

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

AGENDA September 2, 2021

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

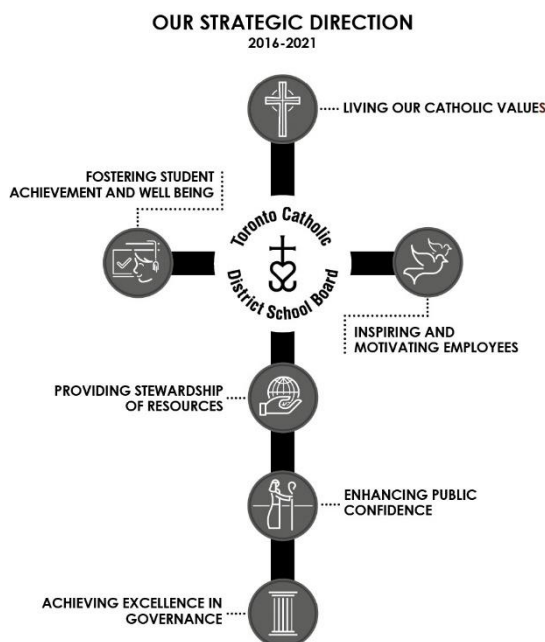
Ida Li Preti
Trustee Ward 3

Markus de Domenico
Trustee Ward 2

Joseph Martino
Trustee Ward 1

Maria Rizzo
Trustee Ward 5

Stephanie De Castro
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.

Land Acknowledgement

Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories of the Anishinabek (a-ni-shna-bek), the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Wendat peoples. We also acknowledge the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation and Toronto is subject to The Dish with One Spoon covenant. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit people in Ontario and the rest of Canada.

La Reconnaissance du Territoire

Nous témoignons du plus grand respect pour les Peuples autochtones au Canada et nous avons à cœur de souligner que tous les immeubles du Toronto Catholic District School Board sont situés sur les terres traditionnelles de la Nation Anishinabek, de la Confédération de Haudenosaunees et des Wendats. Il est également important de noter que le territoire visé par le Traité 13 est celui des Mississaugas de la Première Nation Credit et que celui de Toronto est protégé par l'accord d'« un plat à une cuillère ». Nous tenons également à rappeler la présence pérenne et l'importance des contributions des Premières Nations, des Metis et des Inuits en Ontario, et dans tout le Canada.

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 2, 2021

7:00 P.M.

Pages

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

12. **Notices of Motion**
13. **Consideration of Motions for which previous notice has been given**
14. **Consent and Review**
15. **Unfinished Business**
16. **Matters referred or deferred**
17. **Staff Reports**

From the May 20, 2021, June 10, 2021 and August 19, 2021 Regular Board Meetings

- | | | |
|-------|--|--------|
| 17.a. | From the Governance and Policy Committee: Fair Practice in Hiring and Promotion H.M.40 (Recommendation) (Held by Trustee Di Giorgio) | 1 - 22 |
|-------|--|--------|

From the May 20, 2021 Regular Board Meeting, May 27, 2021 Student Achievement and Well-Being Committee Meeting, June 8, 2021 Corporate Services Committee Meeting, June 10, 2021 Regular Board Meeting and August 29, 2021 Regular Board Meeting

- | | | |
|-------|--|---------|
| 17.b. | Update on Acceptable Use of Technology Policy and Social Media Guidelines (Information) (Held by Trustee Di Giorgio) | 23 - 26 |
|-------|--|---------|

From the May 27, 2021 Student Achievement and Well-Being Committee Meeting, June 8, 2021 Corporate Services Committee Meeting, June 10, 2021 Regular Board Meeting and August 19, 2021 Regular Board Meeting

- | | | |
|-------|--|---------|
| 17.c. | Equity Poverty Action Network (EPAN) School (Information) (Held by Trustees Di Giorgio and Li Preti) | 27 - 37 |
|-------|--|---------|

- | | | |
|-------|---|--|
| 17.d. | Return to School Update (Information) (Refer to September 2, 2021 Addendum) | |
|-------|---|--|

- | | | |
|-------|--|---------|
| 17.e. | Safe Schools Annual Report 2020-2021 (Information) | 38 - 72 |
|-------|--|---------|

- | | | |
|-------|--|---------|
| 17.f. | Request for Religious Accommodations 2020-2021 (Information) | 73 - 76 |
|-------|--|---------|

18. **Listing of Communications**

19. Inquiries and Miscellaneous

From the August 19, 2021 Regular Board Meeting

- 19.a. From Trustee Del Grande regarding Consistency of Procedural Policies at the Toronto Catholic District School Board

20. Updating of Pending List

- 20.a. Annual Calendar of Reports and Policy Metrics 77 - 78

- 20.b. Monthly Pending List 79

21. Resolve into FULL BOARD to Rise and Report

22. Closing Prayer

23. Adjournment



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEFAIR PRACTICE IN HIRING AND PROMOTION
H.M.40

“And God said, “Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the dome of the sky.” (Gn 1:20)

Created, Draft

April 26, 2021

First Tabling

May 4, 2021

Review

Mark Moffett, Senior Coordinator Academic Services, Human Resources
Adrian Dela Mora, Executive Superintendent Human Resources and Employee Relations

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.



Brenden Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

D. Boyce
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends a significant revision of the Board's current Fair Practice in Hiring and Promotion Policy H.M.40 in response to direction from the Ministry of Education as stipulated in the Ministry's Policy/Program Memorandum (PPM) 165 - Teacher Hiring Practices. The required revisions address three primary areas: diversity and inclusion; conflicts of interest and teacher hiring.

The cumulative staff time required to prepare this report was 25 hours.

B. PURPOSE

1. This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends policy revision.
2. Additionally the policy has been revised to include changes to hiring processes outlined in the Ministry of Education Program and Policy Memorandum 165 Teacher Hiring Practices.

C. BACKGROUND

1. The Policy on Fair Practice in Hiring and Promotion H.M.40 (Appendix C) was first approved in September 26, 2013 and was later amended on May 17, 2018.
2. Changes to this policy reflect current practice and alignment with related policies Catholic Equity and Inclusive Education Policy H.M. 24 and Employment Equity Policy H.M.11.
3. The Ministry of Education revoked Ontario Regulation 274/12 – Hiring Practices in October 2020. This Regulation governed hiring practices for teachers at TCDSB and other boards in Ontario.
4. Following this revocation, boards including the TCDSB were directed by the Ministry of Education to develop and adopt a teacher hiring policy based on components outlined in Policy/Program Memorandum 165 to replace Regulation 274.
5. The PPM 165 was issued on February 22nd, 2021 and boards were required to have an associated policy in place effective March 31st, 2021.

6. The required policy components stipulated by PPM 165 were as follows: Qualifications and Merit; Diversity, Equity and Human Rights; Employment Mobility; Fairness and Transparency and Monitoring and Evaluation.
7. In order to comply with the Ministry's direction, TCDSB has taken steps to revise its existing Fair Practices in Hiring and Promotion Policy by incorporating components of PPM 165.
8. Consultations were conducted internally within the Board and externally with a number of community advisory groups.
9. The policy appeared at the Governance and Policy Committee on May 4th, 2021.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Human Resources, the Equity Department, Community Advisory Groups, Field Superintendents and Legal Services.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by Human Resources staff.
2. Further reports will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION

The updated policy as approved will be posted on the TCDSB policy register.

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the revised Fair Practice in Hiring and Promotion H.M.40 provided in Appendix A, and the accompanying Operation Procedures provided in Appendix B, be adopted.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO: H.M. 40

Date Approved: September 26, 2013- Board	Date of Review: April 2021 / May 2023	Dates of Amendment: May 17, 2018
Cross Reference: Ontario Human Rights Code, 24 (1) (a) Ontario Regulation 298 – Operation of Schools - General PPM 165 Teacher Hiring Practices Accessibility for Ontarians with Disabilities Act, 2005 PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools <i>Municipal Conflict of Interest Act</i> TCDSB By-law # 175 Catholic Equity and Inclusive Education Policy H.M. 24 Employment Equity Policy H.M. 11		
Appendices: Appendix A: Fair Practice in Hiring and Promotion: Operational Procedures - Recruitment, Selection and Conflict of Interest		

Purpose:

This Policy affirms the Toronto Catholic District School Board's (TCDSB) commitment to preparing students of all cultural backgrounds and social identities, for success. The Board, consistent with its denominational rights, is committed to recruiting and retaining a qualified, diverse workforce that reflects the communities it serves, in a fair, consistent, and transparent manner.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO: H.M. 40

Scope and Responsibility:

The policy extends to the hiring process for all positions for employment and promotions at the Toronto Catholic District School Board. The Director of Education and the Executive Superintendent of Human Resources and Employee Relations are responsible for this policy.

Alignment with MYSP:

Living Our Catholic Values
 Inspiring and Motivating Employees
 Enhancing Public Confidence
 Fostering Student Achievement and Well Being

Policy:

The Toronto Catholic District School Board is committed to recruiting and retaining a qualified, diverse workforce and promoting the most qualified individuals in a manner that reflects the communities it serves, supportive of both its Multi Year Strategic and Equity Action Plans. All recruitment, retention and promotion activities will be subject to the Board's denominational rights and conducted in accordance with legislation such the Accessibility for Ontarians with Disabilities Act, the Ontario Human Rights Code, and relevant collective agreements where applicable. Hiring and promotion practices at the TCDSB will be fair, transparent, and free from bias, discrimination, conflicts of interest, nepotism and cronyism.

Regulations:

A. Recruitment

1. The recruitment and selection criteria at the TCDSB will be based on qualifications that reflect the requirements of the position, demonstrated



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO: H.M. 40

experience, suitability for the role as well as a commitment to creating an inclusive, equitable, accessible, and safe learning and Catholic work environment for students and staff. The ability to execute school, Board and Ministry priorities as well as an applicant's related, lived experiences and background, will also inform the qualifications and selection criteria.

2. The Board will promote diversity, inclusion, equity, and human rights in pursuit of a qualified and diverse workforce that reflects the communities it serves. It will proactively engage in anti-discriminatory hiring and promotion practices as well as identify and eliminate barriers to employment for candidates from under-represented communities.
3. Operationally, the Board will adopt Human Resources best practices and programs including encouraging qualified applicants from under-represented communities, such as the Black community and other communities of colour, to self-identify in order to proactively recruit and hire a diverse workforce. This will include active recruitment of qualified and certified Catholic teachers and other occupational groups from qualified candidates who are visible minorities, Indigenous, women and persons with disabilities as well as other groups protected under the Ontario Human Rights Code where applicable.
4. The Board will engage in a hiring and promotion process that is fair, transparent, and free from preferential treatment based on personal relationships. Any applicant for employment or promotion at the TCDSB will not be advantaged because of a relationship with an immediate family member or relative employed at the TCDSB.
5. The TCDSB will collect employee demographic data by way of a workforce census to provide a foundation to assess whether there is diversity in the



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO: H.M. 40

candidates who are applying for positions, and to identify if there are any barriers to hiring a diverse, qualified workforce.

6. Prior to employment in positions involving the instruction of students at the TCDSB, each applicant must provide a favourable pastoral letter of reference confirming the applicant's commitment to the Catholic faith. For all other positions within the school board, an applicant will be required to commit to supporting the Board's vision, mission and values with respect to Catholic education.

B. Selection

7. Applicants, at the time of the submission of their application, will have the opportunity to request accommodations for the purposes of recruitment and selection in accordance with the Accessibility for Ontarians with Disabilities Act and the Human Rights Code. Accommodations, as required, will be provided for the selection process.
8. Any TCDSB Trustee, employee, or consultant engaged in the hiring process, shall discharge their recruitment and selection responsibilities in a manner free from bias and perceived or actual conflicts of interest. All members of the selection panel must complete a conflict of interest disclosure to avoid nepotism or cronyism.
9. Whenever possible, the Board will promote demographically diverse interview panels that draw on the different experiences, skill sets, and educational and professional backgrounds of employees at the TCDSB. Interview panels will consist of at least two members.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO: H.M. 40

10. The assessment process will utilize multiple sources of data including from structured interviews and reference checks. Evaluation criteria and assessment tools will be developed to minimize and eliminate selection bias.
11. Unsuccessful internal candidates will be afforded the opportunity for constructive interview feedback upon request no later than three weeks after being notified of the selection results.
12. A TCDSB Trustee, or employee in a position of leadership, will not directly or indirectly influence the hiring or promotion process through unsolicited promotion and recommendations of candidates including forwarding resumes or the names of applicants to the Recruitment division.
13. All TCDSB personnel shall be required to be separate school supporters if eligible by law to be separate school supporters.

C. Teacher Hiring

14. The Board will facilitate employment mobility by providing equal opportunities for all members of the Ontario College of Teachers to apply for any available position from daily occasional, long-term occasional and permanent, for which they hold the required qualifications, subject to the appropriate collective agreement.
15. Teachers must successfully complete the New Teacher Induction Program (NTIP) and the Additional Qualification course Religious Education-Part 1 before becoming eligible to gain permanent status.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO: H.M. 40

16. Placement of teachers through the transfer process shall be fair, transparent and respectful of collective agreements and/or terms and conditions of employment contracts.
17. The Board, subject to its management rights, will disclose information to bargaining units pertaining to their members as appropriate in a manner that is consistent with the applicable collective agreement.
18. An annual employment system review will be conducted to review all teacher hires during a school year to identify any barriers for potential candidates, and to ensure that a qualified and diverse teacher workforce has been employed.

Definitions:

Bias

In this context, bias is defined as prejudice, unrelated to the requirements of the position in question, in favour or against a person or a group compared to another, that is done in a manner considered to be unfair.

Conflict of Interest

A conflict of interest is defined as an apparent or actual conflict where a trustee's or an employee's financial or personal interests appear to conflict or actually conflict with their duty to impartially and objectively discharge their responsibilities to the Board. In the context of this policy, influencing the outcome of a hiring and or promotion decision of a person with whom one has a personal relationship is a conflict of interest.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO: H.M. 40

Cronyism

The act of showing partiality to friends or close colleagues, especially in the application, hiring, placement and promotion stages of employment, without regard to qualifications or ability. In the context of this policy, cronyism can occur when an individual within the organization influences the decision to hire or promote a friend or colleague.

Employment System Review (ESR)

An examination of employment data to determine whether approaches to hiring and promotion create barriers for potential candidates, in particular those from communities of colour and other under-represented communities or otherwise unfairly impact their chances to succeed. The goal of the ESR is to identify and make recommendations to address the gaps and barriers, including workplace culture and attitudinal barriers, to a diverse and inclusive workforce and work environment.

Nepotism

The act of showing favouritism or providing preferential treatment to a family member or close relatives, especially in the application, hiring and placement stages of employment. In the context of this policy, nepotism can occur when an individual within the organization influences the decision to hire or promote a close family member or supervises that subordinate family member.

Relationship

In the context of this policy, this is defined as any relationship of an employee, trustee or representative of the Board to persons of his or her immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years,



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO: H.M. 40

any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

Evaluation and Metrics:

1. The Human Resources department will conduct an Employment System Review annually to identify and take constructive action, including the creation of proactive recruitment and talent acquisition programs, to address the gaps and barriers, including workplace culture and attitudinal barriers, to a diverse and inclusive workforce and work environment.

Fair Practice in Hiring and Promotion Policy

APPENDIX A

OPERATIONAL PROCEDURES: RECRUITMENT, SELECTION AND CONFLICT OF INTEREST

1. PURPOSE

The purpose of this procedure is to identify the recruitment and selection process for employing all staff, including teachers, at the Toronto Catholic District School Board (TCDSB).

2. SCOPE

This procedure applies to all applicants to any position within the TCDSB, including teaching positions as well as recruitment and selection processes conducted by Executive Search firms on the Board's behalf.

A. RECRUITMENT PROCEDURES

1. A potential candidate for a position will not be involved in the recruitment process for that job. This includes acting as the contact person for potential candidates, drafting advertisements or conducting reference checks.
2. Any applicant wishing to work for the TCDSB must submit an application of employment through the established channels. In general, this means through the "Apply to Education" website or in response to a job posting advertised either internally throughout the system or externally in various media.
3. Executive Search firms retained by the Board to conduct recruitment and selection processes on the Board's behalf, for any position within the TCDSB, are subject to this Policy and Operational Procedures.
4. Executive Search firms retained by the Board are required to pay particular attention to aspects of the recruitment and selection process including advertising to attract a diverse pool of candidates, accommodations for the purposes of recruitment, representation on interview panels, diversity of the applicant pool selected for interviews, bias-free assessment processes and conflicts of interests.
5. Applicants from under-represented communities such as the Black community and other communities of colour, Indigenous peoples, women, persons with disabilities as well as other persons protected under the Ontario Human Rights Code, will be encouraged to self-identify at the time of the submission of their applications where applicable.

6. Requests for accommodations for the purpose of recruitment must be made in writing at the time that an application is submitted as per the posting. Supporting documentation, such as a functional limitations assessment produced by an appropriate medical and or professional practitioner, will be requested as appropriate by the Recruitment division of the Human Resources department.
7. All job postings must be authorized by the Executive Superintendent, Human Resources and Employee Relations or his/her delegate.
8. Complete and accurate records of selection decision-making processes will be maintained.
9. Personal information and supporting documents submitted with applications will be used in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
10. No persons shall influence the hiring process through unsolicited promotion and/or unauthorized recommendations of candidates.
11. Any person participating in the hiring process must do so in a manner free from bias and conflicts of interest. Any person with a perceived or real conflict of interest must inform the Sr. Manager of Recruitment (or delegate) and remove themselves from the hiring process.
12. Recruitment and selection procedures shall be established for teaching positions in accordance with Human Resources and recruitment industry best practices, collective agreement(s) where applicable, the Accessibility for Ontarians with disabilities Act, the Ontario Human Rights Code, Employment Standards Act and Board policies.
13. The filling of long-term occasional and permanent teaching positions shall be consistent with collective agreement and legislative requirements.

