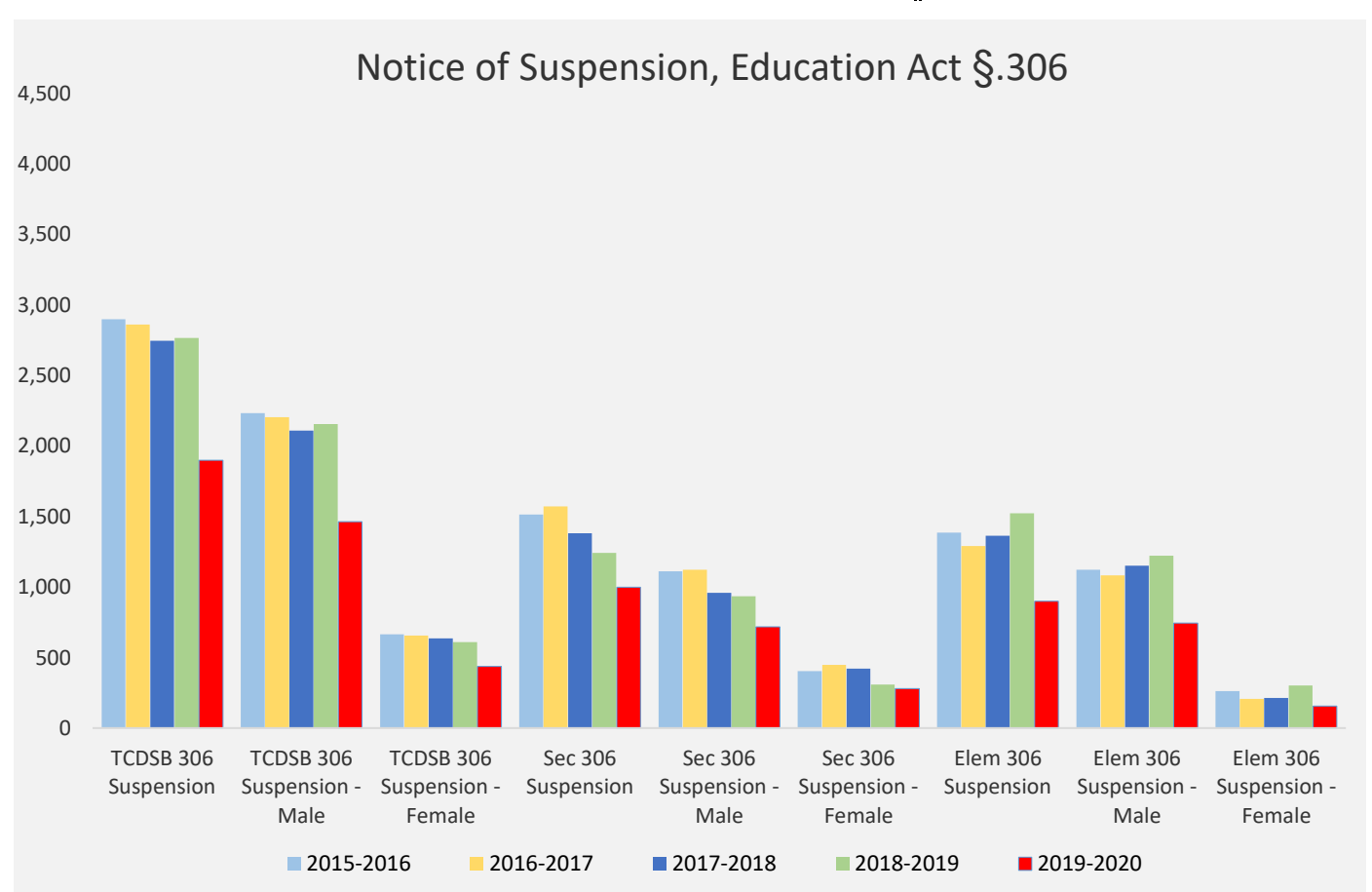
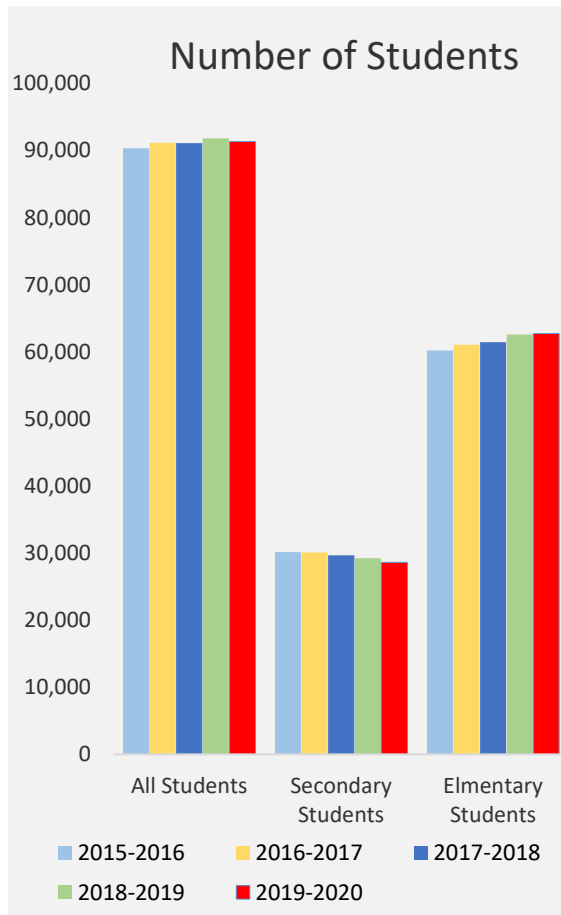
TCDSB	Total TCDSB Students	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion
2018-2019	91818	34	17480	16
2019-2020	91324	43	16925	18

TCDSB	All TCDSB Secondary	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion
2018-2019	29225	32	6436	16
2019-2020	28612	42	6275	17

TCDSB	All TCDSB Elementary	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion
2018-2019	62593	2	11044	0
2019-2020	62712	1	10650	1

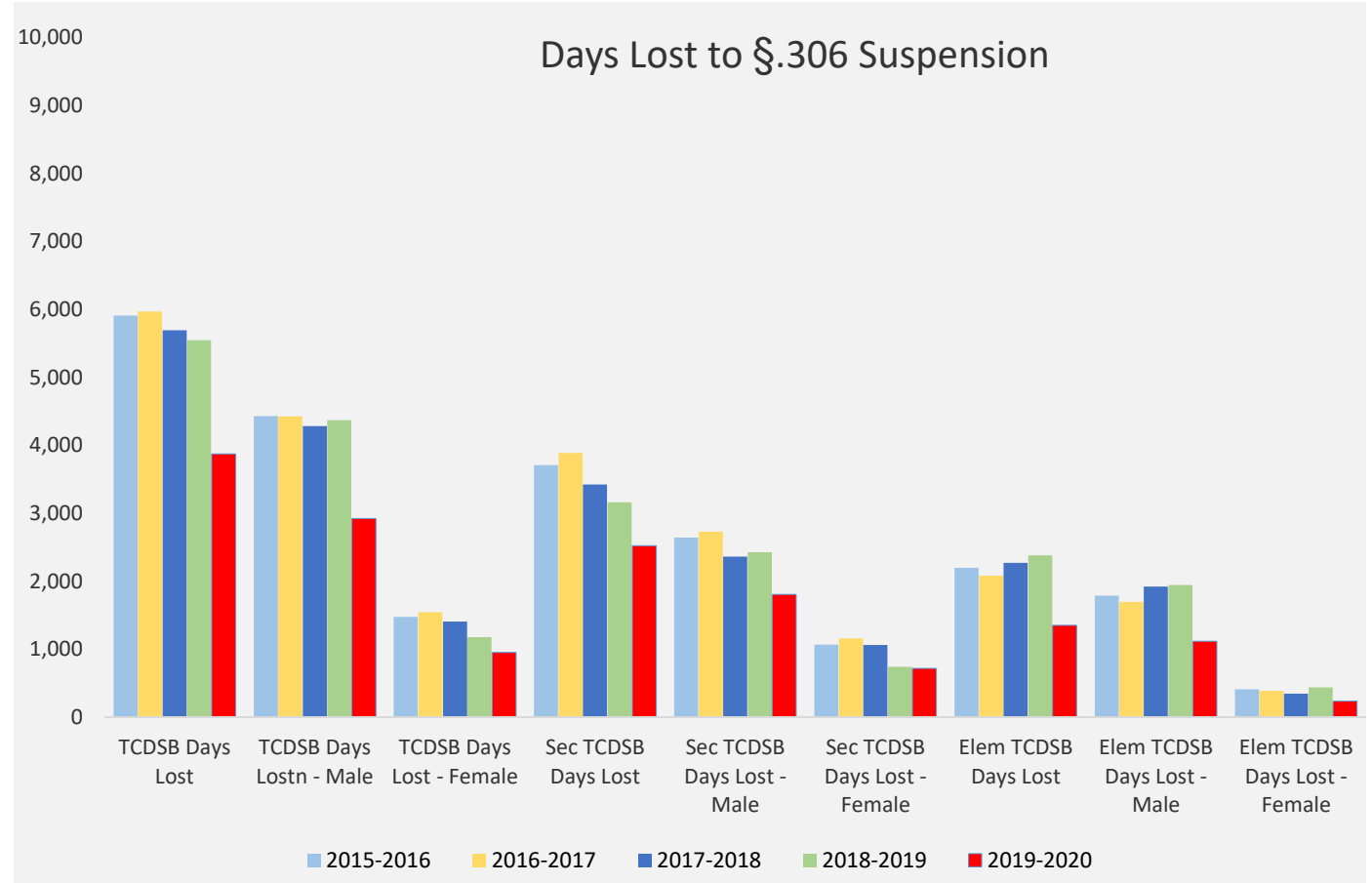
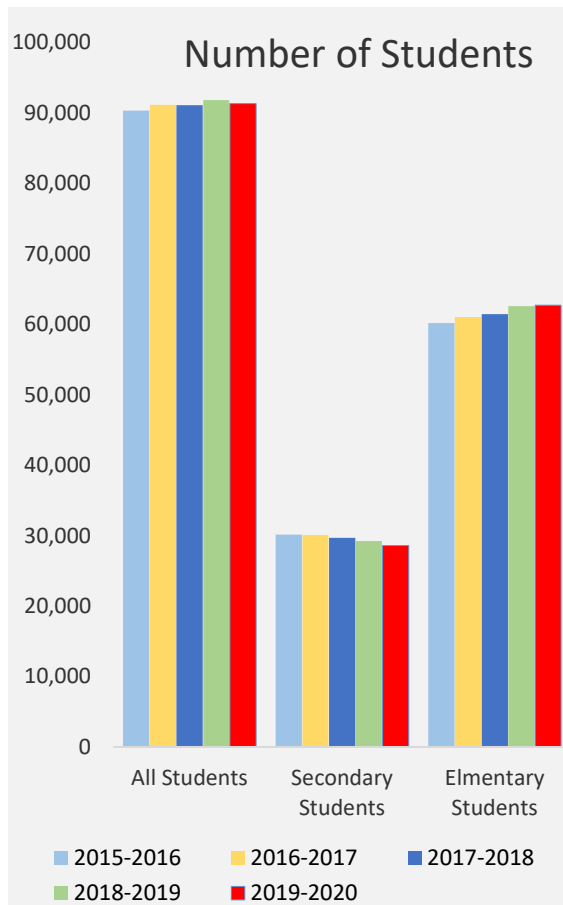
Notice of Suspension, Education Act §.306

