

## **OUR MISSION**

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

## **OUR VISION**

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



# **REGULAR MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION**

**Angela Kennedy, Chair**

**Frank D'Amico, Vice-Chair**

Thursday, September 22, 2016

7:00 P.M.

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	Pages
1. Call to Order	
2. Memorials and Opening Prayer	
3. Singing of O Canada A Capella	
4. Roll Call & Apologies	
5. Approval of the Agenda	
6. Reports from Private Session	
7. Notices of Motions	
8. Declarations of Interest	
9. Approval and Signing of Minutes of the Previous Meetings	
9.a Regular Board - August 25, 2016	1 - 14
10. Presentations	
10.a Monthly Report from the Chair of the Board	15
10.b Monthly Report from the Director of Education	16 - 17

- 10.c Monthly Report from Student Trustee(s)
- 11. Delegations
- 12. Consideration of Motions for which previous notice has been given
- 13. Unfinished Business from Previous Meetings
- 14. Matters referred/deferred from Committees/Board

From the Governance and Policy Committee of September 13, 2016

- 14.a Report of the Governance and Policy Committee on Protocol for Meeting Agenda Management 18 - 20
- 14.b Report of the Governance and Policy Committee on Update to Suspected Child Abuse Reporting policy (S.17) 21 - 26
- 14.c Report of the Governance and Policy Committee on Rescind of Use of Dangerous Chemicals Policy (S.M. 12) 27 - 29
- 14.d Report of the Governance and Policy Committee on Update to Fire Emergency Procedures Policy (S.M.07) 30 - 34
- 14.e Report of the Governance and Policy Committee on Update to Accessibility Standards for Customer Service Policy (H.M. 36) 35 - 52
- 14.f Report of the Governance and Policy Committee on Facilities Policies to Rescind, Consolidated Facilities Management Policy B.B.01 & Operating Procedures 53 - 72
- 14.g Motion regarding Sponsorship Policy F.F,26  

The Governance and Policy Committee recommends to the Board that the Sponsorship Policy F.F.26 be added as a high priority review for the Governance and Policy Committee.
- 14.h Motion regarding Policy Register Categories  

That all Policy Register Categories be reviewed for clarity and ease of reference by the public
- 15. Reports of Officials for the Information of the Board of Trustees
  - 15.a Community Engagement 2015-2016 Annual Report 73 - 87

15.b	Safe Schools Report 2015-16	88 - 124
16.	Reports of Officials Requiring Action of the Board of Trustees	
16.a	Adhoc Executive Search Committee	125 - 127
17.	Listing of Communications	
18.	Inquiries and Miscellaneous	
19.	Updating of Pending Items List	128 - 132
20.	Closing Prayer	
21.	Adjournment	

**MINUTES OF THE REGULAR MEETING**  
**OF THE**  
**TORONTO CATHOLIC DISTRICT SCHOOL BOARD**  
**HELD AUGUST 25, 2016**

**PUBLIC SESSION**

**PRESENT:**

Trustees A. Kennedy, Chair  
F. D'Amico, Vice Chair  
A. Andrachuk  
P. Bottoni  
N. Crawford  
M. Del Grande  
J. Martino  
S. Piccininni  
B. Poplawski – by teleconference  
G. Tanuan  
R. Carlisle, Student Trustee  
K. Dubrovskaya, Student Trustee

A. Gauthier  
A. Sangiorgio  
C. Jackson  
R. McGuckin  
P. De Cock  
D. Koenig  
C. Fernandes  
K. Malcolm  
N. D'Avella  
M. Puccetti  
M. Silva  
V. Burzotta  
J. Shanahan  
A. Della Mora  
D. Yack  
J. Wujek  
P. Aguiar

J. Yan

A. Robertson, Parliamentarian

L. Fernandes, Recording Secretary

S. Harris, Assistant Recording Secretary

Apologies were received from Trustees Davis and Rizzo who were unable to attend the meeting.

MOVED by Trustee Crawford, seconded by Trustee Poplawski, that the Board resolve to authorize Trustee Bottoni to be excused from this meeting which will be her third consecutive Board meeting.

On the vote being taken, as follows:

**In favour**

Trustees Crawford  
Kennedy  
Tanuan  
Poplawski

**Opposed**

Trustees Martino  
Andrachuk  
Piccininni  
Del Grande

The Motion was declared

LOST

Mr. Paul Matthews, Legal Counsel, administered the Oath of Office and the Oath of Allegiance to Rhea Carlisle, Student Trustee.