B. SELECTION PROCEDURES

1. Selection will be based on merit, which is determined through an objective assessment of an applicant's qualifications, demonstrated experience and personal suitability for the role including a commitment to creating an inclusive, equitable, accessible and safe work environment, relevant to the requirements for the position. Additional job-related factors that support the creation of the best possible program for students and the ability to hire a diverse staff and teacher workforce that is reflective of the communities TCDSB serves will also be taken into account.

2. Postings or job advertisements will be developed by the Recruitment division in consultation with the relevant administrators and hiring managers.
3. Position profiles or job descriptions will be developed by the Compensation and Benefits division of the Human Resources department in consultation with the Recruitment division and the relevant administrators and hiring managers.
4. Selection criteria and assessment tools will be reviewed and approved by the Sr. Manager of Recruitment or assigned Recruitment staff before recruitment action is taken in order to ensure that they adequately reflect the requirements of the position, attract the widest and most diverse pool of applicants while ensuring consistency with the Board's policies.
5. Applicants will be screened for interviews by the Recruitment division based on the criteria outlined in the posting, in consultation with the hiring manager or administrator. No applicant will be interviewed unless approved and deemed qualified by the Recruitment division.
6. All interviews must be conducted by a panel with a minimum of two members. Where possible, the same interview team must interview all candidates for a given position and the same initial templated-questions must be asked of all candidates. Selection decisions will be based on the panel's overall assessment results as well as reference checks and other appropriate sources of data as appropriate, as determined by the Recruitment division.
7. Whenever possible, the Board will promote demographically diverse interview panels that draw on the different experiences, skill sets, and educational and professional backgrounds of employees at the TCDSB.
8. Where possible, a percentage of qualified applicants selected for interviews, as determined by the Recruitment division in consultation with the hiring manager or administrator, must be from the Black community and other under-represented communities including visible minorities, Indigenous peoples and persons with disabilities and women as well as other persons protected under the Ontario Human Rights Code where applicable.
9. Applicants will be asked similar core questions in the interview based on the requirements for the position. Supplementary or follow-up questions may be asked to clarify issues or to obtain further information deemed by the selection committee to be relevant to identifying the best applicant.

10. No persons related by blood or marriage or where the appearance of a conflict of interest exists may be placed in a position of interviewing one-another. Individuals who find themselves in this situation must declare a conflict and remove themselves from the interview and or selection process. In addition, no person shall be in a position that requires them to interview, assess or hire a relative (by blood or marriage) for any position including one within the scope of their responsibility where the position in question involves a direct reporting relationship (between the individual and the candidate/relative).
11. All teaching staff shall be practising Catholics unless otherwise approved by the TCDSB or specifically exempted by legislation.
12. Before being considered for employment, each applicant for a teaching position is to be recommended by a priest with pastoral responsibility through a favourable report in a form and content prescribed by the Board on the applicant's commitment to the Catholic faith.

C. ASSIGNMENT & OFFERS OF EMPLOYMENT

1. All offers of employment shall be subject to the applicant providing the Board with:
 - i. a satisfactory criminal reference check with vulnerable sector screening;
 - ii. a negative tuberculosis test and
 - iii. a satisfactory reference check conducted by the Recruitment division.
2. To avoid conflicts of interests, supervisors must avoid having under their immediate supervision (i.e., within the same department or school), members of their immediate family or other relatives.

D. POST SELECTION FEEDBACK TO APPLICANTS

1. Applicants who were interviewed will be advised in writing of the outcome of their application by the Human Resources department.
2. The Sr. Manager of Recruitment will coordinate the request for an interview debrief from an internal unsuccessful candidate made no later than 3 weeks after the date that the interview results were communicated to the applicant.
3. An interview debrief will not be provided in writing, however, unsuccessful candidates can take notes as required.

E. EVALUATION AND METRICS

1. The Human Resources department will conduct an annual employment system review to identify and eliminate barriers to recruiting, promoting and retaining a diverse and inclusive workforce.
2. The Human Resources department will develop proactive recruitment and talent acquisition programs to address the barriers and gaps in employment and promotion.
3. The Human Resources department will rely on workforce data to develop proactive and inclusive programs to address barriers to a diverse and inclusive workforce.

F. CONFLICT OF INTEREST

Preamble

The TCDSB intends to facilitate the ability of its staff to maintain the highest business and ethical standards, and to facilitate the protection of the integrity of employees in the course of their hiring responsibilities to the Board. All conflicts will be recognized and either avoided or resolved expeditiously through appropriate disclosure and management. The fundamental principle underlying this approach is that employees must not permit relationships with others or external business activities to conflict, or appear to conflict, with the interests of the TCDSB.

1. In the context of this policy, the following circumstances may give rise to conflicts of interest:
 - i. participating in, or influencing the outcome of the appointment, hiring, promotion, supervision, or evaluation of a person with whom the employee has, or has had, a relationship;
 - ii. acceptance by an employee of a gift from any of the following persons or entities if a reasonable person might conclude that the gift could influence the employee when performing hiring duties with the Board:
 - a. a person, group, or entity that has dealings with the Board;
 - b. a person, group, or entity to whom the employee provides services in the course of his or her duties to the Board;
 - c. a person, group, or entity that seeks to do business with the Board.

An employee who is offered a gift in the circumstances described in ii) above will immediately notify the Sr. Manager of Recruitment in writing.

2. All employees involved in the hiring of teachers have an obligation to disclose to the Sr. Manager of Recruitment (who represents of the Executive Superintendent of Human Resources and Employee Relations and the Director of Education) any conflict of

interest. The employee must disclose in writing as soon as she/he could reasonably be aware that a conflict of interest exists. The existence of a conflict of interest does not necessarily preclude involvement in the issue which has given rise to the conflict, otherwise known as the “Matter”.

3. The employee must declare, in writing, the nature and extent of the conflict of interest no later than any meeting or process in which the employee participates and at which the Matter is to be considered. The employee must refrain from taking part in any discussion or decision-making in relation to the Matter and withdraw from any meeting or process when the Matter is being discussed until a decision has been reached regarding the manner in which the conflict of interest will be addressed.
4. A conflict of interest involving an employee may also be reported to the Sr. Manager of Recruitment by any other person. A report to the Sr. Manager of Recruitment about the existence of a potential, apparent or actual conflict of interest shall be made in writing.
5. The following procedures will be used to manage conflicts of interest:
 - i. If the Sr. Manager of Recruitment to whom the disclosure is made also has a conflict of interest, the disclosure should be made in writing to the person at the next highest level of authority (i.e. the Sr. Coordinator of Academic Services).
 - ii. The Sr. Manager of Recruitment will investigate to determine if a conflict of interest exists. Where appropriate, the Sr. Manager of Recruitment may consult with the employee and/or others.
 - iii. If the Sr. Manager of Recruitment determines there is a conflict of interest, the Matter should be resolved as per #6 below, and shall document, in writing, any remedies that have been applied.
6. The following options are available for resolving conflicts of interest:
 - i. If the Matter pertains to #1 (i), and where the employee may be knowledgeable and have information central to the discussion, the employee with a conflict or appearance of conflict may be permitted by the Sr. Manager of Recruitment (or the Sr. Coordinator of Academic Services), to be involved in the Matter without participating in the final decision or be entirely excluded from the process.
 - ii. If an employee fails to disclose a conflict as per #2 above, a range of remedies can be applied, up to and including the termination of employment.
7. Adherence to these procedures, in letter and in spirit, is crucial to the relationships of trust that exist between the Board, its employees, and the public. Contraventions of the policy and operational procedures, whether arising from dishonesty or inattention, undermine these relationships and may lead to disciplinary action. For employees, disciplinary sanctions for breach of this policy may take a range of forms appropriate to the nature of the contravention and could include dismissal from employment.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO: H.M. 40

Date Approved: September 26, 2013- Board	Date of Review: October, 2023	Dates of Amendment: October 18, 2018
<p>Cross Reference: Ontario Human Rights Code, 24 (1) (a) <i>Education Act</i>, Ontario Regulation 274/12, Hiring Practices PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools <i>Municipal Conflict of Interest Act</i> TCDSB By-law # 175 Employment Equity Policy H.M.11 Catholic Equity and Inclusive Education Policy H.M. 24 Catholicity and School Support Policy H.M.08 Qualifications - Catholicity Policy H.T.01</p> <p>APPENDIX A: Operational Procedures—Staff Recruitment & Selection</p>		

Purpose:

This Policy affirms the Board's commitment to providing fair, equitable and transparent hiring processes at the Toronto Catholic District School Board consistent with its denominational rights and in accordance with the Ontario Human Rights Code. Offers of employment and promotion will be based on the merit of the applicant, free from the practices of nepotism and cronyism.



POLICY SECTION:	HUMAN RESOURCES
SUB-SECTION:	MISCELLANEOUS
POLICY NAME:	FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO:	H.M. 40

Scope and Responsibility:

The policy extends to the hiring process for all applicants to any position of employment at the TCDSB, and for employees seeking promotion. The Director of Education and the Superintendent of Human Resources are responsible for this policy.

Alignment with MYSP:

Inspiring and Motivating Employees

Strengthening Public Confidence

Policy:

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 Ontario Human Rights Code. The application, interview, hiring and promotion of individuals at TCDSB will be based on ability and qualifications and will be conducted in a fair and transparent manner, free from discrimination, nepotism and cronyism.

Regulations:

1. Recruitment practices and application processes used at TCDSB will be open and transparent, free from nepotism and cronyism, ensuring no partiality or preferential treatment as a result of personal relationships.



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION

POLICY NO: H.M. 40

2. Any applicant for employment or promotion at TCDSB will not be advantaged as a result of a relationship with an immediate family member or relative employed at TCDSB.
3. Operationally, TCDSB (through the Human Resources department) will adopt processes and procedures, including for job postings, the review of applications for employment and the interviewing and selection of candidates, that are consistent with industry standards, free from bias and conflicts of interest and allow for equal opportunity for all applicants. (*hyperlink to Appendix A*).
4. Any TCDSB employee, consultant or trustee charged with the responsibilities for recruiting and selecting staff, including interviewing, hiring, placement or promotion of applicants, must discharge these responsibilities in a fair and bias-free manner and take steps, including excluding themselves from the decision-making process if applicable, to ensure that they are free from any real or perceived conflicts of interest prior to fulfilling their duties.
5. A Trustee or a TCDSB employee in a position of leadership will not influence the hiring or promotion process through unsolicited promotion and recommendations of candidates.
6. Placement of employees through the transfer process shall be fair, transparent and respectful of collective agreements and/or terms and conditions of employment contracts.
7. Internal applicants unsuccessful in their attempt to gain employment or promotion at TCDSB will be afforded the opportunity to request feedback from the Sr. Manager of Recruitment no later than 3 weeks after the date



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION

POLICY NO: H.M. 40

from which they received notification of the assessment/interview results. If the unsuccessful candidate is not satisfied with the response or the recruitment process, he or she can contact the Senior Coordinator of Academic Services, Human Resources to discuss the matter further.

Definitions:

Conflict of Interest

This is a situation in which the impartial exercise of the duty of an individual acting for an organization is compromised by that person's self-interest and position, often undermining the public trust. In the context of this policy, a conflict of interest occurs when family members have direct reporting relationships or staff members and or trustees have personal relationships that influence hiring and promotion decisions.

Bias

In this context, this is defined as prejudice, unrelated to the requirements of the position in question, in favour or against a person or a group compared to another, that typically results in hiring and promotion decisions considered to be unfair.

Cronyism

The act of showing partiality to friends or close colleagues, especially in the application, hiring, placement and promotion stages of employment, without regard to qualifications or ability. In the context of this policy, cronyism can occur when an individual within the organization influences the decision to hire or promote a friend or colleague.

Immediate Family

Members consist of a person's spouse, child(ren), step child(ren) or parent of an employee.



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION

POLICY NO: H.M. 40

Nepotism

The act of showing favouritism or providing preferential treatment to a family member or close relatives, especially in the application, hiring and placement stages of employment. In the context of this policy, nepotism can occur when an individual within the organization influences the decision to hire or promote a close family member, or supervises that subordinate family member.

Relative

Members consist of siblings, step-children, nieces, nephews, grandparents, cousins and in-laws.

Evaluation and Metrics:

The Director of Education will monitor and review hiring and promotion procedures.



REPORT TO

REGULAR BOARD

**UPDATE ON ACCEPTABLE USE OF TECHNOLOGY
POLICY AND SOCIAL MEDIA GUIDELINES**

And do not forget to do good and to share with others, for with such sacrifices God is pleased. – Hebrews 13:16

Created, Draft	First Tabling	Review
May 12, 2021	May 20, 2021	Click here to enter a date.

Shazia Vlahos, Chief of Communications & Government Relations

INFORMATION REPORT

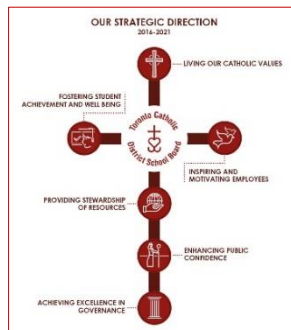
Vision:

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.



Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

D. Boyce
Associate Director of
Facilities, Business and
Community Development

A. EXECUTIVE SUMMARY

At the Special Board meeting on April 28, 2021, Trustees approved a motion that staff draft a social media policy.

This report will update the Board of Trustees on the current [Acceptable Use of Technology Policy A.29](#) and the accompanying [Social Media Guidelines](#).

The cumulative staff time required to prepare this report was 1 hour.

B. PURPOSE

1. This report seeks to clarify that Trustees have already approved an updated Acceptable Use of Technology Policy A.29 on January 29, 2021 which includes scope over social media. Additionally, accompanying Social Media Guidelines were developed to offer the TCDSB community with “best practices” and considerations for engagement on TCDSB social media platforms.

C. BACKGROUND

1. At the Special Board meeting on April 28, 2021, following discussion on the Integrity Commissioner’s Disposition Report, a Trustee asked whether an applicable policy for social media exists. During that time, information was shared about the TCDSB’s social media guidelines that had been developed in consultation with stakeholders and has become operational.
2. At that time, reference to the applicable Acceptable Use of Technology Policy A.29 was missed.
3. Reference to the Acceptable Use of Technology Policy A.29 is important given the consultations that took place over the course of approximately two years with stakeholders, which led to the Board approval of the policy in January 2021.
4. Simultaneously while Policy A.29 was being revised, the Chief of Communications together with the Senior Manager for Record Management and Freedom of Information started to research and develop the first-ever TCDSB social media guidelines to accompany the Acceptable Use of Technology Policy A.29 to serve as an operational document.

5. The TCDSB Social Media Guidelines encompasses social media best practices developed following research and a review of documents from other Ontario school boards and school districts in other jurisdictions.
6. The Social Media Guidelines underwent consultations with stakeholders including CPIC, OAPCE, union groups, principals, legal and other central departments over the course of approximately two years.
7. On March 9, 2021 Trustees were provided with an opportunity for any additional input before operationalizing of this accompanying resource to the Acceptable Use of Technology Policy A.29.
8. At the April 19, 2021 CPIC meeting, the Chief of Communications made another presentation to members, received additional feedback and made updates to the Social Media Guidelines.
9. At the April 26, 2021 OAPCE meeting, the Chief of Communications made another presentation to members, received additional feedback and made updates to the Social Media Guidelines.
10. At the April 29, 2021 Principals Meeting, the Chief of Communications made another presentation regarding the operationalizing of the Acceptable Use of Technology Policy A.29 and accompanying Social Media Guidelines.

D. EVIDENCE/RESEARCH/ANALYSIS

1. In the Acceptable Use of Technology Policy A.29, under Scope and Responsibility, it notes that “This policy applies to all individuals including students, employees, trustees, parents... of the Board while using any Board owned or managed information technology or related services of any kind either remotely or while on Board property, and all personally-owned electronic communication technology when used to access Board resources from any location”. It also notes that examples of such technology include social media platforms and that all technology users share the responsibility for compliance.
2. Recognizing that social media is impossible to police at all times, there was recognition of a need to fill the gap with operationalizing best practices around social media use within the TCDSB context as per the scope of the Acceptable Use of Technology Policy A.29.
3. Hence, the Chief of Communications began to develop the TCDSB’s first-ever Social Media Guidelines, together with input from stakeholder engagement.

4. Following consultation with parent groups, the Social Media Guidelines were updated to include a section on Compliance, whereby all users are reminded that the Acceptable Use of Technology Policy A.29 is the applicable policy and applicable actions in the event there are instances of non-compliance.
5. Given the ever-evolving nature of social media and their relevant platforms, best practices suggest that guidelines are most appropriate as they enable timely updates when required as the social media landscape continues to change.
6. The Social Media Guidelines serve as an invaluable resource to support the scope of social media within the Acceptable Use of Technology Policy A.29.

E. CONCLUDING STATEMENT

This report is for the information of the Board.



REPORT TO

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

REPORT ON EPAN SCHOOLS

*Righteousness and justice are the foundation of your throne; steadfast love and faithfulness go before you.
Psalm 89:14*

Created, Draft	First Tabling	Review
May 3, 2021	May 27, 2021	Click here to enter a date.
Derek Chen, Superintendent – Equity, Diversity, Indigenous Education & Community Relations		
INFORMATION REPORT		

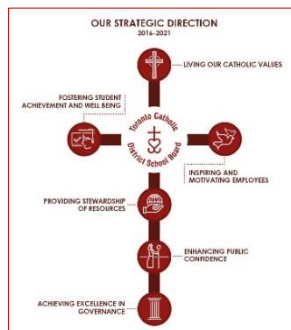
Vision:

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

Mission:

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

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



Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

D. Boyce
Associate Director of
Facilities, Business and
Community Development

A. EXECUTIVE SUMMARY

This report details the origin and evolution of Equity Poverty Action Network (EPAN) schools, and provide clarification as it pertains to EPAN schools and the allocation of equity funds. The report also outlines how some fund allocation anomalies were corrected, and provides a staff resolution that seeks to align the two initiatives while eliminating the possibility of any future gaps. *The cumulative staff time required to prepare this report was 12 hours*

B. PURPOSE

1. This report will provide a clarification about EPAN schools and the allocation of equity funds. It will also outline a new process aligning the two programs in order to ensure that all communities be identified as an EPAN school and receive equity funds as appropriate.