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB 306 Suspension	TCDSB 306 Suspension - Male	TCDSB 306 Suspension - Female	Sec 306 Suspension	Sec 306 Suspension - Male	Sec 306 Suspension - Female	Elem 306 Suspension	Elem 306 Suspension - Male	Elem 306 Suspension - Female
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
2019-2020	91,324	28,612	62,712	1,899	1,463	436	999	719	280	900	744	156



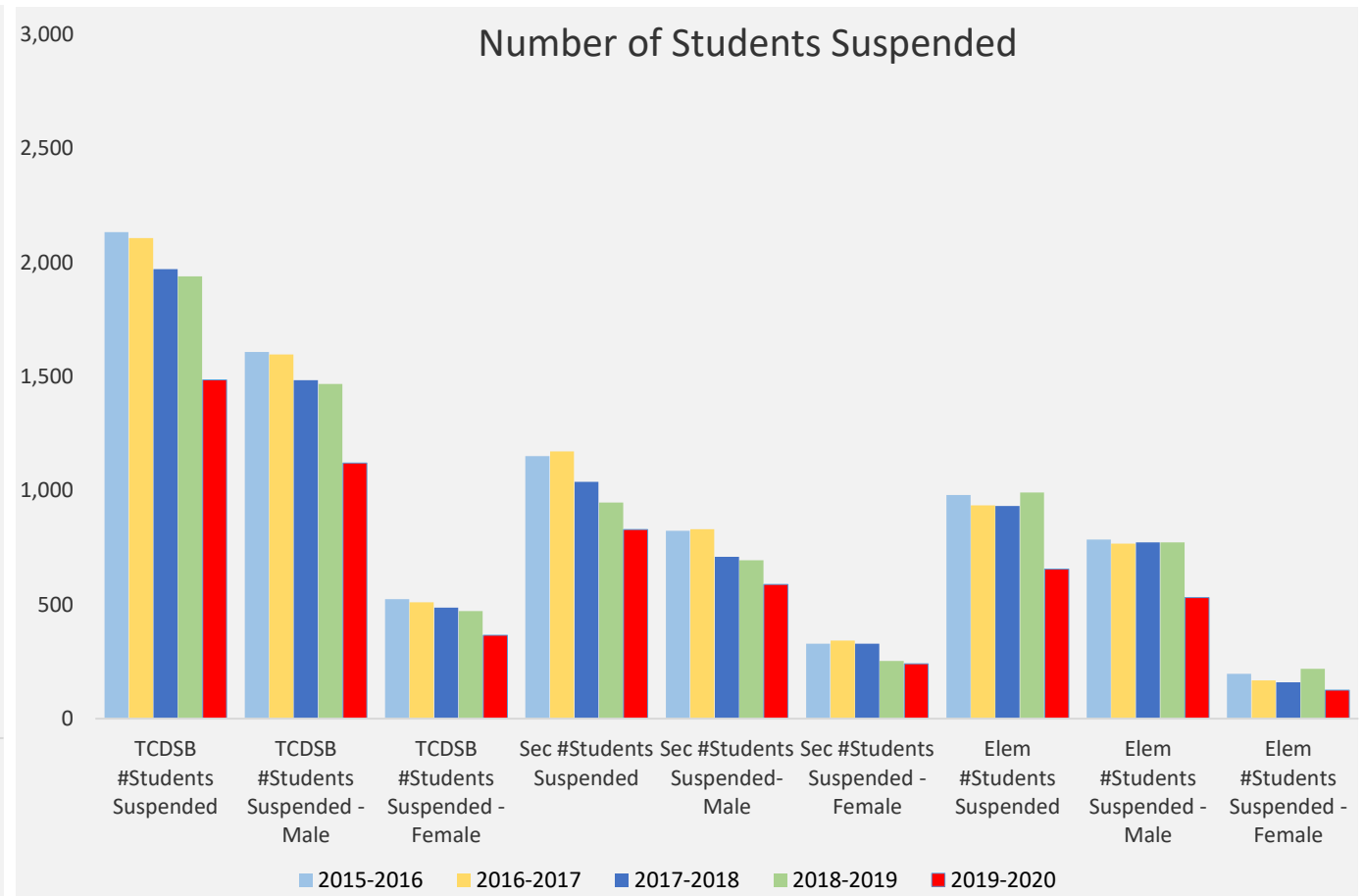
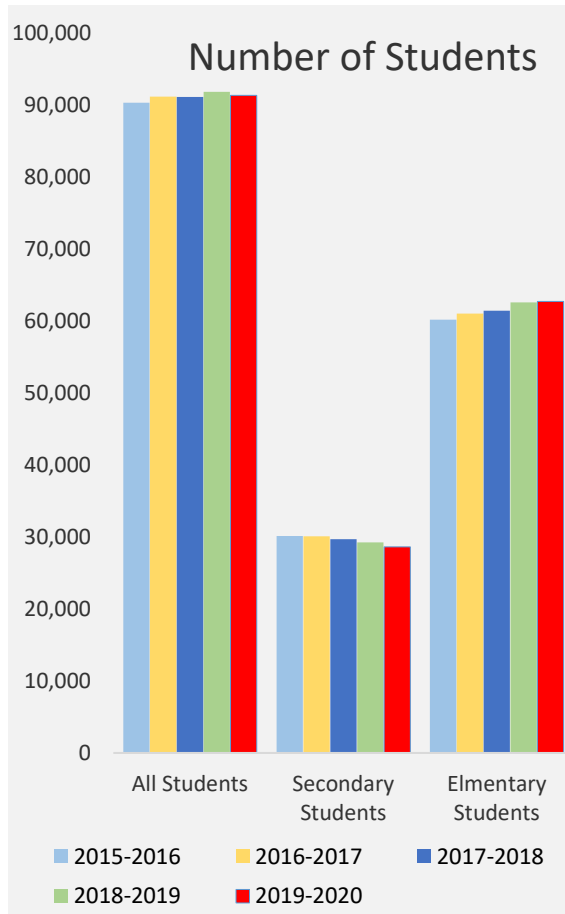
Days Lost to §.306 Suspension