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that the agenda, as amended, be approved.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Poplawski  
Tanuan  
Del Grande  
Kennedy  
D'Amico  
Piccininni  
Andrachuk  
Martino

The agenda, as amended, was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that Approval of the Minutes be deferred to the September 8, 2016 meeting of Student Achievement, that the Minutes not be reprinted and that Trustees bring their Board Addendum to the September 8, 2016 meeting of the Committee.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Poplawski  
Tanuan  
Del Grande  
Kennedy  
D'Amico  
Piccininni  
Andrachuk  
Martino

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Piccininni, that items 11a) and 11b) be adopted as follows:

**11a) Monthly Report from the Chair of the Board** – received.

**11b) Monthly Report from the Director of Education** – received.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Poplawski  
Tanuan  
Del Grande  
Kennedy  
D'Amico  
Piccininni  
Andrachuk  
Martino

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee D'Amico, that item 15a) be adopted as follows:

**15a) Approved Minutes of CPIC for April 18, 2016** – received.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Poplawski  
Tanuan  
Del Grande  
Kennedy  
D'Amico  
Piccininni  
Andrachuk  
Martino

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Piccininni, that item 17a) be adopted as follows:

**17a) Report regarding Expansion of HPV Vaccination Program – received.**

MOVED in AMENDMENT by Trustee Tanuan, seconded by Trustee D'Amico, that the stapled package going out to the students including the indemnification clause, the Canadian adverse events site, the letter from the Ontario Bishops and the actual informed consent sheet come back to the Student Achievement meeting in September.

Trustee Bottoni joined the meeting at 8:40 p.m.

MOVED by Trustee Andrachuk, seconded by Trustee D'Amico, that the meeting be extended by five minutes.



On the vote being taken, as follows:

**In favour**

Trustees D'Amico  
Kennedy  
Andrachuk  
Poplawski  
Bottoni

**Opposed**

Trustees Crawford  
Tanuan  
Del Grande  
Martino

The Motion to extend was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that the meeting be extended for another fifteen minutes.

On the vote being taken, as follows:

**In favour**

Trustees D'Amico  
Kennedy  
Del Grande  
Tanuan  
Poplawski

**Opposed**

Trustees Crawford  
Piccininni  
Martino  
Andrachuk

The Motion to extend was declared

CARRIED

On the vote being taken, on the Amendment as follows:

**In favour**

Trustees Bottoni  
Poplawski  
D'Amico  
Kennedy  
Del Grande  
Tanuan

**Opposed**

Trustees Piccininni  
Crawford  
Martino  
Andrachuk

The Amendment was declared

CARRIED

On the vote being taken, on the Motion, as Amended, as follows:

**In favour**

Trustees Bottoni  
Poplawski  
D'Amico  
Kennedy  
Del Grande  
Tanuan

**Opposed**

Trustees Piccininni  
Crawford  
Martino  
Andrachuk

The Motion, as Amended, was declared

CARRIED

The Chair declared a ten minute recess.

The meeting continued with Trustee Kennedy in the Chair.

The Chair reviewed the Order Paper Items.

The following items were questioned:

Item 17b)	Trustee Andrachuk
Item 17e)	Trustee Andrachuk
Item 17f)	Trustee Crawford
Item 18b)	Trustee Poplawski
Item 18f)	Trustee Crawford

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the items not questioned be approved.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Del Grande  
Tanuan  
Kennedy  
D'Amico  
Bottoni  
Piccininni  
Andrachuk  
Martino  
Poplawski

The Motion was declared

CARRIED

**MATTERS AS CAPTURED IN THE ABOVE MOTION**

**Report regarding Request for Liquor Permit to serve alcohol at Senator O'Connor** that the liquor policy be waived and that permission be granted to Senator O'Connor to serve alcohol at a Welcome Back Staff Social to be held September 15, 2016

**Report regarding Request for Liquor Permit to serve alcohol at the St Matthew Catholic School** that the liquor policy be waived and that permission be granted to serve alcohol at a Parish event for the Festival of Our Lady of Light from Thursday, September 1, 2016 to Sunday, September 4, 2016 at St. Matthew Catholic School.

**Report of the Governance and Policy Committee on Update to Fresh Start Policy (S.S.12)** that the Fresh Start Policy S.S. 12 as amended and proposed in Appendix A be approved.

**Report of the Governance and Policy Committee on Update to Delegations Policy (T.14)** that the Board approve the Delegations Policy T.14 as amended and proposed in Appendix A.

**Report of the Governance and Policy Committee on Update to Harassment and Discrimination Policy (H.M.14) and Respectful Workplace Program that the Board approve** the Harassment and Discrimination Policy (H.M.14) and Respectful Workplace Program as amended and proposed in Appendix A.