C. BACKGROUND

1. At the March 25, 2021 Regular Board Meeting, the following motion was passed: “Be it resolved that in the interest of transparency and recognizing these are public funds, the 2019/2020 block budget equity distributions and the 2020/2021 block budget equity distributions be included in a report to Board highlighting changes made and that staff report back to Board on ways to rectify any prior errors ensuring those communities which were potentially mistreated receive the funds they deserve; and any distribution of these types of funds across the system be made available in public reports moving forward.”
2. EPAN schools have been designated in a separate and distinct process than the allocation of equity funds to schools.
 - a. The objective of EPAN schools was to provide programming for schools located mostly within marginalized communities.
 - b. The allocation of equity funds commenced as a result of recognizing the need to provide extra funds to schools with demographics requiring greater support.
3. The history of EPAN schools is as follows:

- a. Originating in 2016, and initially called “Spotlight” schools, the intention of the initiative was to provide professional learning, partnership amongst schools, and parental and parish engagement to schools identified in need based on select criteria. The term Equity Poverty Action Network, or EPAN, was coined in 2018.
 - b. In 2016-17, 12 schools (9 elementary and 3 secondary) were selected based on socioeconomic status data and EQAO scores, one school per Trustee ward.
 - c. In 2017-18, the number was increased to 16 schools (13 elementary and 3 secondary) to include 4 more elementary with the highest rate of poverty.
 - d. In 2018-19, the number was increased to 46 schools (37 elementary and 9 secondary) based on N-tiles (broader criteria included socioeconomic status, EQAO, IEPs, English Language Learners, etc.). Several schools were offered the opportunity to join the initiative even if they were a 6 or 7, as principals expressed an interest in having their schools take part of the professional learning, partnership, and engagement with parents and parish. The original 12 were kept as part of the 46.
 - e. In 2019-20, the number was increased to 61 schools (50 elementary and 11 secondary) to ensure that all of the schools with the highest needs (N-tile 9s) were included. The goal stated in the MYSP was to have approximately 60 schools as part of the initiative.
4. When the allocation of equity funds began, the criteria for eligibility of these funds was based on schools with scores 6, 7, 8, or 9. This has not changed since inception in 2017.
 5. In 2020-21, in order to rectify the allocation of funds to EPAN schools that would not normally receive equity funds, four EPAN schools had their designation removed given that their scores were in the range of 1-5. However, schools with scores 6, 7, 8, or 9 received equity funds, but were not identified as an EPAN school.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The two initiatives (EPAN schools and the allocation of equity funds) have a similar focus, it should be noted that EPAN was intended mainly for

programming, while equity funds were distributed to schools with scores 6, 7, 8 and 9. The two programs were established and evolved in different ways.

2. Following the motion, staff conducted a review of the two programs.
3. The review concluded with the following change: starting with the 2021-22 school year, EPAN schools and equity-funded schools will be merged; that is, all schools with a score of 6, 7, 8, or 9 will be designated EPAN schools and will receive funding based on overall score and school enrollment. In this way, no gaps will exist in schools that require support, and schools identified not in need of support will no longer receive support.
4. Schools that move from 6, 7, 8, or 9 to a score of 5 will continue to receive a one-time amount to support the transition. However, these schools will no longer be designated EPAN schools.
5. Scores will be calculated by the Research department using Trillium data after the October 31 ONSIS submission in any given year.
6. EPAN schools will resume their participation in collaborative inquiries and other programming with regard to culturally responsive and relevant pedagogy and learning, along with an intense focus on dismantling racism and oppression through professional learning in the 2021-22 school year.

E. METRICS AND ACCOUNTABILITY

1. As per the motion, any distribution of equity funds will be made available in public reports.
2. Appendix A and B indicate the equity funds distributions for 2019-2020 and 2020-2021 respectively.

F. CONCLUDING STATEMENT

This report is for the information of the Board.

School Name	Enrolment	2019-2020 Composite Score	Total Allocation
Father Henry Carr	875	8	\$33,312
Holy Child	324	7	\$14,929
Monsignor Percy Johnson	975	8	\$34,833
Msgr. John Corrigan	236	8	\$23,590
St. Andrew	729	9	\$31,091
St. Angela	515	9	\$27,835
St. Dorothy	336	8	\$25,112
St. John Vianney	365	8	\$25,553
St. Maurice	272	8	\$24,138
St. Stephen	417	9	\$26,344
St. Marcellus	421	9	\$26,405
Blessed Margherita	347	6	\$7,500
James Cardinal McGuigan	891	9	\$33,555
St. Andre	687	9	\$30,452
St. Augustine	603	9	\$29,174
St. Basil-The-Great	1286	8	\$39,565
St. Charles Garnier	490	9	\$27,455
St. Francis de Sales	476	9	\$27,242
St. Jane Frances	699	9	\$30,634
St. Jude	757	9	\$31,517
St. Roch	355	8	\$25,401
St. Wilfrid	636	9	\$29,676
Bishop Marrocco/Thomas Merton	693	7	\$20,543
Holy Family	228	8	\$23,469
James Culnan	570	7	\$18,672
St. James	189	8	\$22,875
St. Leo	380	2	\$5,000
Dante Alighieri Academy	864	7	\$23,145
Madonna	666	8	\$30,132
Our Lady of the Assumption	367	8	\$25,583
St. Antoine Daniel	403	6	\$7,500
St. Gabriel	301	7	\$14,579
St. Jerome	569	7	\$18,657
St. Margaret	618	7	\$19,402
St. Martha	232	7	\$13,530
St. Paschal Baylon	740	7	\$21,258
St. Raphael	516	6	\$7,500
St. Mary Catholic Academy	730	5	\$10,000
St. Paul VI	309	6	\$7,500
St. Rita	80	6	\$10,000
Epiphany of Our Lord	188	8	\$22,860
Holy Spirit	467	9	\$27,105

School Name	Enrolment	2019-2020 Composite Score	Total Allocation
Jean Vanier	827	8	\$32,582
Precious Blood	456	8	\$26,937
St. Aidan	298	7	\$14,534
St. Albert	401	8	\$26,101
St. Lawrence	467	7	\$17,105
St. Nicholas	408	6	\$10,000
St. Sylvester	183	6	\$7,500
Francis Libermann	863	6	\$7,500
Sacred Heart	268	6	\$7,500
St. Barnabas	297	5	\$5,000
St. Bede	142	5	\$10,000
St. Columba	266	7	\$14,047
St. Elizabeth Seton	132	6	\$7,500
St. Mother Teresa	461	7	\$17,014
St. Rene Goupil	82	6	\$7,500
Monsignor Fraser College	1073	9	\$36,324
Our Lady of Lourdes	571	9	\$28,687
St. Alphonsus	248	5	\$5,000
St. Mary	315	7	\$14,792
St. Michael	158	6	\$7,500
St. Paul	204	8	\$23,104
St. Thomas Aquinas	498	7	\$17,576
Immaculate Conception	519	8	\$27,896
Our Lady of Victory	702	9	\$30,680
Santa Maria	225	7	\$13,423
St. Bernard	696	9	\$30,589
St. Francis Xavier	546	7	\$18,307
St. John the Evangelist	489	8	\$27,440
St. Matthew	528	6	\$7,500
St. Oscar Romero	642	6	\$7,500
Blessed Trinity	208	8	\$23,164
Canadian Martyrs	360	6	\$7,500
Holy Cross	343	6	\$7,500
Our Lady of Guadalupe	151	7	\$12,297
St. Gerald	285	6	\$7,500
St. Isaac Jogues	340	7	\$15,173
St. John XXIII	455	9	\$26,922
St. Joseph Morrow Park	457	6	\$10,000
St. Kateri Tekakwitha	243	6	\$7,500
St. Matthias	306	6	\$7,500
St. Patrick	787	9	\$31,973
St. Timothy	602	8	\$29,159
Neil McNeil	851	2	\$5,000
Our Lady of Fatima	808	7	\$22,293

School Name	Enrolment	2019-2020 Composite Score	Total Allocation
St. Barbara	311	8	\$24,731
St. Boniface	325	8	\$24,944
St. Dunstan	303	9	\$24,610
St. Edmund Campion	270	6	\$7,500
St. Joachim	294	7	\$14,473
St. Maria Goretti	972	8	\$34,788
St. Martin de Porres	453	9	\$26,892
St. Rose of Lima	444	7	\$16,755
St. Thomas More	333	7	\$15,066

Trustee Name	Superintendent Name	School Name	Enrolment	2020-2021 Composite Score	E-Pan	2019-2020 Composite Score for Comparison	2020-2021 Fixed Allocation	2020-2021 Enrolment Allocation	2020-2021 Total Allocation	10% of 2020-2021 Total Allocation
Angela Kennedy	Kimberly Dixon	St. John XXIII	450	9	E-Pan	9	20000	6028	26028	2603
Angela Kennedy	Cristina Fernandes	Blessed Trinity	199	8	E-Pan	8	20000	2666	22666	2267
Angela Kennedy	Kimberly Dixon	St. Patrick	852	8	E-Pan	9	20000	11414	31414	3141
Angela Kennedy	Kimberly Dixon	Holy Cross	366	7		6	10000	4903	14903	1490
Angela Kennedy	Cristina Fernandes	St. Gerald	274	7		6	10000	3671	13671	1367
Angela Kennedy	Cristina Fernandes	St. Isaac Jogues	327	7	E-Pan	7	10000	4381	14381	1438
Angela Kennedy	Cristina Fernandes	St. Timothy	567	7	E-Pan	8	10000	7596	17596	1760
Angela Kennedy	Cristina Fernandes	Our Lady of Guadalupe	144	6	E-Pan	7	10000		10000	1000
Angela Kennedy	Cristina Fernandes	St. Kateri Tekakwitha	209	6		6	7500		7500	750
Angela Kennedy	Cristina Fernandes	St. Matthias	302	6		6	7500		7500	750
Angela Kennedy	Kimberly Dixon	Canadian Martyrs	353	5		6	5000		5000	500
Daniel Di Giorgio	Joe Bria	Our Lady of Victory	680	9	E-Pan	9	20000	9109	29109	2911
Daniel Di Giorgio	Joe Bria	St. Bernard	680	9	E-Pan	9	20000	9109	29109	2911
Daniel Di Giorgio	Joe Bria	St. John the Evangelist	524	9	E-Pan	8	20000	7020	27020	2702
Daniel Di Giorgio	Joe Bria	Immaculate Conception	506	8	E-Pan	8	20000	6779	26779	2678
Daniel Di Giorgio	Laraine D'Souza	St. Francis Xavier	513	8		7	20000	6872	26872	2687
Daniel Di Giorgio	Joe Bria	St. Matthew	495	7		6	10000	6631	16631	1663
Daniel Di Giorgio	Joe Bria	St. Oscar Romero	704	7		6	10000	9431	19431	1943
Daniel Di Giorgio	Joe Bria	Santa Maria	200	6	E-Pan	7	10000		10000	1000
Frank D'Amico	John Wujek	St. Mary Catholic Academy	744	6	E-Pan	5	10000		10000	1000
Frank D'Amico	John Wujek	St. Paul VI	295	5		6	5000		5000	500
Frank D'Amico	John Wujek	St. Rita	85	5		6	5000		5000	500
Garry Tanuan	Ryan Peterson	St. Martin de Porres	410	9	E-Pan	9	20000	5492	25492	2549
Garry Tanuan	Peter Aguiar	Prince of Peace	269	7		5	10000	3604	13604	1360
Garry Tanuan	Peter Aguiar	St. Mother Teresa	469	7	E-Pan	7	10000	6283	16283	1628
Garry Tanuan	Peter Aguiar	Sacred Heart	219	6		6	7500		7500	750
Garry Tanuan	Ryan Peterson	St. Columba	256	6	E-Pan	7	10000		10000	1000
Garry Tanuan	Peter Aguiar	St. Rene Goupil	47	6		6	7500		7500	750
Garry Tanuan	Peter Aguiar	St. Elizabeth Seton	124	5		6	5000		5000	500
Garry Tanuan	Peter Aguiar	Francis Libermann	846	4		6	5000		5000	500
Ida LiPreti	Shawna Campbell	James Cardinal McGuigan	884	9	E-Pan	9	20000	11842	31842	3184
Ida LiPreti	Shawna Campbell	St. Andre	653	9	E-Pan	9	20000	8748	28748	2875

Trustee Name	Superintendent Name	School Name	Enrolment	2020-2021 Composite Score	E-Pan	2019-2020 Composite Score for Comparison	2020-2021 Fixed Allocation	2020-2021 Enrolment Allocation	2020-2021 Total Allocation	10% of 2020-2021 Total Allocation
Ida LiPreti	Shawna Campbell	St. Augustine	580	9	E-Pan	9	20000	7770	27770	2777
Ida LiPreti	Flora Cifelli	St. Basil-The-Great	1259	9	E-Pan	8	20000	16866	36866	3687
Ida LiPreti	Shawna Campbell	St. Francis de Sales	450	9	E-Pan	9	20000	6028	26028	2603
Ida LiPreti	Shawna Campbell	St. Jane Frances	660	9	E-Pan	9	20000	8842	28842	2884
Ida LiPreti	Flora Cifelli	St. Jude	718	9	E-Pan	9	20000	9619	29619	2962
Ida LiPreti	Shawna Campbell	St. Wilfrid	620	9	E-Pan	9	20000	8306	28306	2831
Ida LiPreti	Shawna Campbell	St. Charles Garnier	444	8	E-Pan	9	20000	5948	25948	2595
Ida LiPreti	Flora Cifelli	St. Roch	337	8	E-Pan	8	20000	4515	24515	2451
Ida LiPreti	Shawna Campbell	Blessed Margherita	331	5		6	5000		5000	500
Joseph Martino	Flora Cifelli	St. Andrew	670	9	E-Pan	9	20000	8975	28975	2898
Joseph Martino	Flora Cifelli	St. Angela	450	9	E-Pan	9	20000	6028	26028	2603
Joseph Martino	Flora Cifelli	St. Stephen	374	9	E-Pan	9	20000	5010	25010	2501
Joseph Martino	Flora Cifelli	Father Henry Carr	835	8	E-Pan	8	20000	11186	31186	3119
Joseph Martino	Flora Cifelli	Holy Child	303	8	E-Pan	7	20000	4059	24059	2406
Joseph Martino	Flora Cifelli	St. Dorothy	316	8	E-Pan	8	20000	4233	24233	2423
Joseph Martino	Flora Cifelli	St. John Vianney	357	8	E-Pan	8	20000	4782	24782	2478
Joseph Martino	Flora Cifelli	St. Maurice	276	8	E-Pan	8	20000	3697	23697	2370
Joseph Martino	Flora Cifelli	Monsignor Percy Johnson	989	7	E-Pan	8	10000	13249	23249	2325
Joseph Martino	Flora Cifelli	Msgr. John Corrigan	231	7	E-Pan	8	10000	3095	13095	1309
Joseph Martino	Flora Cifelli	St. Benedict	616	6		4	7500		7500	750
Maria Rizzo	Shawna Campbell	Madonna	678	8	E-Pan	8	20000	9083	29083	2908
Maria Rizzo	Cristina Fernandes	St. Paschal Baylon	703	8	E-Pan	7	20000	9418	29418	2942
Maria Rizzo	Shawna Campbell	Our Lady of the Assumptio	347	7	E-Pan	8	10000	4649	14649	1465
Maria Rizzo	Shawna Campbell	St. Margaret	604	7	E-Pan	7	10000	8091	18091	1809
Maria Rizzo	Shawna Campbell	Dante Alighieri Academy	714	6		7	7500		7500	750
Maria Rizzo	Cristina Fernandes	St. Gabriel	268	6		7	7500		7500	750
Maria Rizzo	Shawna Campbell	St. Jerome	564	6		7	7500		7500	750
Maria Rizzo	Shawna Campbell	St. Martha	223	6		7	7500		7500	750
Maria Rizzo	Cristina Fernandes	St. Antoine Daniel	416	5		6	5000		5000	500
Maria Rizzo	Shawna Campbell	St. Raphael	532	5		6	5000		5000	500
Maria Rizzo	Cristina Fernandes	St. Joseph Morrow Park	456	4		6	5000		5000	500
Markus DeDomenico	Flora Cifelli	St. Marcellus	402	8	E-Pan	9	20000	5385	25385	2539