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
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
2019-2020	91,324	28,612	62,712	3,875	2,925	950	2,523	1,806	717	1,352	1,119	233



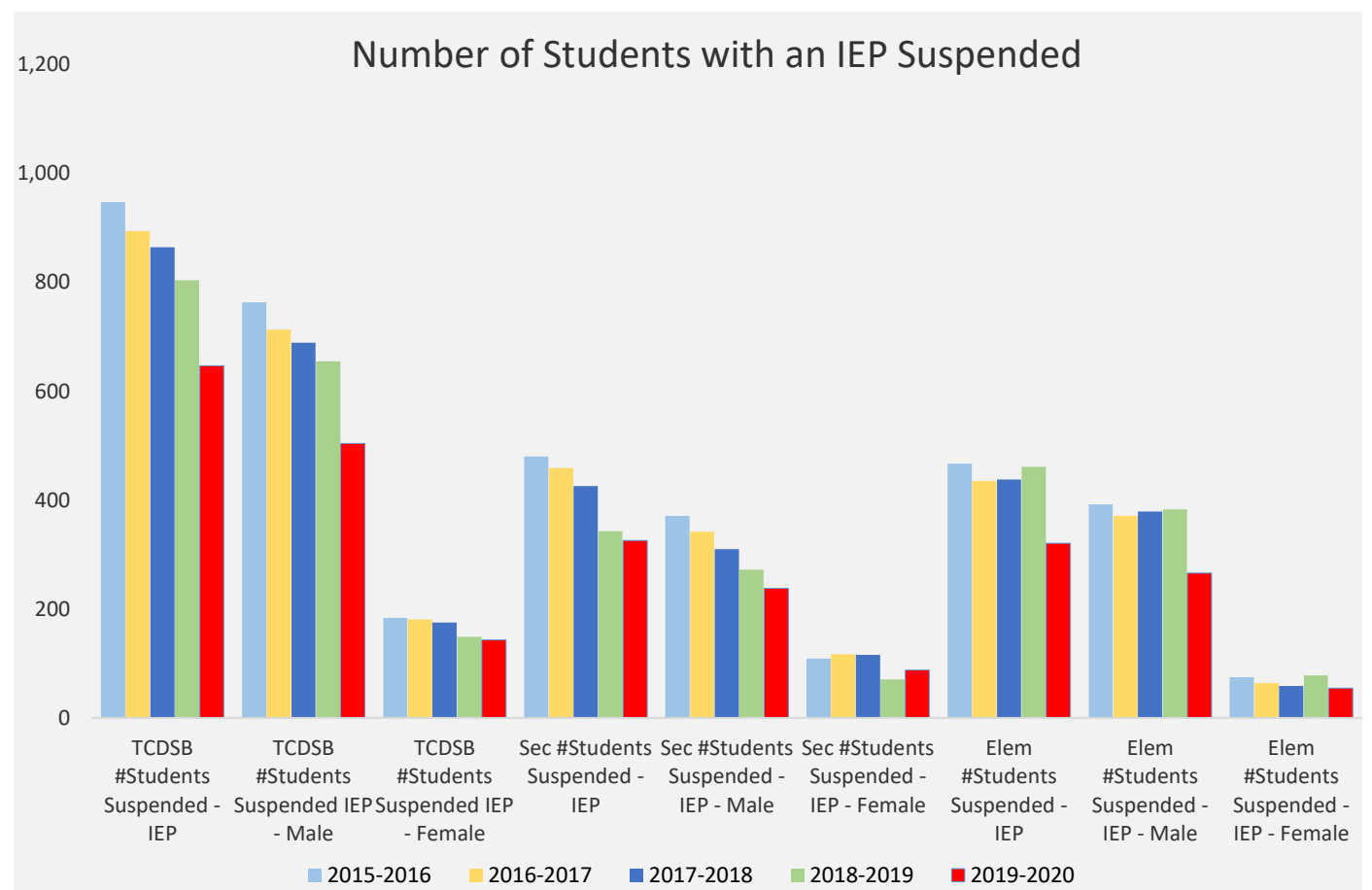
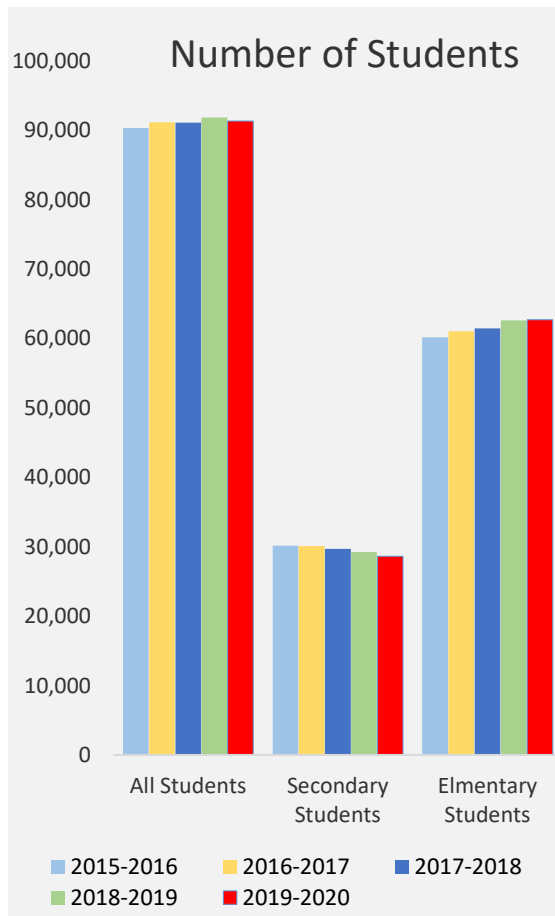
Number of Students Suspended

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
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
2019-2020	91,324	28,612	62,712	1,485	1,120	365	829	589	240	656	531	125



Number of Students with an IEP Suspended

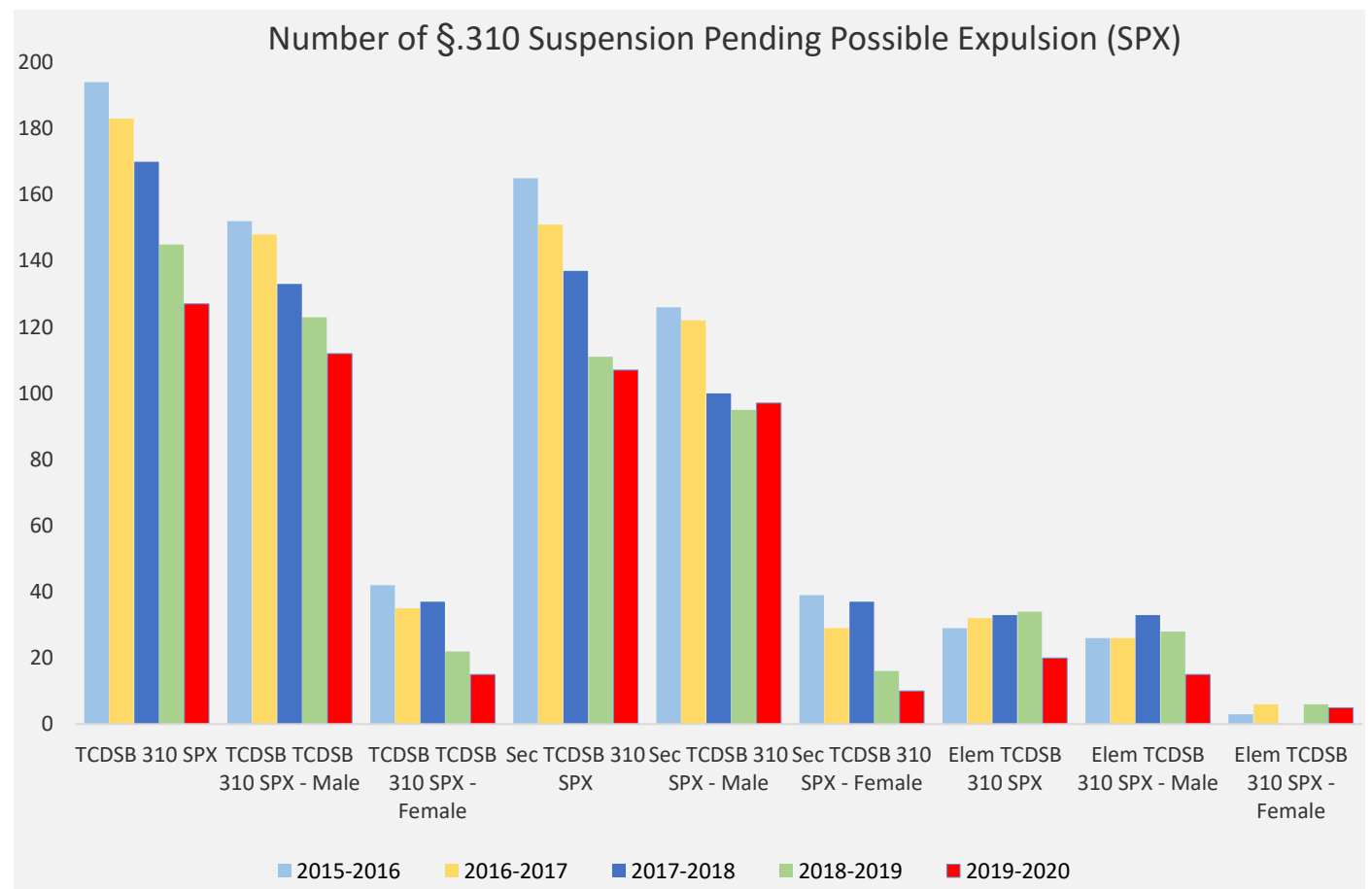
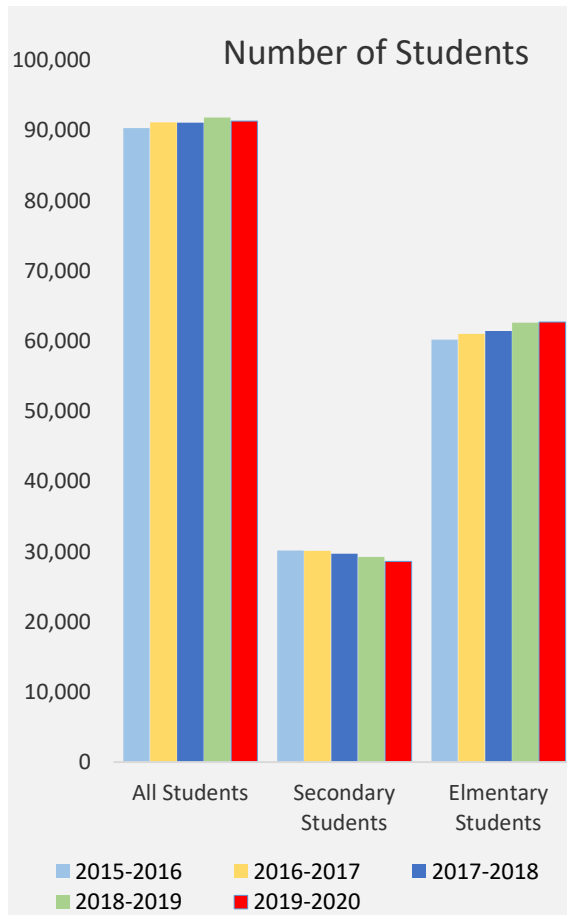
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended - IEP	TCDSB #Students Suspended - IEP - Male	TCDSB #Students Suspended - IEP - Female	Sec #Students Suspended - IEP	Sec #Students Suspended - IEP - Male	Sec #Students Suspended - IEP - Female	Elem #Students Suspended - IEP	Elem #Students Suspended - IEP - Male	Elem #Students Suspended - IEP - Female
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
2019-2020	91,324	28,612	62,712	647	504	143	326	238	88	321	266	55



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

TCDSB	All Students	Secondary Students	Elementary Students
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
2019-2020	91,324	28,612	62,712

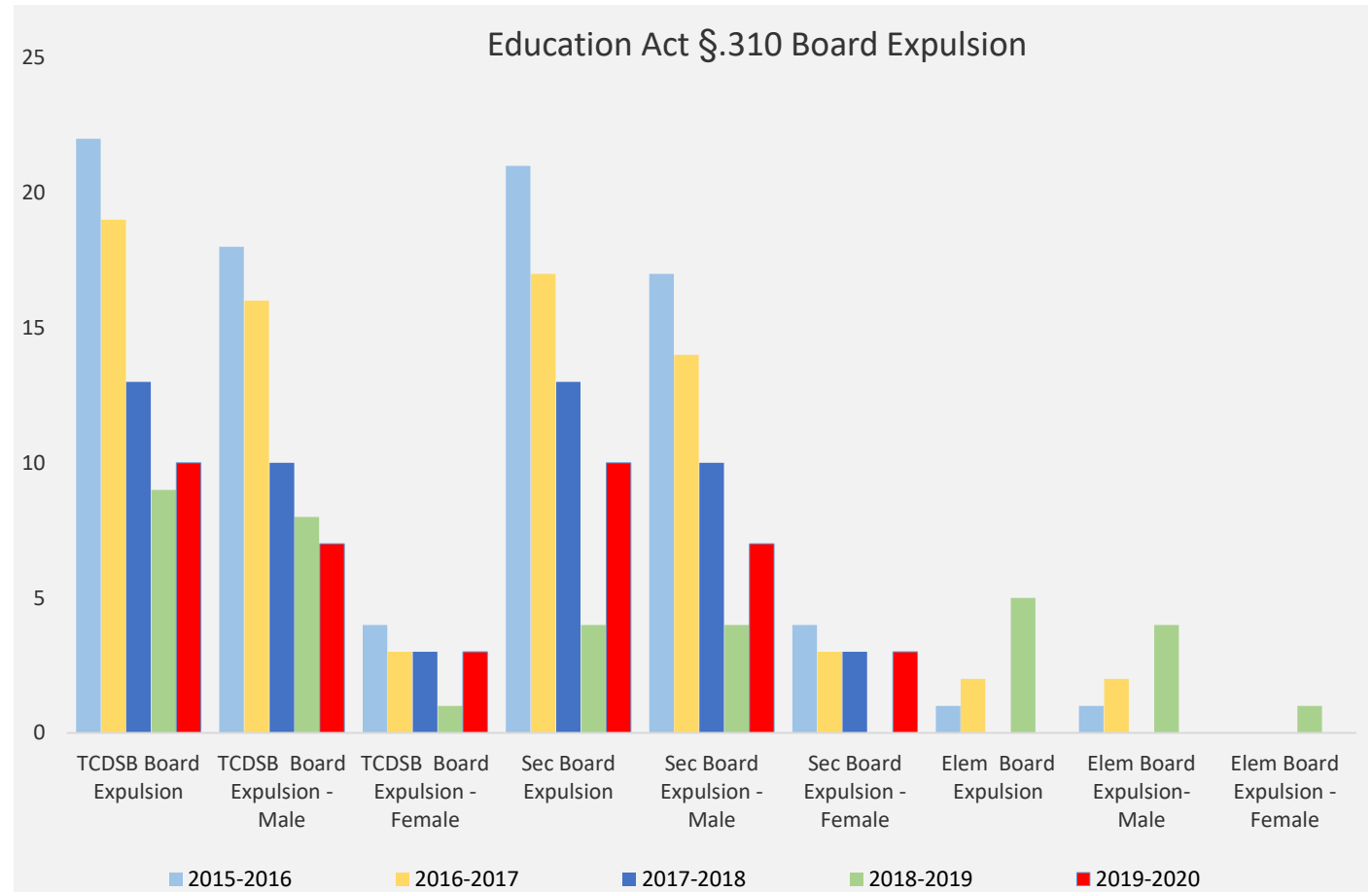
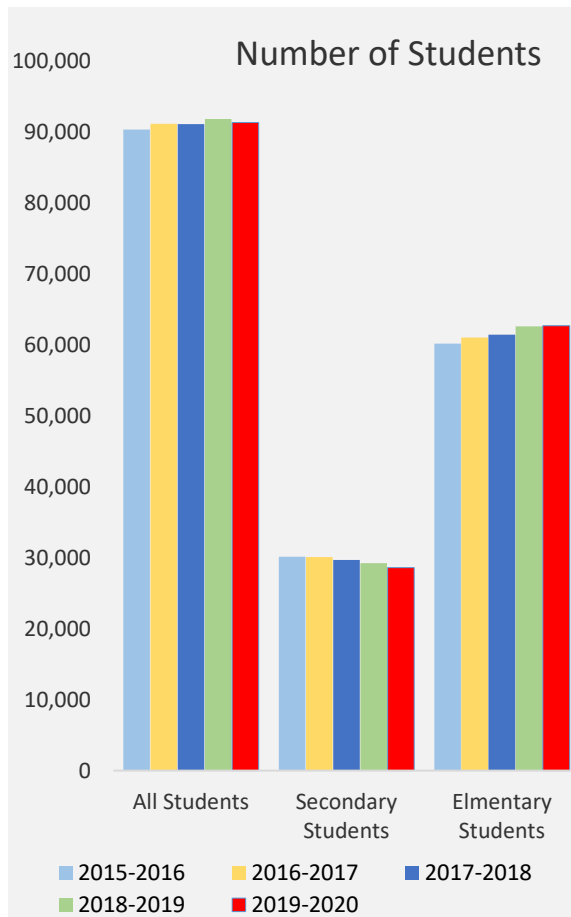
TCDSB 310 SPX	TCDSB TCDSB 310 SPX - Male	TCDSB TCDSB 310 SPX - Female	Sec TCDSB 310 SPX	Sec TCDSB 310 SPX - Male	Sec TCDSB 310 SPX - Female	Elem TCDSB 310 SPX	Elem TCDSB 310 SPX - Male	Elem TCDSB 310 SPX - Female
194	152	42	165	126	39	29	26	3
183	148	35	151	122	29	32	26	6
170	133	37	137	100	37	33	33	0
145	123	22	111	95	16	34	28	6
127	112	15	107	97	10	20	15	5