Trustee Name	Superintendent Name	School Name	Enrolment	2020-2021 Composite Score	E-Pan	2019-2020 Composite Score for Comparison	2020-2021 Fixed Allocation	2020-2021 Enrolment Allocation	2020-2021 Total Allocation	10% of 2020-2021 Total Allocation
Mike Del Grande	Cristina Fernandes	Precious Blood	469	9	E-Pan	8	20000	6283	26283	2628
Mike Del Grande	Cristina Fernandes	Epiphany of Our Lord	164	8	E-Pan	8	20000	2197	22197	2220
Mike Del Grande	Peter Aguiar	Holy Spirit	472	8	E-Pan	9	20000	6323	26323	2632
Mike Del Grande	Peter Aguiar	St. Aidan	281	7	E-Pan	7	10000	3764	13764	1376
Mike Del Grande	Peter Aguiar	St. Joan of Arc	804	7	E-Pan	8	10000	10771	20771	2077
Mike Del Grande	Peter Aguiar	St. Lawrence	435	7		7	10000	5827	15827	1583
Mike Del Grande	Peter Aguiar	St. Nicholas	406	7	E-Pan	6	10000	5439	15439	1544
Mike Del Grande	Peter Aguiar	St. Sylvester	168	7		6	10000	2251	12251	1225
Mike Del Grande	Peter Aguiar	St. Albert	368	6	E-Pan	8	10000		10000	1000
Mike Del Grande	Cristina Fernandes	St. Henry	251	6		4	7500		7500	750
Mike Del Grande	Cristina Fernandes	St. Kevin	248	6		5	7500		7500	750
Nancy Crawford	Ryan Peterson	St. Barbara	318	9	E-Pan	8	20000	4260	24260	2426
Nancy Crawford	Ryan Peterson	St. Dunstan	281	9	E-Pan	9	20000	3764	23764	2376
Nancy Crawford	Ryan Peterson	St. Boniface	313	8	E-Pan	8	20000	4193	24193	2419
Nancy Crawford	Ryan Peterson	St. Maria Goretti	937	8	E-Pan	8	20000	12552	32552	3255
Nancy Crawford	Ryan Peterson	Our Lady of Fatima	795	7		7	10000	10650	20650	2065
Nancy Crawford	Ryan Peterson	St. Joachim	299	7	E-Pan	7	10000	4005	14005	1401
Nancy Crawford	Ryan Peterson	St. Rose of Lima	457	7		7	10000	6122	16122	1612
Nancy Crawford	Ryan Peterson	St. Edmund Campion	276	6		6	7500		7500	750
Nancy Crawford	Ryan Peterson	St. Thomas More	342	6		7	7500		7500	750
Norm DiPasquale	Gina Iuliano Marrello	Monsignor Fraser College	792	9	E-Pan	9	20000	10610	30610	3061
Norm DiPasquale	Kimberly Dixon	Our Lady of Lourdes	555	9	E-Pan	9	20000	7435	27435	2743
Norm DiPasquale	Kimberly Dixon	St. Paul	212	8	E-Pan	8	20000	2840	22840	2284
Norm DiPasquale	Kimberly Dixon	St. Michael	160	7		6	10000	2143	12143	1214
Norm DiPasquale	John Wujek	St. Thomas Aquinas	481	7		7	10000	6444	16444	1644
Norm DiPasquale	Kimberly Dixon	St. Joseph's College	684	6		4	7500		7500	750
Norm DiPasquale	Kimberly Dixon	St. Mary	279	6		7	7500		7500	750
Teresa Lubinski	John Wujek	Bishop Marrocco/Thomas	686	8		7	20000	9190	29190	2919
Teresa Lubinski	John Wujek	James Culnan	554	8		7	20000	7422	27422	2742
Teresa Lubinski	Martha Cioppa	St. James	174	8	E-Pan	8	20000	2331	22331	2233
Teresa Lubinski	John Wujek	Holy Family	207	7	E-Pan	8	10000	2773	12773	1277
Teresa Lubinski	Joe Bria	St. Mark	212	6		5	7500		7500	750

Trustee Name	Superintendent Name	School Name	Enrolment	2020-2021 Composite Score	E-Pan	2019-2020 Composite Score for Comparison	2020-2021 Fixed Allocation	2020-2021 Enrolment Allocation	2020-2021 Total Allocation	10% of 2020-2021 Total Allocation
--------------	---------------------	-------------	-----------	---------------------------	-------	--	----------------------------	--------------------------------	----------------------------	-----------------------------------



REPORT TO

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

SAFE SCHOOLS ANNUAL REPORT 2020-2021

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

Created, Draft	First Tabling	Review
August 23, 2021	September 2, 2021	Click here to enter a date.

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



Brendan Browne, PhD
Director of Education

A. Della Mora
Associate Director of Academic
Affairs and Chief Operating
Officer

D. Boyce
Associate Director of
Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

While the 2020–2021 school year was another year impacted by COVID-19, 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 monitor continued growth in safe, caring and accepting school practices; we acknowledge the impact that COVID-19 has had on the metrics examined.

Both qualitative and quantitative perceptual data for 2020-2021 indicate continued positive results toward safe and welcoming school climates in the TCDSB. During the 2020-2021 school year, 96% of elementary and secondary students (in- person or online) indicate that they feel very safe or safe.

Elementary school behavioural data indicate favourable results in almost all areas, including a very low number of suspensions issued. In addition, there were no school or board expulsions approved in elementary. Equally positive results were noted in the secondary panel behavioural data, including a very low number of suspensions issued. There were no school expulsions approved and only one board expulsion in secondary.

All schools will review both their local 2020-2021 Safe Schools metrics (behavioural data), as well as the perceptual data learned from the annual *Safe Schools Survey* (secondary) and this year's *Student Voice – Grade 6 and Grade 8 Surveys*. This data will be reviewed by local Safe and Accepting Schools Teams and will inform each school's 2021-2022 Safe Schools Plan. The components of each plan will include action items for: Bullying Awareness, Prevention and Intervention, Progressive Discipline, and Positive School Climate.

The Safe Schools Department has identified a number of action items for 2021-22 to address the behavioural and perceptual data collected for both elementary and secondary schools.

The cumulative staff time required to prepare this report was 110 hours.

B. PURPOSE

1. The Safe Schools Report for 2020-2021 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. To gain further insights into the data, the 2020-2021 Report also includes 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 Safety in Schools
 - 6) Proposed Actionable Items for 2021-2022
3. The evidence will highlight those areas of strength and success, as well as areas for growth, resulting in prioritized actions for the 2021-2022 school year.

C. BACKGROUND

The Annual Safe Schools Report to board has evolved from focusing on suspension and expulsion data to a comprehensive review and analysis of established metrics, including perceptual data, as well as subsequent action plans for the next school year.

D. EVIDENCE/RESEARCH/ANALYSIS

Data sources 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: Secondary Safe Schools Survey and Student Voice Survey: Grades 6 and 8.

SECTION 1: Suspension and Expulsion Data (Appendix A)

During the 2020-2021 school year, Safe Schools data was collected from both students working in person and online. Positive results were noted in both panels as outlined below. Historically, students and parents working through a suspension and/or suspension pending possible expulsion have consulted with outside agency groups, such as TAIBU, Justice for Children and Youth, and Catholic Children's Aid Society, for support.

ELEMENTARY SCHOOLS DATA

At the Elementary level, the data indicate favourable results in all but one area.* Favourable results include a very low number of suspensions issued relative to previous years. In addition, reductions were identified in the number of days lost to suspension, the number of students with an IEP suspended and the number of school expulsions and board expulsions approved. In fact, no school expulsions or board expulsions were approved in the elementary panel.

*Although this year saw an overall reduction in the number of suspensions pending possible expulsion, the number of males suspended pending possible expulsion under S 310 of the Act increased by 2 related to inappropriate on-line behaviour.

Although the **Fresh Start** process is not disciplinary in nature, 9 students were transitioned at the elementary level for concerns related to safety. (This is a decrease of 6 students from the previous year.)

SECONDARY SCHOOLS DATA

At the secondary level, the data also indicate favourable results in all areas including a very low number of suspensions issued relative to previous years. In addition, reductions were identified in the number of days lost to suspension, the number of students with an IEP suspended, the number of suspensions pending possible expulsion and the number of school expulsions and board expulsions approved. In fact, there were no school expulsions and only 1 board expulsion approved in the secondary panel.

Although the **Fresh Start** process is not disciplinary in nature, relative to previous years, less students were transitioned in secondary for concerns related to safety (4 students transitioned). (This is a decrease of 32 students from the previous year.)

SECTION 2: Student Perceptual Data

The 2020-2021 school year continued to be exceptional because of the COVID-19 pandemic. Students worked both online (at home) and in person at school.

During the 2020-2021 school year, secondary students in Grades 9-12 participated in the annual *Secondary Safe Schools Survey* held in the fall.

In the spring of 2021, a new survey, the *Student Voice Survey* was completed by elementary students in Grades 6 and 8. The focus of the survey was to learn about students' well-being and online learning experience during the 2020-2021 school year. The survey included questions on safety.

Each year, 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 are 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.

Because of the exceptional school year, results for only the 2020-2021 school year are included in the Appendices and cannot be compared to previous years. This year, once again, we conducted an analysis of perceptions by racial identification to examine any changes. The analysis by gender was not conducted, as patterns have been stable for many years and are consistent with the literature.

N.B. It is recommended that data be interpreted with caution when considering small sample sizes.

OVERALL BOARD LEVEL RESULTS

(i) Safe Schools Survey (Secondary)

In November 2020, 4,591 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 very positive, with 96% of all students (in person and online) reporting feeling *very safe* or *safe* in school.

Some highlights on safety (See Appendix B1):

Results for students learning in person (at Bricks and Mortar schools) are positive in all areas of feeling safe in and around school.

Secondary students' feelings of safety include:

- over 90% of secondary respondents felt *safe* or *very safe* in school, in the classroom, in the hallways, and on the stairs/in stairwells.
- over 85% felt *safe* or *very safe* in the cafeteria/at lunch time, walking/travelling to and from school, in the washrooms, at dismissal time, and in the parking lot.

Secondary students' reports about bullying include:

- 95% of secondary respondents indicated that they have *never* been bullied;
- 6% have witnessed another student being bullied during the first quadmester;
- 79% of secondary respondents indicated that bullying is *a small problem* or *not a problem* in their school.

Areas for continued dialogue:

- Of the secondary respondents who *experienced* bullying at school (3%), only 28% told another person about being bullied.
- Of the secondary respondents who *witnessed* bullying at school (6%), 27% indicated they told someone about the bullying they witnessed.
- For those who had been bullied (3%) or had witnessed bullying (6%), the most common forms of bullying were verbal or social. For those witnessing bullying (6%), cyberbullying was also common.
- For the 136 respondents who experienced being bullied at school during the first quadmester, the top reasons given most often for being bullied were:

their physical appearance (29%); interests (28%); race (21%) and weight (20%).

(ii) Student Voice (Elementary)

In May 2021, 6,247 students in Grades 6 and 8 in all TCDSB elementary schools participated in the *Student Voice – Grade 6 and Grade 8 Surveys*.

Overall, elementary students' perceptions of online safety are very positive, with the large majority (96%) of all students indicating they feel *very safe* or *safe* while working on distance learning activities.

Some further highlights on safety (See Appendix B2):

Results for students learning in person (at Bricks and Mortar schools) are positive in all areas of feeling safe in and around school.

Elementary students' feelings of safety include:

- over 90% felt *safe* or *very safe* in school, in the classroom, and at dismissal time
- over 80% felt *safe* or *very safe* in the hallways, walking/travelling to and from school, on the stairs/in stairwells, in the parking lot, at lunch time, and in the washrooms.

Areas for continued dialogue:

- 22% of elementary respondents indicated that they have been bullied.
- 36% have witnessed another student being bullied.
- 65% of elementary respondents indicated that bullying is *a small problem* or *not a problem* in their school.
- Of the elementary respondents who *experienced* bullying at school (22%), more than half or 53% told another person about being bullied.
- Of the elementary respondents who *witnessed* bullying at school (36%), 55% indicated they told someone about the bullying they witnessed.
- For those who had been bullied (22%) or had witnessed bullying (36%), the most common forms of bullying were verbal or social.
- Of the 1,392 respondents who experienced being bullied at school during this school year, the top reasons given most often for being bullied were: their physical appearance (41%); interests (29%); and weight (29%).

PERCEPTIONS BY RACIAL IDENTIFICATION

In the fall of 2020, 4,591 secondary students (in Grades 9 to 12) completed the *Safe School Survey*; in the Spring of 2021, 6,247 elementary students in Grades 6 and 8 completed the *Student Voice 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.

An analysis (see Appendix C) was conducted to examine the perceptions of safety among students in the various racial categories. Feelings of safety are highly positive in all groups. Regarding experiences and perceptions of bullying, while overall they are positive for all groups, the experiences and perceptions of students who identify as Indigenous and Middle Eastern (elementary) and students who identify Indigenous and Latino/Latina/Latinx (secondary) appear to be slightly less favourable. These results will inform dialogue between the departments of Safe Schools, Equity, and Educational Research in planning 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 *Secondary Safe Schools Survey* collected in the fall and this year's *Elementary Student Voice Survey* collected in the spring, students were asked: *How do you think we can make our schools safer?* Responses of students were collated and results are summarized below.

Student Voice: Secondary Schools

Many secondary students indicated the schools are already safe and did not offer additional input. Top responses by students on how to increase school safety were:

- increased police or security guard presence
- the promotion of anti-bullying initiatives
- more individual conversations with students about their safety
- adding more security cameras
- more supervision outside the classroom (monitors or teachers in the hall)
- go back to online learning and stay at home.

Student Voice: Elementary Schools

Many elementary students also indicated the schools are already safe and did not offer additional input. Top responses by students on how to increase school safety were:

- adding staff to monitor recess and hallways
- the promotion of anti-bullying initiatives
- adding more security cameras
- increased protocols for COVID-19 virus protection
- teaching students to be kind, love and care for each other, and create a caring school community
- stricter rules and punishment

SECTION 4: Principal and Vice Principal Focus Groups

In the spring of 2021, focus groups were held with administrators to learn about their awareness regarding any differences in the perceptions of bullying and safety among students of various racial groups, specifically Indigenous, Middle Eastern and Black. Participants were asked to share promising practices in their school communities to promote feelings of safety and belonging, challenges, and recommendations. The focus group sessions incorporated professional learning and resources to address safety and belonging of marginalized groups.

There were six focus groups held (3 elementary and 3 secondary centred on each of the three racial groups). Administrators (principal or vice principal) participated in the focus groups that were supported with staff from Safe Schools, Equity and Community Relations and Research. Schools were representative of the various areas of the school district and were among those that were known to have fair representation of the three racial groups.

The following themes emerged from the focus group sessions:

Awareness that Indigenous, Middle Eastern or Black students' perceptions of safety and bullying were slightly less favorable

- Overall, the majority of administrators from all schools indicated that overall results show students were feeling safe and not bullied, and they were not aware of less favourable perceptions among the specific groups of students (Indigenous, Middle Eastern, Black).

Promising Practices to respond to marginalized student perceptions of safety and bullying:

- Administrators shared the following promising practices:
 - Establishing an Equity Team within the school to address student concerns and work on making students feel welcomed and included
 - Ensuring the availability of culturally relevant books, literature and resources
 - Bullying Awareness and Prevention initiatives like the Student Ambassador Symposiums and local school initiatives
 - Listening to student voice and learning about students' lived experience
 - Working with support staff (e.g., settlement worker, ESL teacher, social worker, guidance) to connect with Middle Eastern community
 - Hiring staff more reflective of student diversity so they see themselves represented and would feel more comfortable coming forward with concerns about safety and/or bullying
 - Establishing a whole school campaign focused on kindness which reinforces the notion that acting kindly decreases incidents of bullying

Challenges or barriers that your school community has experienced when responding to marginalized students' perceptions of safety and bullying:

- Administrators reported the following as challenges or barriers:
 - Indigenous students do not feel comfortable sharing their identity. *(Historically, students who identify as Indigenous have reported that they have been disadvantaged or have been subject to discrimination as a result of their identity.)*
 - Varied perspectives when having open and honest conversations with staff about equity and racism
 - Language barrier (with Middle Eastern community)
 - Obstacles to parental engagement
 - Understanding different cultural views (differences in norms at school versus norms at home); lack of understanding of the students' culture and not having lived the same experience
 - Lack of racial diversity in school staff for students to see themselves and relate

Practices in place related to belonging and school climate; how the school environment reflects the communities represented:

- Administrators indicated the following practices related to belonging and school climate:

- Ensuring the availability of culturally relevant books and resources; murals, posters on school walls that are reflective of the school population
- Staff PD on equity and anti-racism; understanding the culture and background of students; having open and honest conversations
- Inviting guest speakers and visitors of various cultural backgrounds representing the various cultures of students
- Building awareness of racial groups' history and culture: for example, celebrating Indigenous Heritage Month, participating in Orange Shirt Day; highlighting Middle Eastern and Black culture
- Hiring staff more reflective of student diversity; staff can share stories with other staff members; build an understanding of the customs and practices of their cultural origins.
- Increasing parental involvement

Recommendations moving forward to create a more inclusive school climate (and therefore increased feelings of safety):

- Administrators offered the following recommendations to create a more inclusive school climate:
 - Ensure a better representation of staff that reflects the student population within the school, by intentionally hiring staff with the same cultural make-up as the student population; it is important for students to see themselves
 - To show students that they belong, include representation of all cultures on the walls, library stocked with diverse collection of culturally relevant books
 - Have open and honest conversations with staff regarding racism, implicit bias and equity issues
 - Listen to student voice, hold a student forum or student focus group to dig deeper into students' perceptions of safety and bullying; involve students in decision making on how to deal with bullying and set clear expectations
 - Engage the community; share stories
 - Invite staff (e.g., TCDSB community relations officer) or a guest speaker who is Black or from other racialized communities, to visit the school

SECTION 5: Safe Schools Alternative Programs

The TCDSB operates programs through the Safe Schools Department. These alternative programs offered at St Martin Catholic School support students who have been approved for board expulsion.

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 in grades 6-8 and secondary school students in grades 9-12. Program staff work as 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 to the program 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 2020-2021, there was 1 elementary student who participated in the Elementary Voluntary Intervention Program (VIP).

In the secondary program, 19 students (11 Board Expulsion and 8 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 TIPSS support although participation is strongly encouraged.

In 2020-2021, 7 suspended students were served by TIPSS teachers at sessions in Toronto Public Library sites and/or virtually. In situations where adult

students/parents have chosen not to attend TIPSS, the school provided the student/family with work packages. In all cases, students were afforded the opportunity to continue with their learning while on long-term suspension.

SECTION 6: Professional Learning for TCDSB Stakeholders

In 2020-2021, the Safe Schools Department offered a diverse menu of professional learning on Safe Schools topics to students, parents, TCDSB staff members and community partners.

2020-2021 Activities are listed in Action Items found in section E.