Education Act §.310 Board Expulsions

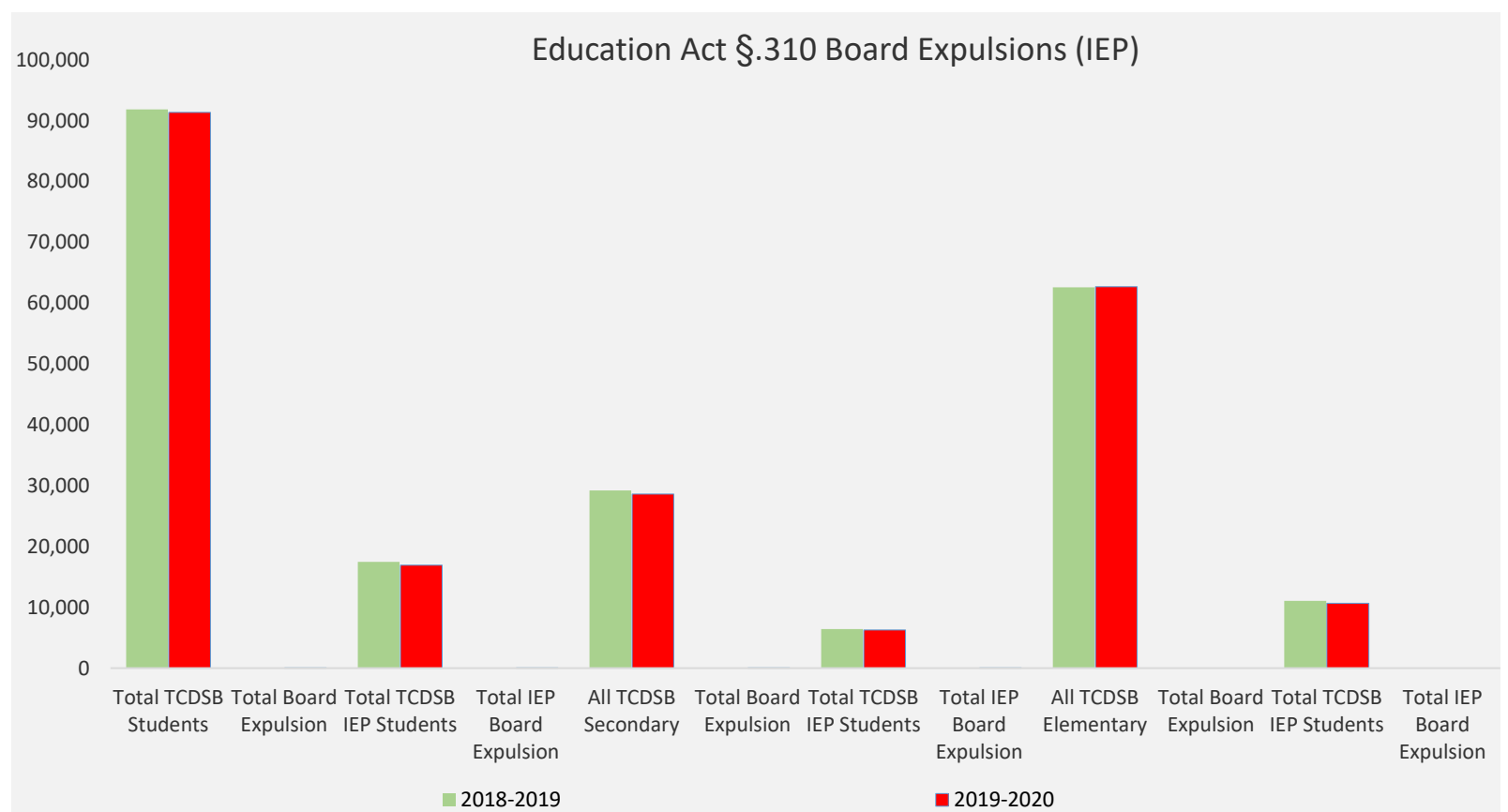
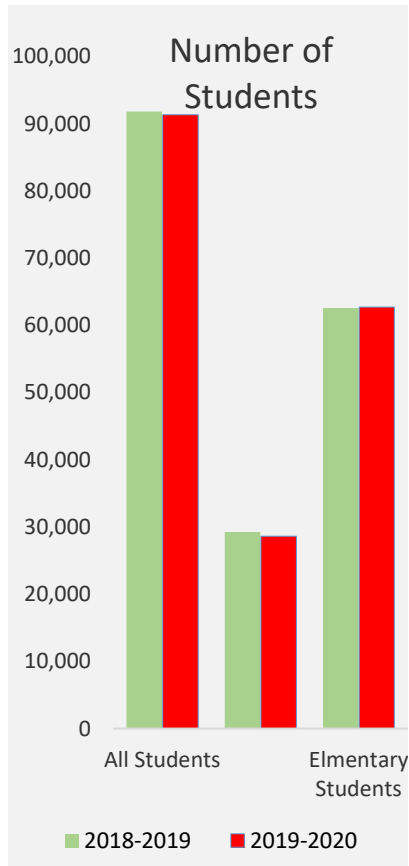
TCDSB	All Students	Secondary Students	Elementary Students
2015-2016	90,333	30,149	60,184
2016-2017	91,144	30,109	61,035
2017-2018	91,107	29,673	61,434
2018-2019	91,818	29,225	62,593
2019-2020	91,324	28,612	62,712

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
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
10	7	3	10	7	3	0	0	0



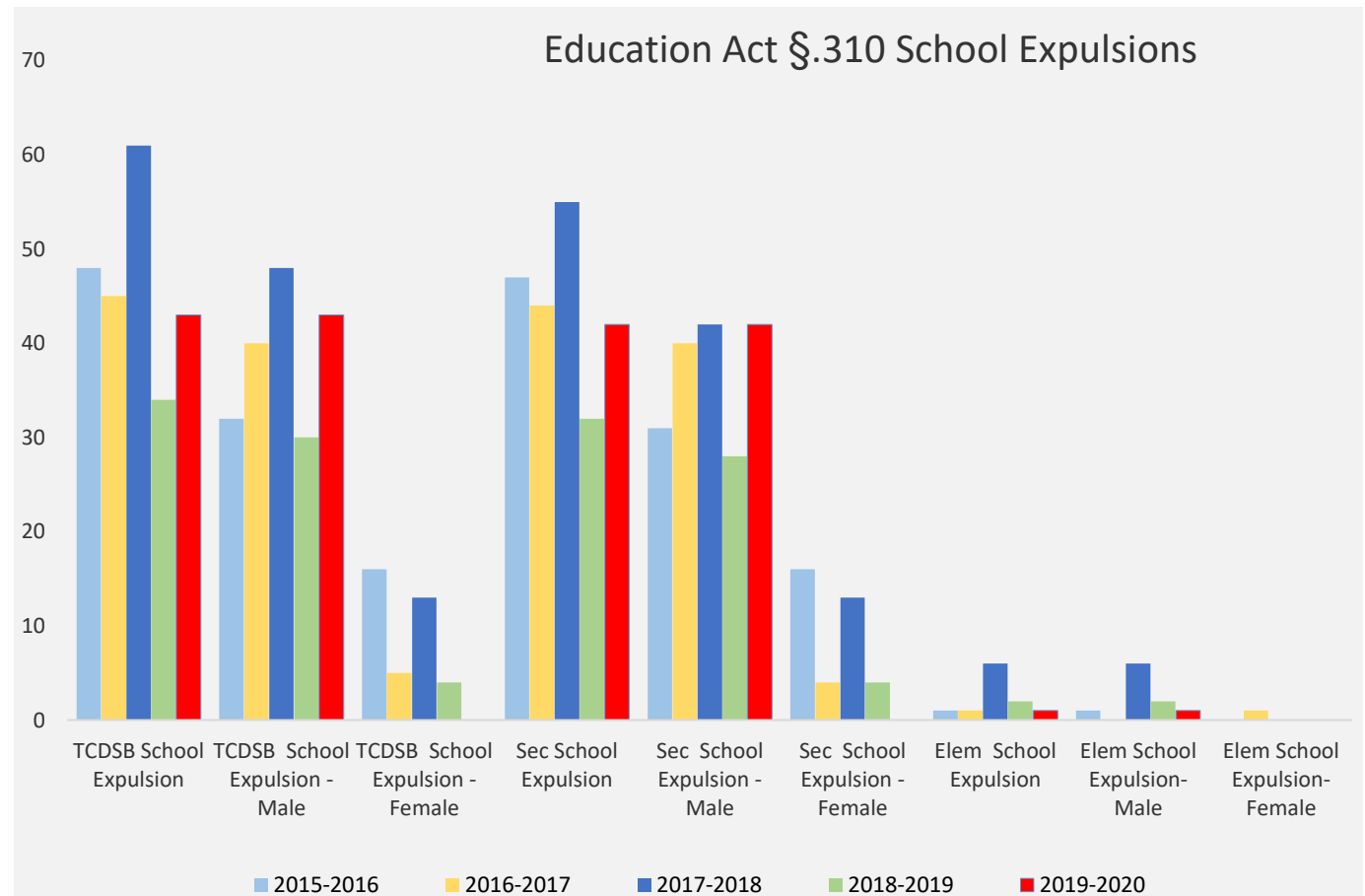
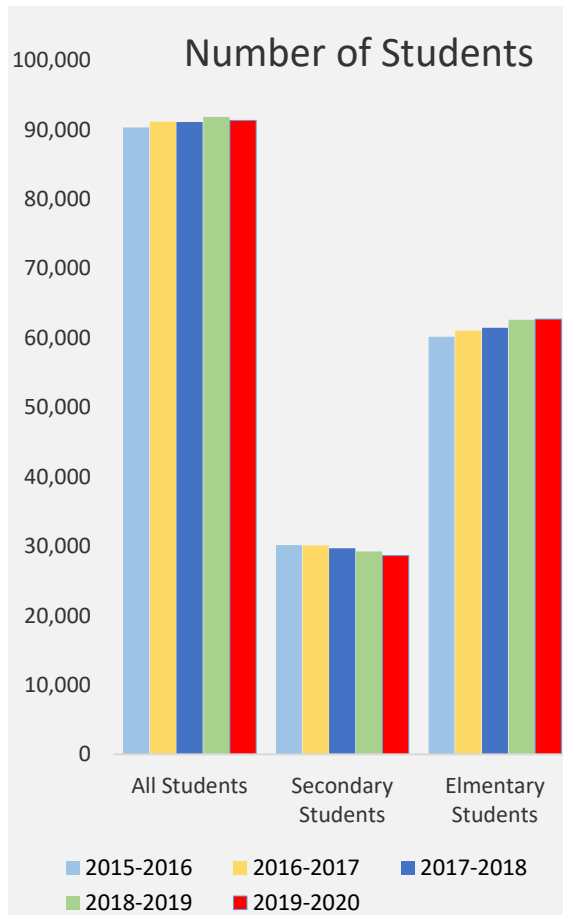
Education Act §.310 Board Expulsions (IEP)

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
2019-2020	91,324	28,612	62,712	91,324	10	16,925	7	28,612	10	6,275	7	62,712	0	10,650	0



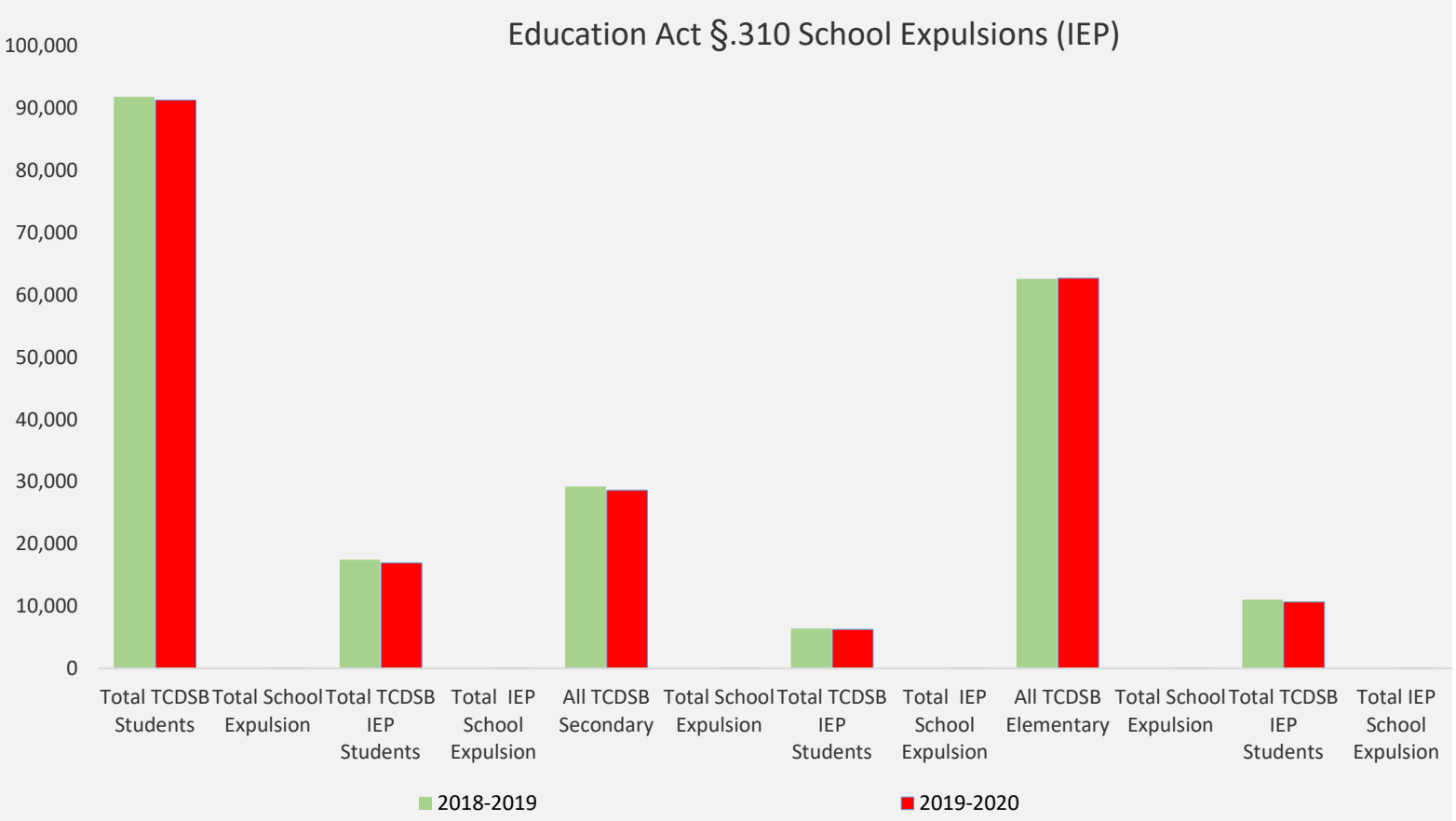
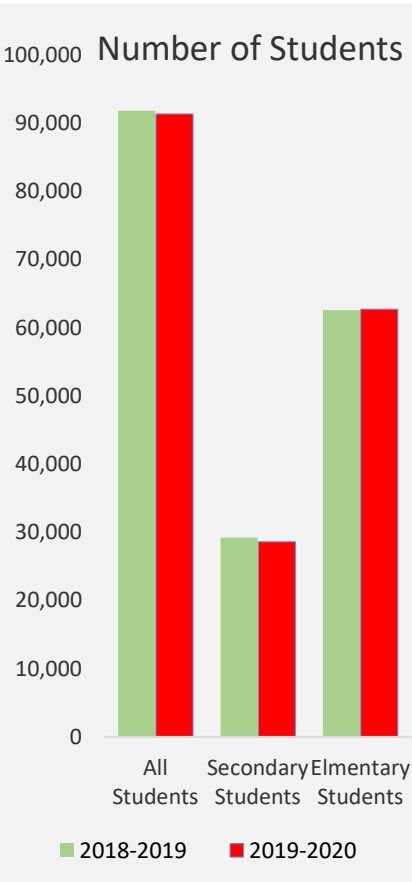
Education Act §.310 School Expulsions

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
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
2019-2020	91,324	28,612	62,712	43	43	0	42	42	0	1	1	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
2019-2020	91,324	28,612	62,712	91,324	43	16,925	18	28,612	42	6,275	17	62,712	1	10,650	1





Safe Schools and Educational Research Departments
Safe Schools Survey
Secondary Comparative Review 2017-2018 to 2019-2020

Appendix B1

	2019-2020	2018-2019	2017-2018
Number of respondents	5,464	5,072	5,144

A. SCHOOL SAFETY

Feel <i>Very Safe</i> or <i>Safe</i>	2019-2020	2018-2019	2017-2018
in school	93%	93%	92%
in the classroom	96%	95%	95%
in the cafeteria/lunch time	91%	91%	90%
in the hallways	90%	90%	90%
in the washrooms	83%	85%	86%
at sports/after school events	95%	94%	93%
on the stairs/in stairwells	91%	91%	90%
travelling to and from school	86%	85%	86%
at dismissal time	91%	91%	91%
in the parking lot	82%	81%	80%

B. BULLYING

	Year	Never	1-3 times	4-6 times
Since September, how often have you been bullied?	2019-20	87%	9%	1%
	2018-19	86%	10%	1%
	2017-18	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=700 or 13% in 2019-20).