E. METRICS AND ACCOUNTABILITY

2020-2021 Metrics	Evidence/Deliverables (2020-21 Metrics)
<p>1. Expand the <i>Safe Schools Professional Learning Modules Series</i> to include new modules:</p> <ul style="list-style-type: none"> • “Introduction to Autism and Applied Behaviour Analysis Strategies in Secondary Schools” • “Informal Restorative Processes” • “What You Need to Know about Cannabis and Vaping for Students from Grades 6 – 12” 	<p><i>Due to COVID-19, the modules offered were delivered as professional learning videos or webinars.</i></p> <ul style="list-style-type: none"> • 19 different topics delivered in 2020-2021 Professional Learning Modules Series: <ul style="list-style-type: none"> ○ 1415 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff, Toronto Public Library staff) • Interdisciplinary professional learning opportunities with various TCDSB stakeholders: <ul style="list-style-type: none"> ○ Administrative Professional Development – 573 principals/vice principals/superintendents <ul style="list-style-type: none"> ▪ Strategies to Promote ProSocial Student Behaviours - Secondary Principals and Vice Principals ▪ K-12 Meetings ▪ Threat Assessment Training ▪ K-3 Suspensions and Alternative Measures to Address Student Behaviour ○ Safe Schools Student Ambassador Symposiums including Bullying Awareness and Prevention

	<p>Month Launch – 2811 elementary/secondary students, staff, parents, trustees, community partners</p> <ul style="list-style-type: none"> ○ Threat Assessment Training and Related Workshops: 180 participants (social workers, teachers, psychologists, administrators, mental health support staff) ○ Training to Toronto Police Service – 40 police officers ○ SEAC Presentation – 20 members ○ I-Lite Presentation – 200 elementary students ○ Listening with the Heart – 120 staff ○ Voices that Challenge – 100 participants (staff and students) ○ In addition TCDSB staff accessed the various Safe Schools professional learning videos throughout the school year.
<p>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.</p>	<p>During the 2020-2021 school year, the Safe Schools Department developed 14 professional learning videos on the following topics:</p> <ul style="list-style-type: none"> ● Creating Safety, Security and Sense of Self: Building a Trauma Informed Classroom Environment ● Introduction to Autism and Applied Behaviour Analysis: Strategies in Secondary Schools Parts 1 & 2 ● Threatening, Worrisome Behaviours ● LearnKey (previously Shadowbox/OnlineExpert): Character Building and Social/Emotional Modules ● The Traumatic Impact of the COVID-19 Pandemic on Students ● Cyber Bullying and Internet Safety ● Tools to Support Students' Self-Regulation ● Effective Classroom Management – Elementary ● Informal Restorative Processes

	<ul style="list-style-type: none"> • Connecting with Parents and Caregivers • What You Need to Know About Cannabis for Students from Grades 6-12 • Formal Restorative Practice – Resolution Conference and Mediation Circles (RCMC) • Addressing Challenging Behaviour in Adolescents • Listening With the Heart: Building Safe and Inclusive Classrooms Through Mindfulness and Meditation • Fostering Self-Compassion and Kindness <p>These videos are available on the Safe Schools Portal Page.</p>
<p>3. The Safe Schools Department will provide further training on the topic 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 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.</p>	<p>The Safe Schools Department met with the Mental Health Department, Equity, Diversity, Indigenous Education and Community Relations Department, the Human Rights and Equity Advisor Office, and Special Services Department throughout the school year to develop a tool, <i>Mitigating and Other Factors: Widening the Lens</i>. Training will be provided to all principals and vice principals in the Fall 2021 to share the tool and provide training on its use.</p>

<p>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.</p>	<p>On January 27, 2021, the Safe Schools Department delivered a presentation to secondary school principals and vice principals on the topic <i>Strategies to Promote Pro-Social Student Behaviours</i>. Each administrator was also provided with a copy of the book, <i>Non Violent Communication: A Language of Life</i> to support them in their efforts to promote a positive school climate.</p>
<p>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.</p>	<p>See Section 4 of the Annual Report for information related to principal and vice principal focus groups held during the 2020–2021 school year.</p>
<p>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</p>	<p>On February 16, 2021, the Safe Schools Department, Mental Health Department and Early Years Department met with elementary principals and vice principals to deliver a presentation on K-3 Suspensions and Alternative Measures to Address Student Behaviour. This session led to a book talk series focused on the book <i>Culturally Responsive Teaching and the Brain</i> which included the participation of both administrators and teaching staff.</p>

behaviour in this student group.	
<p>7. Based on the feedback from the 2019-2020 <i>Safe Schools Survey</i>, 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.</p>	<p>During the 2020-2021 school year, the Safe Schools Department hosted 2 elementary and secondary Student Ambassador Symposiums attended by students, staff mentors, parents, senior staff and trustees. Themes addressed during the symposiums included: bullying prevention, healthy relationships, and generosity. Speakers provided presentations that were also rooted in the theme of equity.</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> <p>Elementary and Secondary:</p> <ul style="list-style-type: none"> • Virtual Sessions Bullying Awareness and Prevention Week – November 16-20, 2020 • Live Sessions December 1, 2020 <p>Elementary and Secondary:</p> <ul style="list-style-type: none"> • Live Sessions - April 8, 2021

F. ACTION ITEMS FOR 2021-2022

1. Expand the Safe Schools Professional Learning Series to include the following new topics:
 - *How to Create a Trauma Informed Classroom*
 - *How to Create an Anti-Racist and Anti-Oppressive Classroom*
 - *De-Escalating Worrisome Behaviours*
 - *Supporting Successful Transitions to High School*
 - *Building Empathy in the Classroom*
2. The Safe Schools Department will collaborate with the Equity, Diversity, Indigenous Education and Community Relations Department, the Human

Rights and Equity Advisor Office, and the Special Services Department to provide professional development to principals and vice principals on the tool *Mitigating and Other Factors: Widening the Lens* and its application when responding to student activities for which suspension and/or expulsion must be considered. The focus of this professional development is to ensure that these factors continue to be considered in determining decisions and plans that support student achievement and well-being. This approach considers varying sociological factors, including factors that may impact students from various racialized groups and/or those who may have experienced marginalization or trauma.

3. The Safe Schools Department will collaborate with various departments including Special Services, Mental Health, Nurturing Our Catholic Community and Curriculum to implement the *Safe Schools Return to School Plan* to support students, staff and parents as students return to school in September 2021. Some initiatives include:
 - a. *Risk Review Training (Earl B/G and Start-AV)* for all Psychology and Social Worker Staff
 - b. *Cannabis Professional Learning Sessions and Presentations* for Teachers, Administrators, Support Staff and Parents
 - c. *How to Establish Effective Safe Schools Student Ambassador Teams Guideline* launched during Bullying Awareness and Prevention Week
4. The Safe Schools Department will continue to review data included in this report with the Equity, Diversity, Indigenous Education and Community Relations Department, the Human Rights and Equity Advisor Office, and with the Research Department, to explore appropriate recommendations. In addition, in consultation with various TCDSB community advisory committees, we will review recently collected student identity-based data as well as data received from focus groups with Black stakeholders.
5. In response to the elementary perceptual data, the Safe Schools Department will develop a professional learning video related to effective strategies to address bullying behaviour in elementary school: *Practical Strategies to Promote Healthy Relationships in Elementary School*. The Safe Schools Department will present this resource to elementary school principals during a K- 8 Principal Meeting.

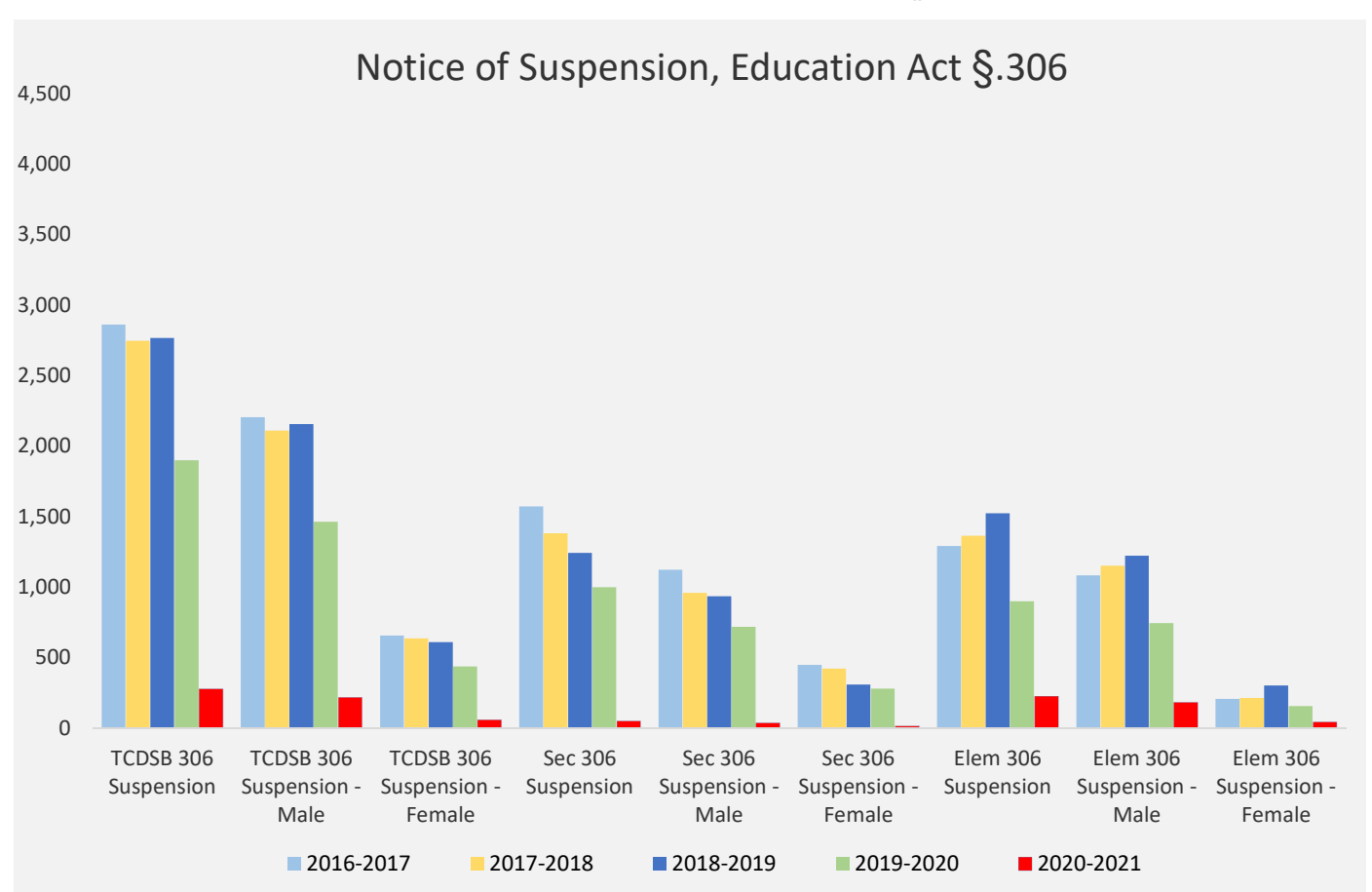
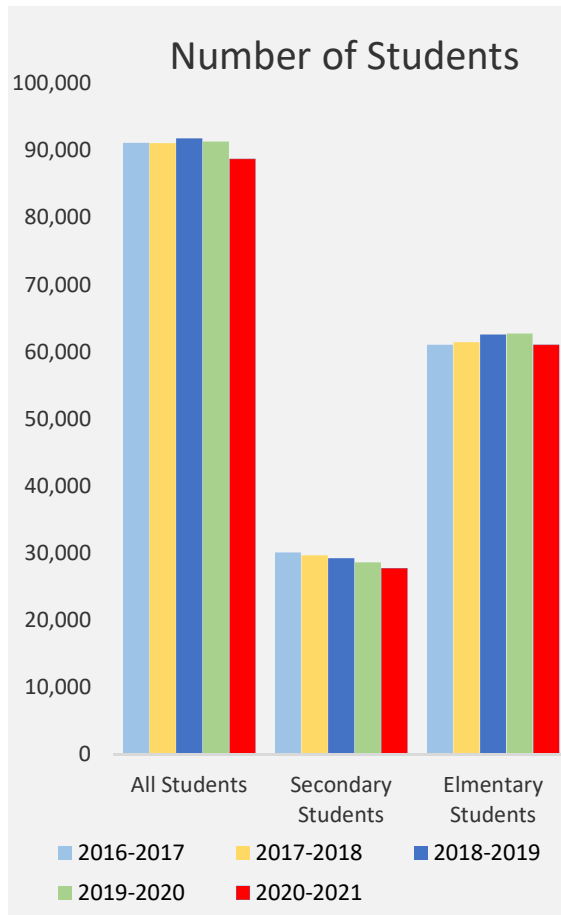
6. In response to the Ministry of Education's *Policy/Program Memorandum (PPM) no. 166: Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols*, the Safe Schools Department will develop a local anti-sex trafficking protocol in collaboration with the Special Services Department. The Safe Schools Department currently offers professional learning in this area in conjunction with outside agencies such as Strides Toronto and will align this training with the requirements of PPM 166.
7. The Safe Schools Department will continue to support Safe Schools Student Ambassador Teams and offer symposiums during the 2021-2022 school year. The themes of Hope and Positive School Climate will continue to be areas of focus.

G. CONCLUDING STATEMENT

This report is for the information of the Board.

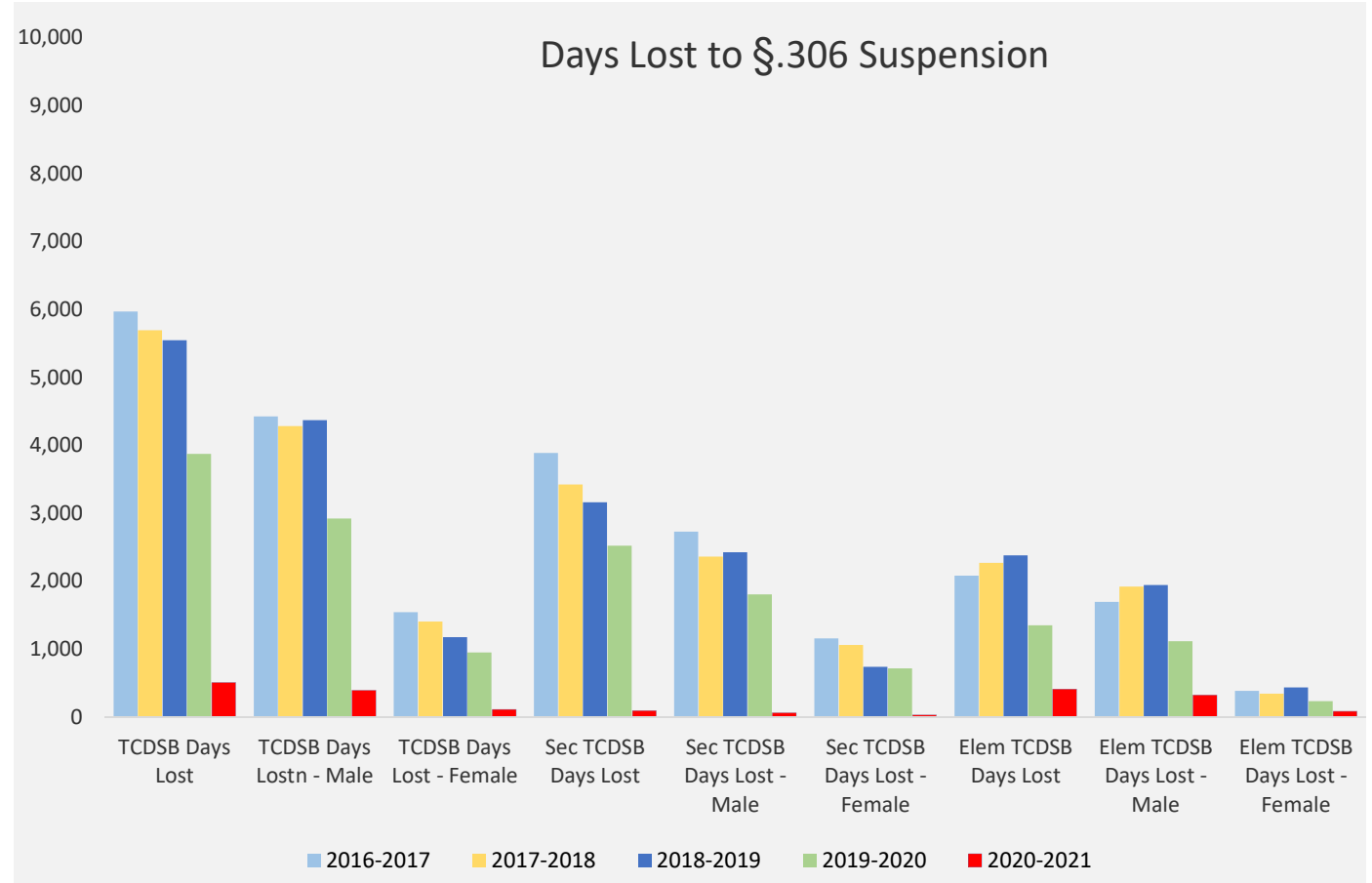
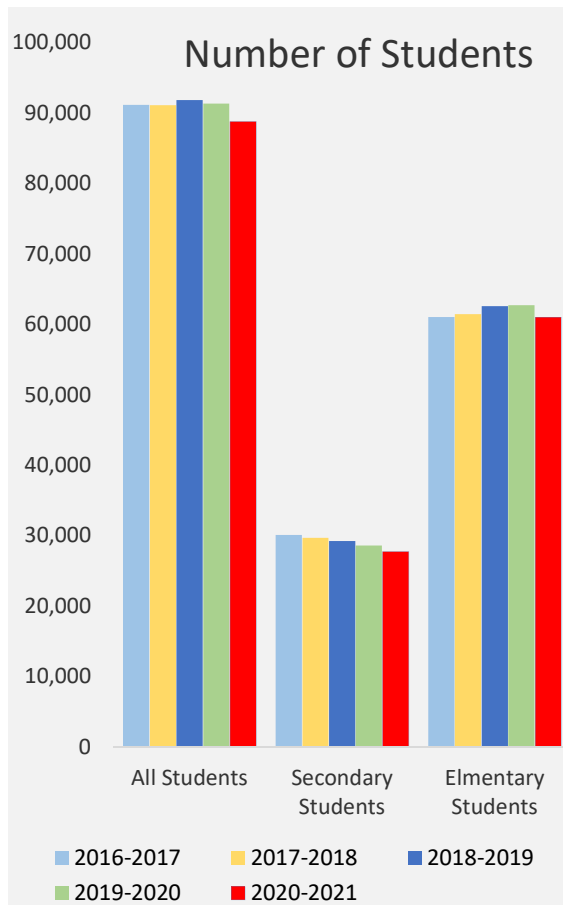
Notice of Suspension, Education Act §.306