Since September, what form(s) of bullying have you experienced? <i>You may choose more than one.</i>	2019-2020	2018-2019	2017-2018
Verbal (e.g., name calling, constant unwanted teasing/joking)	85%	86%	83%
Physical	25%	23%	26%
Social (e.g., being excluded, gossip)	54%	50%	50%
Cyber (e.g., social media)	34%	29%	30%
Sexual (e.g., inappropriate touching or comments)	17%	17%	15%

	Year	Yes
Since September, have you told another person about being bullied?*	2019-20	53%
	2018-19	49%
	2017-18	20%

*Note: in 2017-18, the question was: “Since September, did you report any form of bullying you *experienced*?”

Since September, have you ever <i>witnessed</i> another student being bullied at school?	Year	Yes
	2019-20	31%
	2018-19	33%
	2017-18	34%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (n=1714 or 31% in 2019-2020).*

Since September, what form(s) of bullying have you <i>witnessed</i> ? You may choose more than one.	2019-2020	2018-2019	2017-2018
Verbal (e.g., name calling, constant unwanted teasing/joking)	88%	88%	88%
Physical	42%	40%	43%
Social (e.g., being excluded, gossip)	58%	57%	58%
Cyber (e.g., social media)	41%	37%	39%
Sexual (e.g., inappropriate touching or comments)	18%	18%	18%

Since September, did you tell anyone about the bullying you <i>witnessed</i> ?*	Year	Yes
	2019-20	43%
	2018-19	19%
	2017-18	16%

*Note: in 2017-18 and 2018-19, the question was: “Since September, did you report any form of bullying you *witnessed*?”

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
	2019-20	9%	16%	74%
	2018-19	9%	18%	72%
	2017-18	10%	16%	68%



Safe Schools Department & Educational Research
2019-2020 Safe School Survey
Secondary Gender Breakdown

Appendix B2

	Female	Male
Number of respondents	2,860	2,586

A. SCHOOL SAFETY

Feel <i>Very Safe</i> or <i>Safe</i>	Female	Male
in school	93%	92%
in the classroom	97%	95%
in the cafeteria/lunch time	90%	91%
in the hallways	90%	91%
in the washrooms	87%	78%
at sports/after school events	95%	95%
on the stairs/in stairwells	91%	92%
travelling to and from school	84%	89%
at dismissal time	91%	92%
in the parking lot	81%	83%

B. BULLYING

Since September, how often have you been bullied?		Never	1-3 times	4-6 times
	Female	87%	10%	1%
	Male	87%	8%	2%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (female n = 374 or 13%; male n = 326 or 13% in 2019-2020).*

Since September, what form(s) of bullying have you experienced? Choose all that apply.	Female	Male
Verbal (e.g., name calling, constant unwanted teasing/joking)	85%	85%
Physical	17%	34%
Social (e.g., being excluded, gossip)	63%	44%
Cyber (e.g., social media)	35%	32%
Sexual (e.g., inappropriate touching or comments)	14%	21%

Since September, have you told another person about being bullied?*		Yes
	Female	58%
	Male	47%

*Note: in 2017-18, the question was: "Since September, did you report any form of bullying you experienced?"

Since September, have you ever <i>witnessed</i> another student being bullied at school?		Yes
	Female	31%
	Male	31%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (female n = 898 or 31%; male n = 809 or 31% in 2019-2020).*

Since September, what form(s) of bullying have you <i>witnessed</i> ? You may choose more than one.	Female	Male
Verbal (e.g., name calling, constant unwanted teasing/joking)	90%	86%
Physical	36%	48%
Social (e.g., being excluded, gossip)	68%	48%
Cyber (e.g., social media)	47%	35%
Sexual (e.g., inappropriate touching or comments)	17%	19%

Since September, did you tell anyone about the bullying you <i>witnessed</i> ?*		Yes
	Female	45%
	Male	41%

*Note: in 2017-18 and 2018-19, the question was: “Since September, did you report any form of bullying you *witnessed*?”

How much of a problem do you think bullying is in your school?		A Large problem	A Medium problem	A Small problem or Not a problem
	Female	9%	18%	73%
	Male	10%	15%	75%

Safe Schools and Educational Research Departments Appendix B3
Student Voice: Learning During the COVID-19 Pandemic Survey

Elementary

Number of Respondents: 7,531

A. SAFETY

Feel <i>Very Safe</i> or <i>Safe</i>	
Online while working on distance learning activities	97%

B. BULLYING

How much of a problem has bullying been during distance learning?	A Large or a medium problem	A Small problem	Not a problem
	4%	7%	89%

Have you been bullied while participating in distance learning activities?	Yes
	2%

*The percentage reported in the next question is for a subset of students – **only those students who have been bullied** (n = 180 or 2%).*

Did you report the bullying?	Yes
	35%

Secondary

Number of respondents: 4,839

A. SAFETY

Feel <i>Very Safe</i> or <i>Safe</i>	
Online while working on distance learning activities	97 %

B. BULLYING

How much of a problem has bullying been during distance learning?	A Large or a medium problem	A Small problem	Not a problem
	3%	5%	90%

Have you been bullied while participating in distance learning activities?	Yes
	2%

*The percentage reported in the next question is for a subset of students – **only those students who have been bullied** (n = 96 or 2%).*

Did you report the bullying?	Yes
	28%

GENDER BREAKDOWN

ELEMENTARY

	Female	Male
Number of respondents	3,944	3,333

A. SAFETY

Feel <i>Very Safe</i> or <i>Safe</i>	Female	Male
Online while working on distance learning activities	98%	97%

B. BULLYING

How much of a problem has bullying been during distance learning?

	A Large or a medium problem	A Small problem	Not a problem
Female	4%	9%	86%
Male	3%	6%	91%

Have you been bullied while participating in distance learning activities?	Female	Male
Yes	3%	2%

Note: Gender difference for the question “Did you report the bullying?” are not included due to low number of responses.

SECONDARY

	Female	Male
Number of respondents	2,782	1,803

A. SAFETY

Feel <i>Very Safe</i> or <i>Safe</i>	Female	Male
Online while working on distance learning activities	97%	97%

B. BULLYING

How much of a problem has bullying been during distance learning?

	A Large or a medium problem	A Small problem	Not a problem
Female	4%	6%	90%
Male	2%	4%	94%

Have you been bullied while participating in distance learning activities?	Female	Male
Yes	2%	2%

Note: Gender difference for the question “Did you report the bullying?” are not included due to low number of responses.

Safe Schools and Educational Research Departments
Student Voice
Perceptions of Safety for Identified Racial Groups

Appendix C

FALL 2019: Safe Schools Survey – Secondary Schools

Number of respondents	N	Percent
All students	5464	
Black	825	15%
East Asian (e.g., Chinese, Japanese, Korean)	536	10%
Indigenous (e.g., First Nation, Métis, Inuit)	164	3%
Latinx (Latin American)	636	12%
Middle Eastern (e.g., Arab, West Asian descent – Afghan, Iranian, etc.)	258	5%
South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)	318	6%
Southeast Asian (e.g., Cambodian, Filipino, Laotian, Malaysian, Vietnamese, etc.)	1604	29%
White	2081	38%

A. SCHOOL SAFETY

Students Who Feel *Very Safe* or *Safe* in School

Black	East Asian	Indigenous	Latinx	Middle Eastern
88%	81%	74%	88%	72%

South Asian	Southeast Asian	White
88%	93%	92%

B. BULLYING

1. Since September, how often have you been bullied?

	Never	1-3 times	4-6 times
Black	82%	10%	3%
East Asian	78%	9%	2%
Indigenous	68%	9%	4%
Latinx	83%	10%	2%
Middle Eastern	72%	8%	3%
South Asian	82%	9%	1%
Southeast Asian	87%	9%	1%
White	88%	8%	1%

2. Since September, have you ever *witnessed* another student being bullied at school?

Yes	Black	East Asian	Indigenous	Latinx
	37%	33%	48%	35%

Yes	Middle Eastern	South Asian	Southeast Asian	White
	49%	41%	32%	33%

3. 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
Black	12%	19%	69%
East Asian	20%	15%	65%
Indigenous	29%	18%	50%
Latinx	10%	16%	73%
Middle Eastern	21%	17%	62%
South Asian	13%	15%	72%
Southeast Asian	14%	17%	69%
White	5%	15%	80%

SPRING 2020: Student Voice - Learning During the COVID-19 Pandemic Survey

Elementary Schools

Which most closely describes your racial background?