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB 306 Suspension	TCDSB 306 Suspension - Male	TCDSB 306 Suspension - Female	Sec 306 Suspension	Sec 306 Suspension - Male	Sec 306 Suspension - Female	Elem 306 Suspension	Elem 306 Suspension - Male	Elem 306 Suspension - Female
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
2020-2021	88,786	27,749	61,037	277	218	59	51	36	15	226	182	44



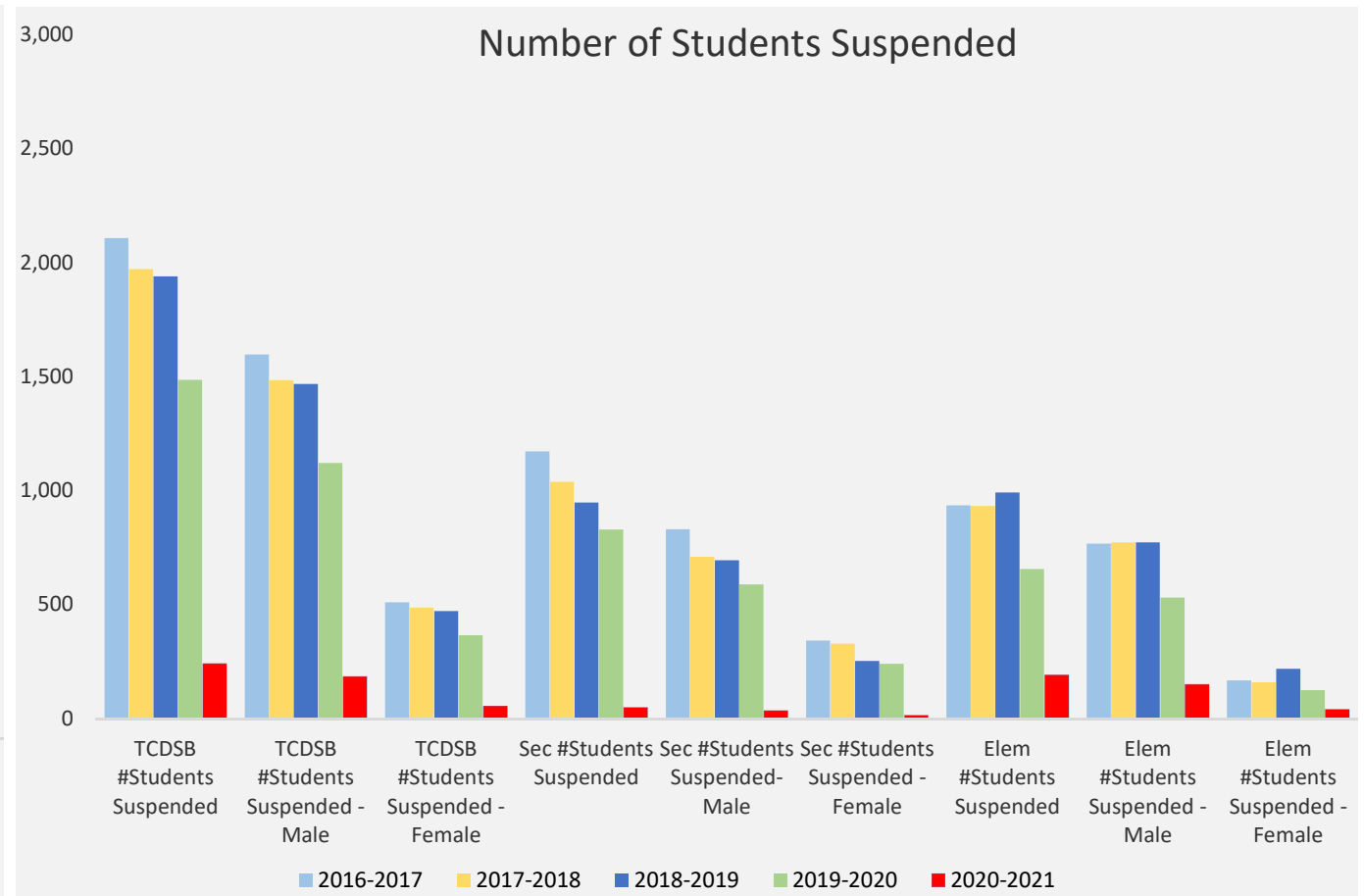
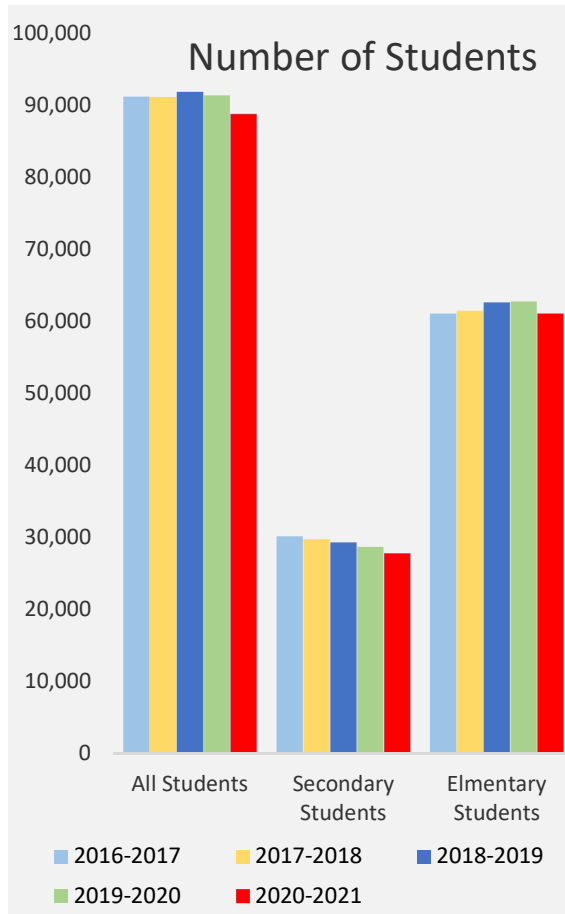
Days Lost to §.306 Suspension

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
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
2020-2021	88,786	27,749	61,037	513	395	118	98	66	32	415	329	86



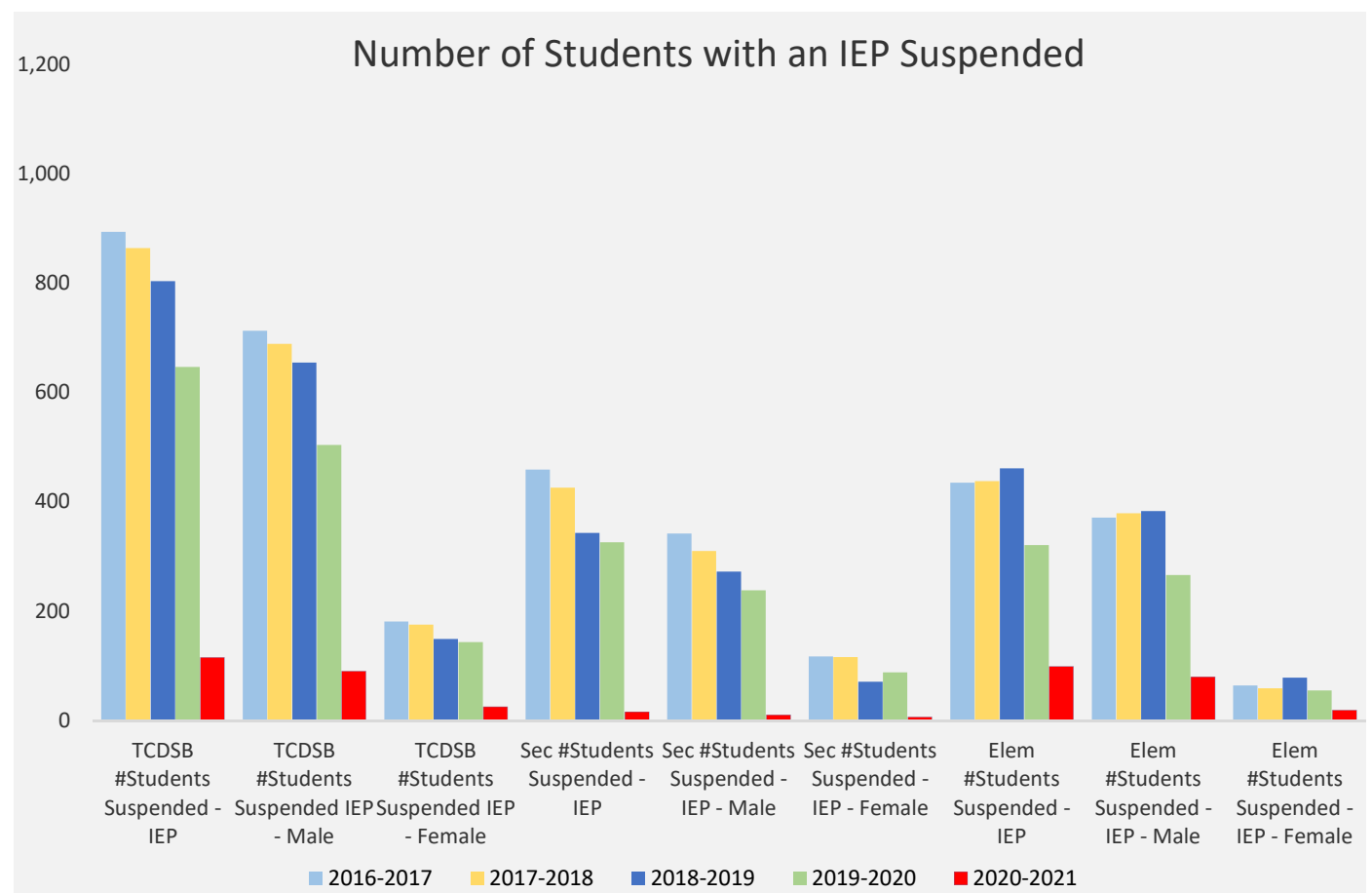
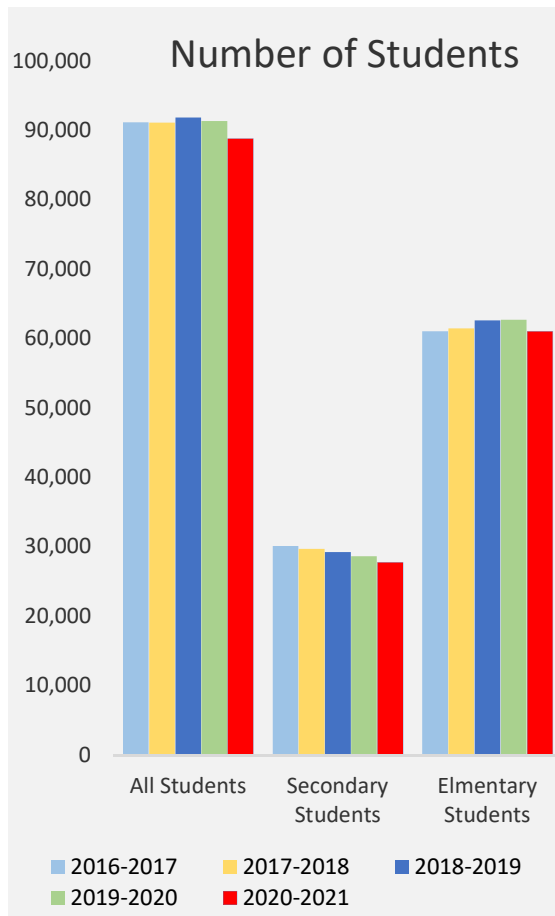
Number of Students Suspended

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
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
2020-2021	88,786	27,749	61,037	242	186	56	50	35	15	192	151	41



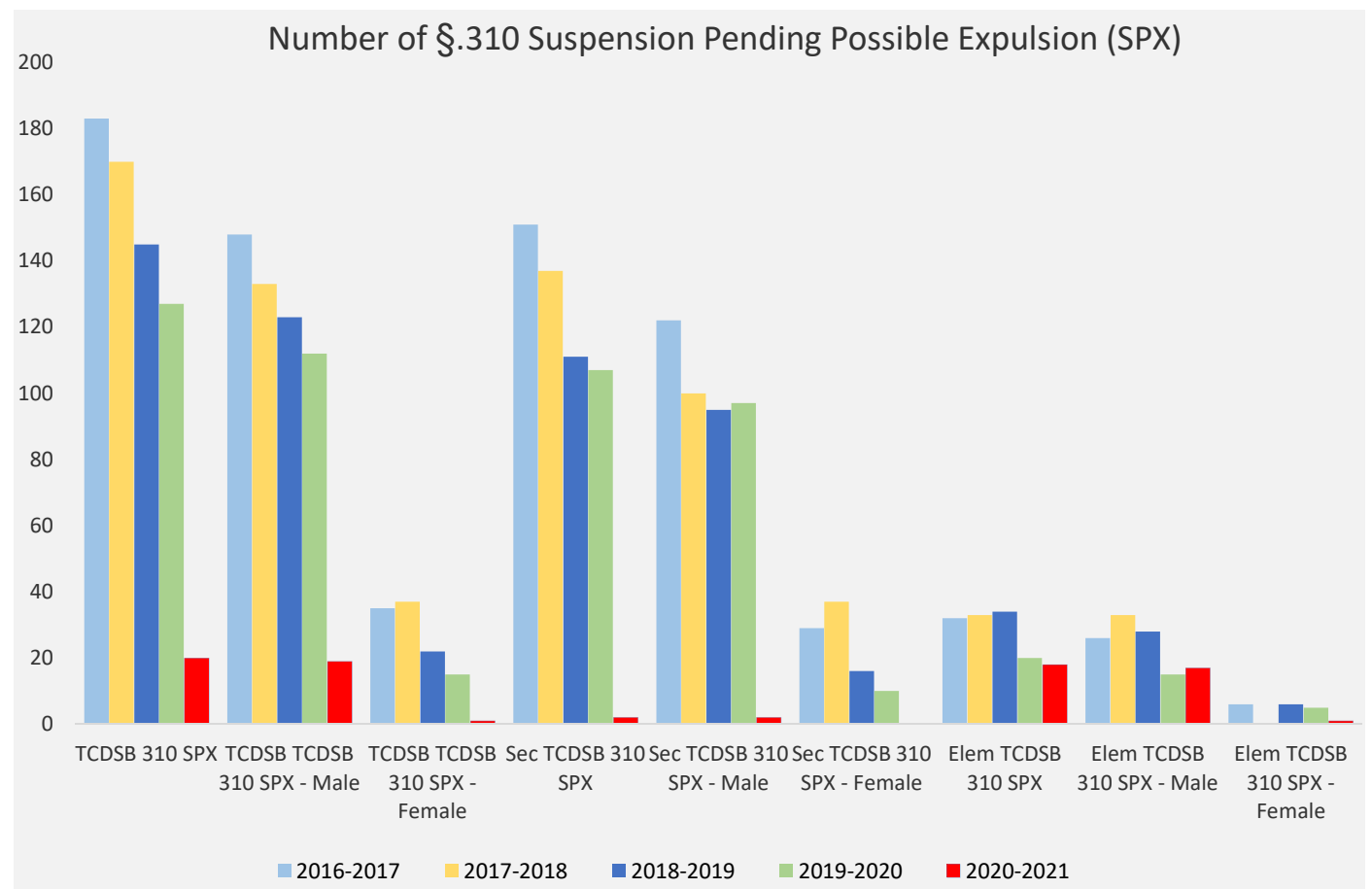
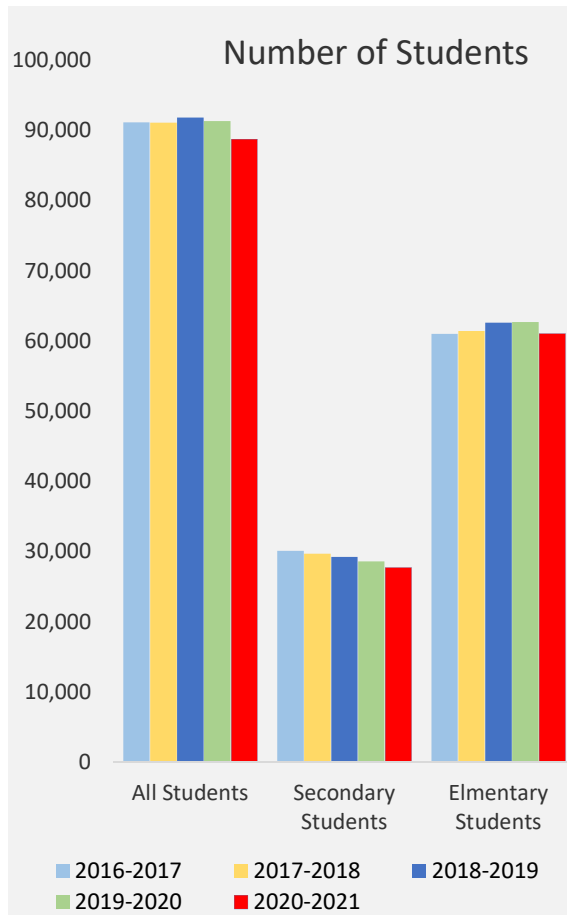
Number of Students with an IEP Suspended

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
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
2020-2021	88,786	27,749	61,037	115	90	25	16	10	6	99	80	19



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

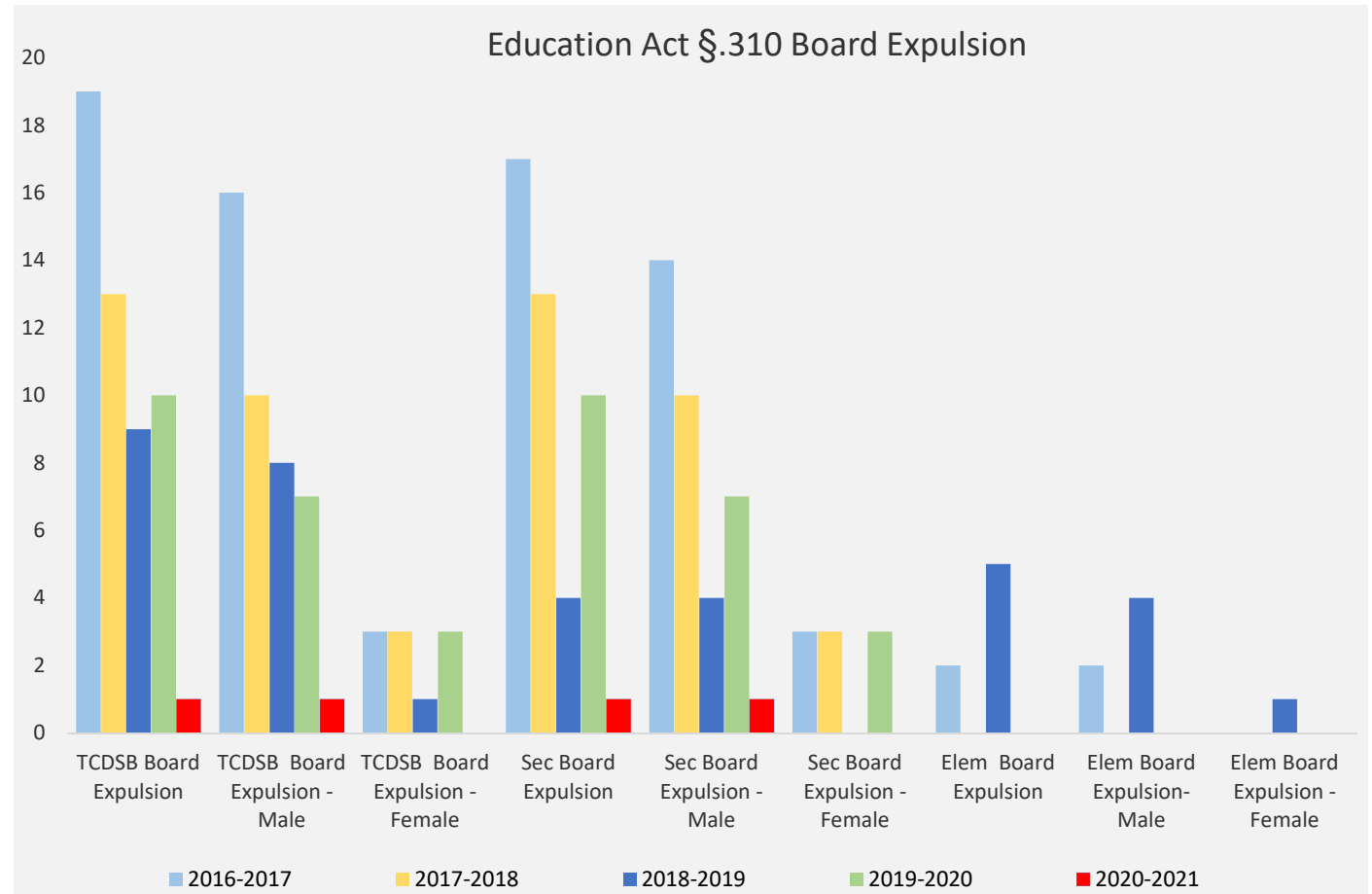
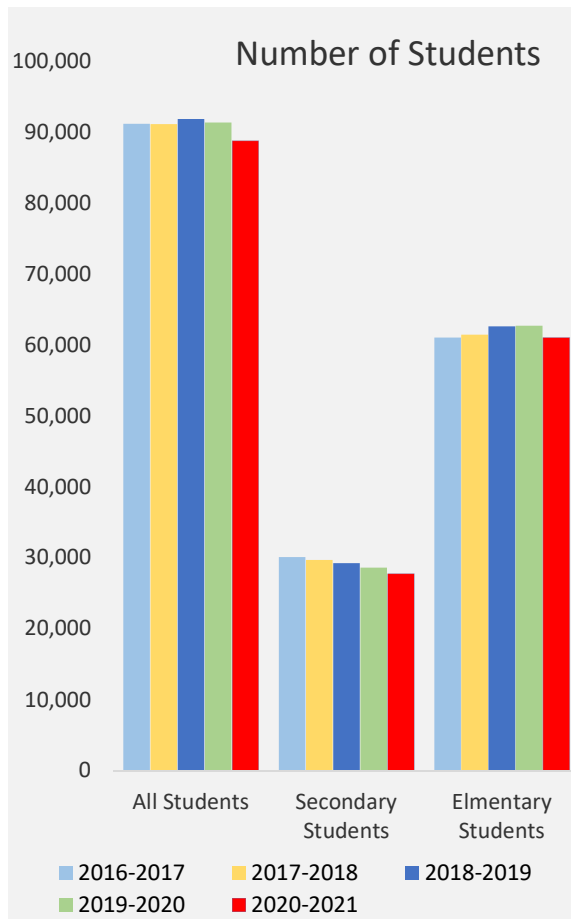
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB 310 SPX	TCDSB 310 SPX - Male	TCDSB 310 SPX - Female	Sec TCDSB 310 SPX	Sec TCDSB 310 SPX - Male	Sec TCDSB 310 SPX - Female	Elem TCDSB 310 SPX	Elem TCDSB 310 SPX - Male	Elem TCDSB 310 SPX - Female
2016-2017	91,144	30,109	61,035	183	148	35	151	122	29	32	26	6
2017-2018	91,107	29,673	61,434	170	133	37	137	100	37	33	33	0
2018-2019	91,818	29,225	62,593	145	123	22	111	95	16	34	28	6
2019-2020	91,324	28,612	62,712	127	112	15	107	97	10	20	15	5
2020-2021	88,786	27,749	61,037	20	19	1	2	2	0	18	17	1



Education Act §.310 Board Expulsions

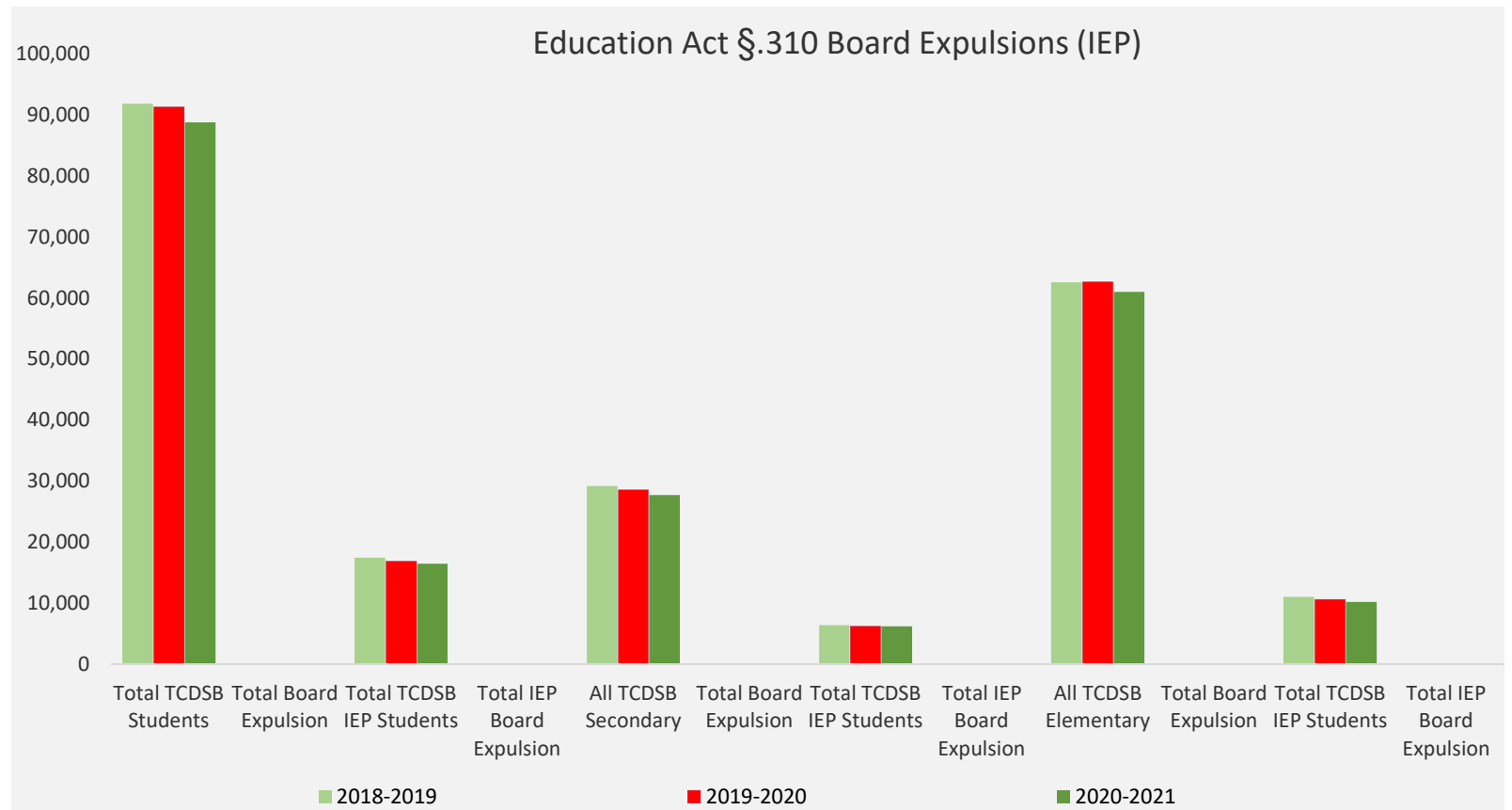
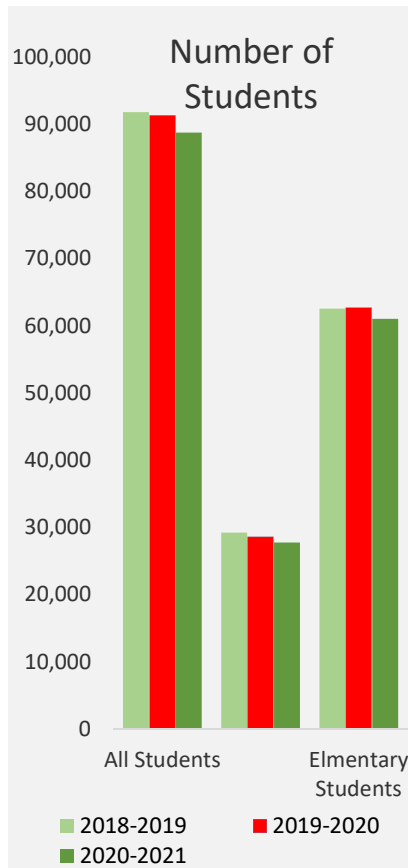
TCDSB	All Students	Secondary Students	Elementary Students
2016-2017	91,144	30,109	61,035
2017-2018	91,107	29,673	61,434
2018-2019	91,818	29,225	62,593
2019-2020	91,324	28,612	62,712
2020-2021	88,786	27,749	61,037

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
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
1	1	0	1	1	0	0	0	0



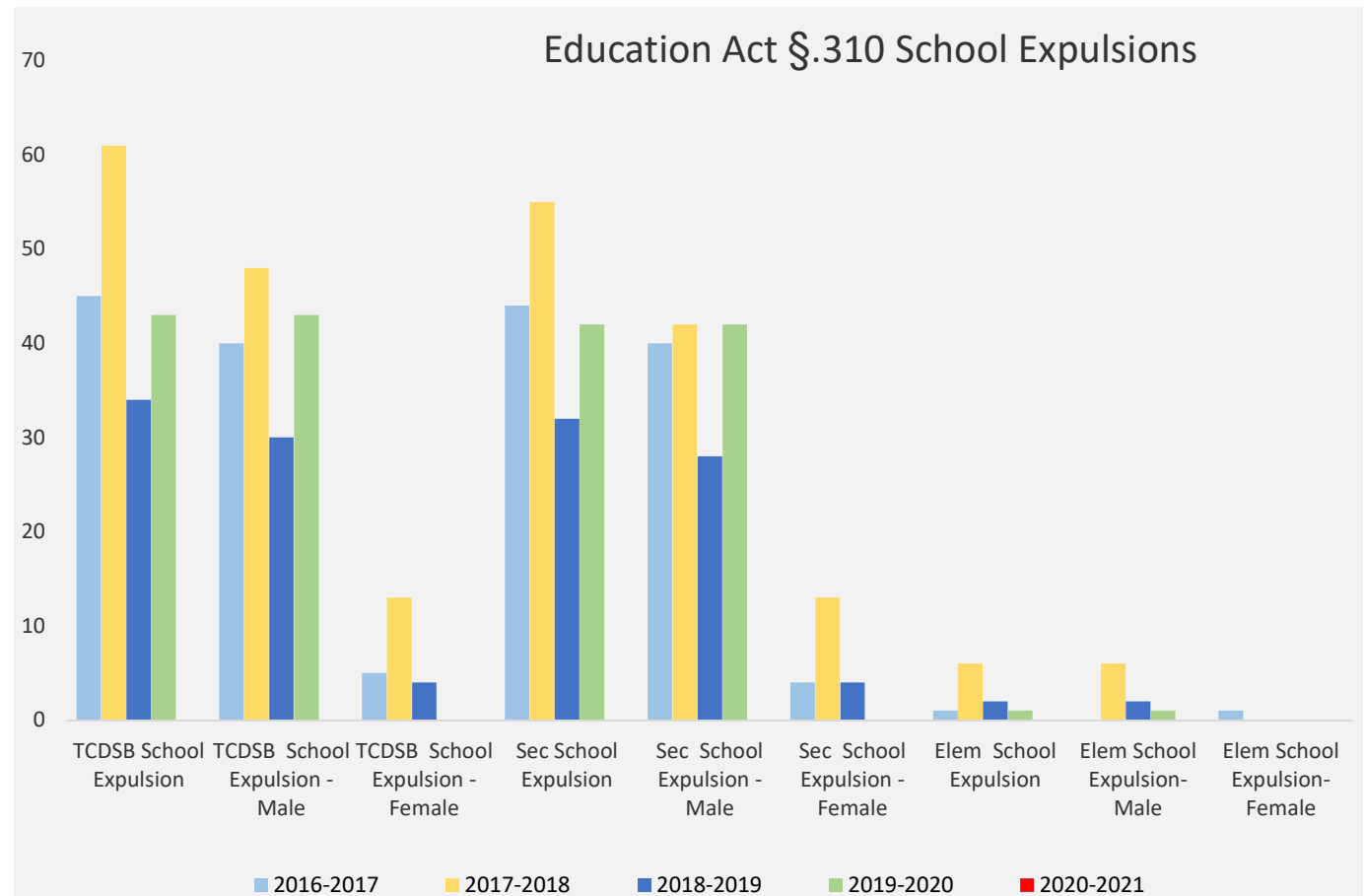
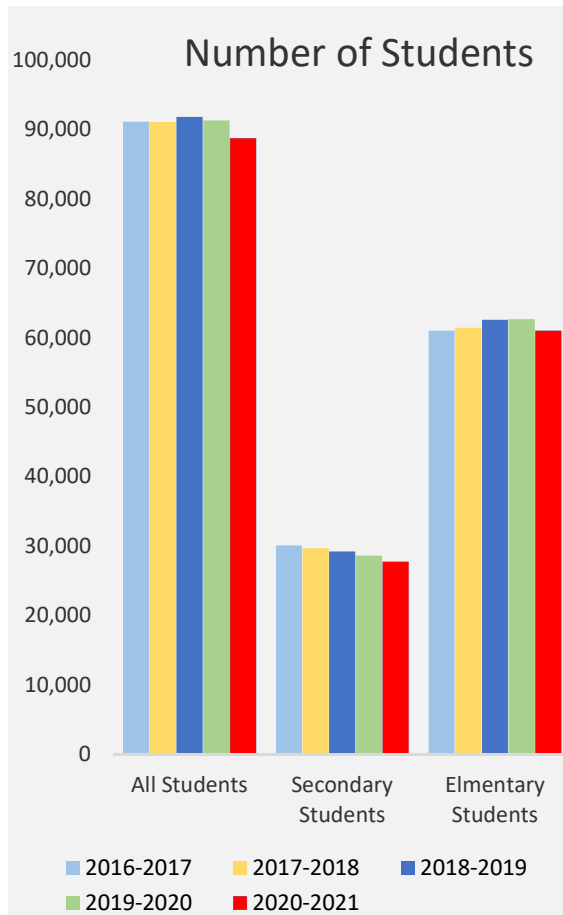
Education Act §.310 Board Expulsions (IEP)

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
2020-2021	88,786	27,749	61,037	88,786	1	16,459	1	27,749	1	6,241	1	61,037	0	10,218	0