Number of respondents	N	Percent
All students	7531	
Black (e.g., African, Afro-Caribbean descent/Afro-Canadian)	1262	17%
East Asian (e.g., Chinese, Japanese, Korean)	541	7%
Indigenous (i.e., First Nation, Métis, Inuit)	57*	1%
Latinx (e.g., Latin American or Hispanic descent)	785	10%
Middle Eastern (e.g., Arab, Persian, or West Asian descent – Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	337	5%
South Asian (Indian Subcontinent descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	479	6%
Southeast Asian (e.g., Cambodian, Filipino, Indonesian, Vietnamese, etc.)	1920	26%
White (e.g., European, North American, etc.)	2731	36%

*The number is small (n=57). Results must be interpreted with caution.

A. SAFETY

Students Who Feel *Very Safe* or *Safe* Online While Working on Distance Learning Activities

Black	East Asian	Indigenous	Latinx	Middle Eastern	South Asian	Southeast Asian	White
96%	94%	88%	96%	96%	97%	98%	97%

B. BULLYING

1. How much of a problem has bullying been during distance learning?

	A Large or a medium problem	A Small problem	Not a problem
Black	5%	6%	89%
East Asian	4%	9%	86%
Indigenous	19%	5%	77%
Latinx	4%	7%	88%
Middle Eastern	6%	10%	84%
South Asian	3%	6%	91%
Southeast Asian	4%	10%	86%
White	3%	6%	91%

2. Have you been bullied while participating in distance learning activities?

Yes	Black	East Asian	Indigenous	Latinx
	3%	4%	14%	4%

Yes	Middle Eastern	South Asian	Southeast Asian	White
	4%	4%	2%	2%

Secondary Schools

Which most closely describes your racial background?

Number of respondents	N	Percent
All students	4839	
Black (e.g., African, Afro-Caribbean descent/Afro-Canadian)	760	16%
East Asian (e.g., Chinese, Japanese, Korean)	459	10%
Indigenous (i.e., First Nation, Métis, Inuit)	37*	1%
Latinx (e.g., Latin American or Hispanic descent)	533	11%
Middle Eastern (e.g., Arab, Persian, or West Asian descent – Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	217	5%
South Asian (Indian Subcontinent descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	391	8%
Southeast Asian (e.g., Cambodian, Filipino, Indonesian, Vietnamese, etc.)	1363	28%
White	1629	34%

*n = The number is small (n=37). Results must be interpreted with caution.

A. SAFETY

Students Who Feel *Very Safe* or *Safe* Online While Working on Distance Learning Activities

Black	East Asian	Indigenous	Latinx	Middle Eastern	South Asian	Southeast Asian	White
95%	97%	87%	96%	96%	98%	97%	98%

B. BULLYING

1. How much of a problem has bullying been during distance learning?

	A Large or a medium problem	A Small problem	Not a problem
Black	3%	6%	91%
East Asian	6%	9%	85%
Indigenous	16%	8%	76%
Latinx	2%	5%	93%
Middle Eastern	5%	3%	93%
South Asian	3%	3%	94%
Southeast Asian	5%	7%	88%
White	2%	4%	94%

2. Have you been bullied while participating in distance learning activities? (Yes)

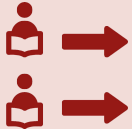
Black	East Asian	Indigenous	Latinx	Middle Eastern	South Asian	Southeast Asian	White
3%	3%	14%	3%	4%	1%	2%	2%



Supporting Student Safety in a Virtual Environment Using Video to Nurture a Sense of Belonging Tips for Parents

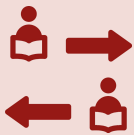
Types of Video and Benefits

1. Prerecorded Video or Audio:



- [asynchronous](#) communication of a presentation or demonstration
- not interactive in real time with presenter
- allows for self-directed and self-paced viewing

2. Video Conferencing:



- [synchronous](#) communication that support two-way interaction in real time
- users meet via video or audio without having to be at a single location
- allows for feedback and questions to be addressed in real time

Keep in Mind when Engaging in Video Conferencing



- **Secure a quiet space** with minimal interruptions.
- **Prepare your child** prior to the conference. Have them prepare questions for the teacher in writing. Remind them to ask for clarification until they fully understand.



- **Ensure your child is comfortable** with their image being visible on the screen. If you or your child do not wish their image to be visible to others, you can choose to turn off the video feature.
- **If your child is shy or uncomfortable** participating in a video conference, discuss options with the teacher to problem-solve.



Supporting Student Safety in a Virtual Environment Using Video to Nurture a Sense of Belonging Tips for Parents

Good Judgment While Using Video

It is everyone's responsibility to foster a caring, safe, inclusive and accepting learning environment, including when online.

Parents/Guardians and students are invited to review the following documents:



- [Catholic Graduate Expectations](#)
- Signed Student Internet Agreements ([K-Gr 3](#), [Gr 4-8](#), [Gr 9-12](#)) as part of the [TCDSB Acceptable Use Policy A.29](#)
- [TCDSB Code of Conduct](#) and local school codes of conduct

Report incidents of inappropriate behaviour occurring online to the classroom teacher, vice-principal or principal.

Inappropriate student behaviour will be addressed by the school and may be subject to progressive discipline.

Resources

CAMH: Youth, Family Interactive Online Brochure

Psychology Foundation of Canada: Managing Screen Time





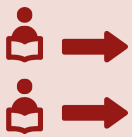
Supporting Student Safety in a Virtual Environment

Stay Safely Connected While Learning Online

Tips for Students

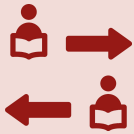
How is video used when learning online?

1. Prerecorded Video or Audio:



- [asynchronous](#) communication of a presentation or demonstration
- not interactive in real time with presenter
- allows for self-directed and self-paced viewing

2. Video Conferencing:



- [synchronous](#) communication that support two-way interaction in real time
- users meet via video or audio without having to be at a single location
- allows for feedback and questions to be addressed in real time

Good Judgment While Using Video

It is everyone's responsibility to foster a caring, safe, inclusive and accepting learning environment, including when online.

Parents/Guardians and students are invited to review the following documents:



- [Catholic Graduate Expectations](#)
- Signed Student Internet Agreements ([K-Gr 3](#), [Gr 4-8](#), [Gr 9-12](#)) as part of the [TCDSB Acceptable Use Policy A.29](#)
- [TCDSB Code of Conduct](#) and local school codes of conduct

Report incidents of inappropriate behaviour occurring online to the classroom teacher, vice-principal or principal.

Inappropriate student behaviour will be addressed by the school and may be subject to progressive discipline.



Supporting Student Safety in a Virtual Environment

Stay Safely Connected While Learning Online

Tips for Students

Expectations when learning online

- Come prepared to participate
- Behave appropriately
- Treat others with respect
- Join the meeting on time
- Follow your teacher's instructions
- Keep your password(s) private
- Recording the meeting is not permitted
- Submit your own work only

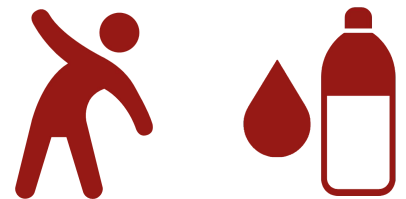
When engaging in video conferencing

- Find a quiet space
- Ensure no one else is on camera
- Keep meeting links private to the classroom
- Wear clothing appropriate to school
- If you are feeling shy or uncomfortable participating in a video conference, discuss options with your teacher



Remember self-care

- Take a 5 minute movement break every hour
- Try to take breaks away from the screen regularly
- Make sure you stay hydrated



If you receive hurtful information, report it to a parent / guardian, teacher or other trusted adult. **You can also access [KidsHelpPhone.ca](https://www.kidshelpphone.ca)**

2020 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 (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
3	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
4	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
5	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
6	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development
7	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
8	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free</u> Policy Metric	Associate Director Academic Services
9	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	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 and Community Advisory Committees Report	Director of Education
12	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services

2020 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

13	October (A)	Student Achievement	Student Trustees: Voices that Challenge-CSLIT	Associate Director Academic Services
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 and 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 (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
19	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
20	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services
21	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
22	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services

**STUDENT ACHIEVEMENT AND WELL BEING
PENDING LIST TO SEPTEMBER 3, 2020**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Mar-2020 Student Achievement	TBD	Student Achievement	Report regarding the feasibility of inviting the three presenters to have in-person workshops on the following topics: Code of Conduct for Trustees; School Board Governance; Integrity Commissioner Office. The report would contain the cost, the proposed time, and any other details that would be of interest and would be of importance to our decision making (Consideration of Motion From Trustee Kennedy regarding Presentations from Ontario Catholic School Trustees' Association (OCSTA) on Code of Conduct, Integrity Commissioner and School Board Governance)	Director Of Education
2	June-2020 Special Board	Dec-2020	Student Achievement	That future device programs such as formal bring-your-own-device (BYOD) and low income family device loan program be explored and presented to the Board of Trustees at the end of the COVID-19 pandemic (Computers for Students in Need)	Associate Director of Facilities, Business & Comm. Dev & CFO