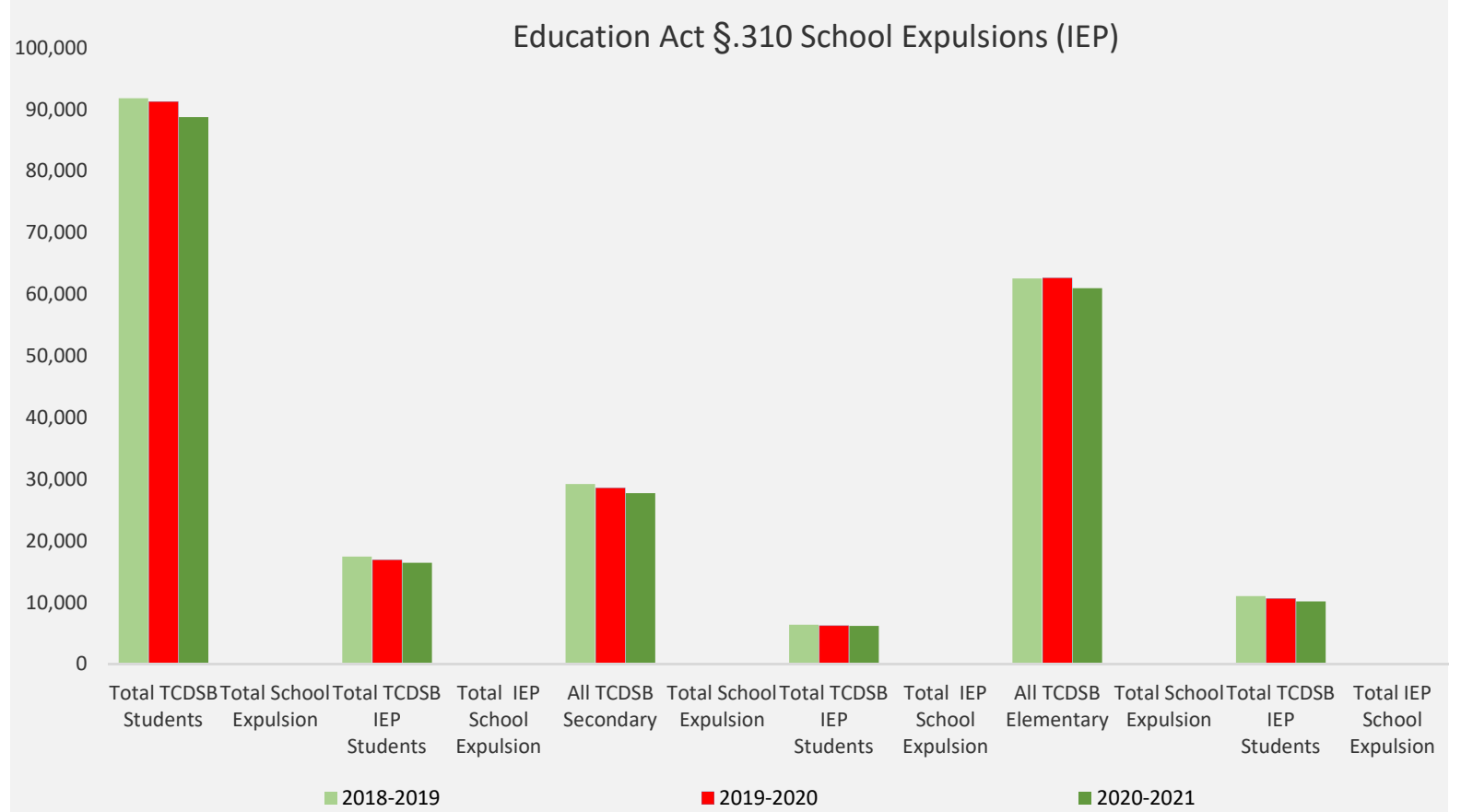
Education Act §.310 School Expulsions

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
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
2020-2021	88,786	27,749	61,037	0	0	0	0	0	0	0	0	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	0	16,925	18	28,612	0	6,275	17	62,712	0	10,650	1
2020-2021	88,786	27,749	61,037	88,786	0	16,459	0	27,749	0	6,241	0	61,037	0	10,218	0





Safe Schools and Educational Research Departments
Fall 2020 Safe Schools Survey
Secondary Review

Appendix B1

	2020-2021
<i>Total number of secondary school respondents (in-person and online)</i>	4,591
Number of secondary respondents learning in-person (at Bricks and Mortar schools)	4,462
Number of secondary respondents learning online (at St. Anne Catholic Academy, School of Virtual Learning)	129

Distribution by Grade	Grade 9	Grade 10	Grade 11	Grade 12
	27%	24%	22%	27%

A. SCHOOL SAFETY

All Students

<i>Feel Very Safe or Safe</i>	2020-2021
in school (in-person or online)	96%

Students learning online

<i>Feel Very Safe or Safe</i>	2020-2021
in school	98%

Students learning in-person

<i>Feel Very Safe or Safe</i>	2020-2021
in school	96%
in the classroom	94%
in the cafeteria/lunch time	86%
in the hallways	91%
in the washrooms	89%
on the stairs/in stairwells	91%
walking/travelling to and from school	86%
at dismissal time	89%
in the parking lot	89%

B. BULLYING

During the first quadmester, how often have you been bullied?	Year	Never	1-3 times	4-6 times	Chose not to answer
	2020-21	95%	2%	<1%	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= 136 or 3% in 2020-21).**

During the first quadmester, what form(s) of bullying have you experienced? You may choose more than one.	2020-2021
Verbal (e.g., name calling, constant unwanted teasing/joking)	73%
Physical	15%
Social (e.g., being excluded, gossip)	46%
Cyber (e.g., social media)	27%
Sexual	15%

For the 136 students who experienced being bullied at school during the first quadmester, the top reasons given most often for being bullied were: their physical appearance (29%); interests (28%); race (21%) and weight (20%)

During the first quadmester, have you told another person about being bullied?	Year	Yes
	2020-21	28%

During the first quadmester, have you ever witnessed another student being bullied at school?	Year	Yes
	2020-21	6%

The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school (n=278 or 6% in 2020-2021).**

During the first quadmester, what form(s) of bullying have you witnessed? You may choose more than one.	2020-2021
Verbal (e.g., name calling, constant unwanted teasing/joking)	77%
Physical	19%
Social (e.g., being excluded, gossip)	49%
Cyber (e.g., social media)	42%
Sexual	16%

During the first quadmester, did you tell anyone about the bullying you witnessed?	Year	Yes
	2020-21	27%

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
	2020-21	9%	12%	79%



**Safe Schools and Educational Research Departments
2020-2021 Student Feedback
Elementary Review**

Appendix B2

	2020-2021
<i>Total number of elementary school respondents (in-person and online)</i>	6,247
Number of elementary school respondents learning in-person (at Bricks and Mortar schools)	5,439
Number of elementary school respondents learning online (at St. Anne Catholic Academy, School of Virtual Learning)	808

Distribution by Grade	Grade 6	Grade 8
	51%	49%

A. SCHOOL SAFETY

All Students

Feel <i>Very Safe</i> or <i>Safe</i>	2020-2021
in school (in-person or online)	96%

Students learning online

Feel <i>Very Safe</i> or <i>Safe</i>	2020-2021
in school	98%

Students learning in-person

Feel <i>Very Safe</i> or <i>Safe</i>	2020-2021
in school	95%
in the classroom	93%
in the cafeteria/lunch time	82%
in the hallways	89%
in the washrooms	81%
on the stairs/in stairwells	87%
walking/travelling to and from school	88%
at dismissal time	90%
in the parking lot	83%

B. BULLYING

During this school year, how often have you been bullied?	Year	Never	1-3 times	4-6 times	Chose not to answer
	2020-21	70%	15%	4%	8%

The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (n=1,392 or 22% in 2020-21).

During this school year, what form(s) of bullying have you experienced? <i>You may choose more than one.</i>	2020-2021
Verbal (e.g., name calling, constant unwanted teasing/joking)	84%
Physical	32%
Social (e.g., being excluded, gossip)	45%
Cyber (e.g., social media)	29%
Sexual (e.g., inappropriate sexual comments, jokes or unwanted attention) (NOTE: Grade 8 only)	25%

During this school year, have you told another person about being bullied?	Year	Yes
	2020-21	53%

Of the 1,392 students who experienced being bullied at school during this school year, the top reasons given most often for being bullied were: their physical appearance (41%); interests (29%); weight (29%)

During this school year, have you seen another student being bullied at school?	Year	Yes
	2020-21	36%

The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (n=2247 or 36% in 2020-2021)

During the first quadmester, what form(s) of bullying have you seen? <i>You may choose more than one.</i>	2020-2021
Verbal (e.g., name calling, constant unwanted teasing/joking)	91%
Physical	50%
Social (e.g., being excluded, gossip)	56%
Cyber (e.g., social media)	36%
Sexual (e.g., inappropriate sexual comments, jokes or unwanted attention) (NOTE: Grade 8 only)	25%

During this school year, did you tell anyone about the bullying you saw?	Year	Yes
	2020-21	55%

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
	2020-21	12%	22%	65%



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

Appendix C

FALL 2020: Safe Schools Survey – Secondary Schools

In our society, people are often described by their race or racial background. Which racial group(s) best describes you?

Number of respondents	N	Percent
All students	4,591	100%
Black (African, Afro-Caribbean, African-Canadian descent)	800	17%
East Asian (Chinese, Korean, Japanese, Taiwanese descent)	341	7%
Indigenous (First Nations, Métis, Inuit descent)	56	1%
Latino/Latina/Latinx (Latin American, Hispanic descent)	512	11%
Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	215	5%
South Asian (South Asian descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	341	7%
Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)	1,180	26%
White (European descent)	1,665	36%

A. SCHOOL SAFETY

Students Who Feel *Very Safe* or *Safe* in School (In-person or Online) During the First Quadmester

Black	East Asian	Indigenous	Latino/a/x
94%	94%	89%	94%

Middle Eastern	South Asian	Southeast Asian	White
96%	94%	96%	97%

B. BULLYING

1. During the first quadmester, how often have you been bullied at school?

	Never	1-3 times	4-6 times	Chose not to answer
Black	94%	3%	<1%	2%
East Asian	94%	3%	0%	2%
Indigenous	91%	0%	0%	4%
Latino/Latina/Latinx	92%	4%	1%	3%
Middle Eastern	94%	2%	0%	2%
South Asian	94%	2%	0%	3%
Southeast Asian	96%	2%	<1%	2%
White	95%	3%	<1%	1%

2. During the first quadmester, have you ever *witnessed* another student being bullied at school?

Yes	Black	East Asian	Indigenous	Latino/a/x
	7%	6%	16%	9%
Yes	Middle Eastern	South Asian	Southeast Asian	White
	7%	9%	5%	6%

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	11%	14%	75%
East Asian	15%	11%	74%
Indigenous	21%	16%	62%
Latino/Latina/Latinx	9%	14%	76%
Middle Eastern	11%	15%	73%
South Asian	9%	11%	80%
Southeast Asian	13%	14%	73%
White	3%	11%	86%

SPRING 2021: Student Voice Survey – Grades 6 and 8

In our society, people are often described by their race or racial background. Which racial group(s) best describes you?

Number of respondents	N	Percent
All students	6,247	100%
Black (African, Afro-Caribbean, African-Canadian descent)	1,106	18%
East Asian (Chinese, Korean, Japanese, Taiwanese descent)	409	7%
Indigenous (First Nations, Métis, Inuit descent)	59	1%
Latino/Latina/Latinx (Latin American, Hispanic descent)	690	11%
Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	262	4%
South Asian (South Asian descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	286	5%
Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)	1,328	21%
White (European descent)	2,316	37%

A. SCHOOL SAFETY

Students Who Feel *Very Safe* or *Safe* in School (In-person or Online) During This School Year

Black	East Asian	Indigenous	Latino/a/x
94%	96%	97%	95%

Middle Eastern	South Asian	Southeast Asian	White
93%	94%	97%	96%

B. BULLYING

1. During this school year, how often have you been bullied?

	Never	1-3 times	4-6 times	Chose not to answer
Black	71%	13%	4%	8%
East Asian	73%	13%	3%	9%
Indigenous	59%	25%	2%	10%
Latino/Latina/Latinx	69%	15%	4%	8%
Middle Eastern	60%	19%	5%	11%
South Asian	74%	13%	2%	7%
Southeast Asian	73%	13%	3%	9%
White	68%	16%	4%	7%

2. During this school year, have you seen another student being bullied at school?

Yes	Black	East Asian	Indigenous	Latino/a/x
	37%	31%	42%	33%

Yes	Middle Eastern	South Asian	Southeast Asian	White
	44%	32%	33%	40%

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	15%	22%	61%
East Asian	13%	20%	66%
Indigenous	19%	27%	53%
Latino/Latina/Latinx	13%	23%	63%
Middle Eastern	18%	28%	54%
South Asian	12%	20%	67%
Southeast Asian	14%	24%	61%
White	8%	20%	71%



REPORT TO

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

REQUEST FOR RELIGIOUS ACCOMMODATIONS 2020-2021

*All these blessings shall come upon you and overtake you, if you obey the Lord your God
Deuteronomy 28:2*

Created, Draft	First Tabling	Review
July 5, 2021	September 2, 2021	Click here to enter a date.

G. Iuliano Marrello, Superintendent of Student Success and Alternative Education
M. Vanayan, Senior Coordinator, Educational Research
B. Doan, Research Associate, Educational Research

INFORMATION REPORT

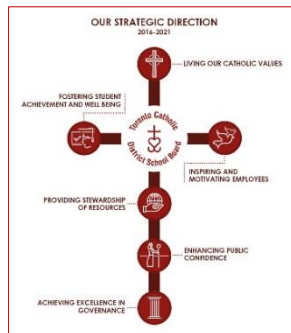
Vision:

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

A. Della Mora
Associate Director of Academic
Affairs and
Chief Operating Officer

D. Boyce
Associate Director of
Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

This report provides the number and type of requests for Religious Accommodations within the Toronto Catholic District School Board schools from September 2020 to June 2021. Data for this report were collected through the use of a survey and interviews with school principals. Since 2012, there have been relatively few formal requests for religious accommodation, including exemptions, and this pattern continues for this school year. In fact, requests have gone down this year.

The cumulative staff time required to prepare this report was 20 hours

B. PURPOSE

1. This report fulfils the obligation in the TCDSB Religious Accommodation Policy S.22 that religious accommodation requests will be monitored and reported in an annual report to the Board of Trustees.
2. The obligation for honouring requests for religious accommodation is also articulated in the TCDSB Opening and Closing Exercises Policy S.S.02 (<https://www.tcdsb.org/Board/Policies/Documents/SS02.pdf>).

C. BACKGROUND

1. Arising from an Ontario Human Rights Tribunal case, the Simcoe Muskoka Catholic District School Board published its Practice and Procedure around Religious Education Exemptions. The TCDSB received this document on October 16, 2017. As recommended by the Ontario Catholic School Trustees' Association, the TCDSB reviewed the document and confirmed that its own policies and procedures meet all statutory requirements.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Although the number of requests for religious accommodation increased in past years, the number of schools reporting requests in the 2020-2021 did not change from last year. There were 16 schools that reported student requests for religious accommodations. The number of requests dropped from 43 requests in 2019-2020 to 25 requests in 2020-2021, with the greatest number of religious accommodations requested for “Participation in daily activities and curriculum”.
2. A summary of all requests is provided in the *Appendix*. Accommodations have been made in accordance with the *TCDSB Religious Accommodation Policy* S.22 and within the provisions of the Education Act, Section 42(11) and 42(13) (<https://www.ontario.ca/laws/statute/90e02#BK50>).
3. When requests for religious accommodation are received, principals engage in discussions with students and parents/guardians. In addition, principals consult with their area superintendent as well as the Superintendent of Student Success.

E. METRICS AND ACCOUNTABILITY

1. Principals will dialogue with their area superintendents and, when necessary, consult with the Superintendent of Student Success regarding requests for religious accommodation.
2. In June 2022, principals will be asked to provide data on religious accommodation requests received in the 2021-2022 school year.
3. Senior Staff report to Board annually in the fall of each school year, regarding the data on religious accommodation requests collected in June of the previous school year.

F. CONCLUDING STATEMENT

This report is for the information of Trustees.

APPENDIX

Religious Accommodations Survey 2021

Administrators were asked to provide details on all requests for Religious Accommodations in their school during the 2020-2021 school year. All elementary and secondary schools responded.

	Number of Schools
Total Responses	199
Schools Not Responding	0
Schools with Requests for Religious Accommodation	16
Elementary Schools with Requests for Religious Accommodation:	7
Secondary Schools with Requests for Religious Accommodations	9
Total Requests	25

	Total	Accommodated	Not Accommodated
a) School opening and closing exercises - How many students made requests?	1	1	0
b) Leave of absence for Religious Holy Days - How many students made requests?	0	0	0
c) Prayer - How many students made requests?	2	2	0
d) Dietary requirements - How many students made requests?	0	0	0
e) Fasting - How many students made requests?	0	0	0
f) Religious dress - How many students made requests?	0	0	0
g) Modesty requirements in physical education - How many students made requests?	0	0	0
h) Participation in daily activities and curriculum - How many students made requests?	22	22	0
i) Other - How many students made requests?	0	0	0
Totals	25	25	0

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

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

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

14	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
15	October (A)	Student Achievement	<u>S.22 Religious Accommodation Policy Report and S.S.02 Opening or Closing Exercises Policy Report</u> (combined)	Associate Director Academic Services
16	October	Student Achievement	Board Learning Improvement Plan (BLIP)	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 ESLIT	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
23	December	Student Achievement	<u>Staff CPIC Annual Report Including Financial Reporting</u>	Associate Director Academic Services

**STUDENT ACHIEVEMENT AND WELL BEING
PENDING LIST TO SEPTEMBER 2, 2021**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	June-2020 Special Board	TBD	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