**EDC Borrowing By-Law # 188** that the Borrowing By-Law #188 attached as Appendix A in the amount of \$160 million for a period not to exceed November 30, 2018.

MOVED by Trustee Andrachuk, seconded by Trustee Martino, that item 17b) be adopted as follows:

**17b) Financial Update Report as at June 30, 2016 – received**

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Crawford, that the Director provide the information to Trustees before schools starts on September 6<sup>th</sup>, on the number of sick days taken by staff for the 2015-2016 school year.

On the vote being taken, on the Amendment as follows:

**In favour**

**Opposed**

Trustees Crawford  
Del Grande  
Tanuan  
Kennedy  
D'Amico  
Bottoni  
Piccininni  
Andrachuk  
Martino  
Poplawski

The Amendment was declared

CARRIED

On the vote being taken, on the Motion, as Amended as follows:

**In favour**

**Opposed**

Trustees Crawford  
Del Grande  
Tanuan  
Kennedy  
D'Amico  
Bottoni  
Piccininni  
Andrachuk  
Martino  
Poplawski

The Motion, as Amended was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Martino, that item 17e) be adopted as follows:

**17e) Report regarding Permit Fees – received.**

On the vote being taken, on the Motion, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Del Grande  
Tanuan  
Kennedy  
D’Amico  
Bottoni  
Piccininni  
Andrachuk  
Martino  
Poplawski

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Martino, that item 17f) be adopted as follows:

**17f) Report on Update regarding City of Toronto Ward Boundary Review – received.**

On the vote being taken, on the Motion, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Del Grande  
Tanuan  
Kennedy  
D’Amico

Bottoni  
Piccininni  
Andrachuk  
Martino  
Poplawski

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Bottoni, that item 18b) be adopted as follows:

- 18b) Report of the Governance and Policy Committee on Update to Suspension and Expulsion Policy (S.S.01) and Principal's Inquiry (S.S.08)** that the Board approve amendments to Appendix C of Policy S.S.01 and convert policy S.S.08 to an appendix to Policy S.S.01 as amended and with the insertion of #6 in Operational Procedures in Appendix A

On the vote being taken, on the Motion, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Del Grande  
Tanuan  
Kennedy  
D'Amico  
Bottoni

+ Piccininni  
Andrachuk  
Martino  
Poplawski

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that item 18f) be adopted as follows:

- 18f) Report regarding the Director's Performance** – received and that the Board of Trustees and the Director of Education Angela Gauthier, have completed the appraisal cycle of the Director's performance appraisal for the 2014 to 2015 year. The Trustees evaluated the Director's performance using a survey instrument designed in house. The survey tool reflected the jointly determined Director's performance goals and her progress in achieving these goals throughout the year. The Trustees and the two Associate Directors completed the survey. Director Gauthier and the Board of Trustees agreed to extend the Director's contract. The Board of Trustees is required under the Education Act to conduct this review.

On the vote being taken, on the Motion, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Del Grande  
Tanuan  
Kennedy  
D'Amico  
Bottoni  
Piccininni  
Andrachuk  
Martino  
Poplawski

The Motion was declared

CARRIED



MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the meeting resolve into PRIVATE SESSION.

CARRIED

The Chair declared a five minute recess.

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S E C R E T A R Y

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C H A I R



## **CHAIR'S MONTHLY REPORT**

### **SEPTEMBER 2016**

Following are highlights for the period of August 26<sup>th</sup> to September 22, 2016.

#### **Tuesday, August 30<sup>th</sup>**

- Vice-Chair Frank D'Amico delivered welcoming remarks on behalf of the Chair of the Board at the Director's Annual Meeting

#### **Wednesday, September 7<sup>th</sup>**

- Met with the Director of Education to discuss our Strategic Planning Sessions

#### **Thursday, September 8<sup>th</sup>**

- Trustee Nancy Crawford, on behalf of the Chair's Office, attended the Heart of Welcome Mass at the CEC

#### **Thursday, September 15<sup>th</sup>**

- Met with the Director of Education to review the Board agenda

#### **Tuesday, September 20<sup>th</sup>**

- Along with Trustee Andrachuk, Trustee Del Grande and Director Gauthier attended the OCSTA Regional Meeting at the Dufferin-Peel CDSB offices in Mississauga



## **DIRECTOR'S MONTHLY REPORT SEPTEMBER 2016**

Following are highlights for the period of August 26, 2016 to September 22, 2016.

### **Wednesday, August 24th**

- Delivered welcome address to participants at the Head Start Summer Institute at Brebeuf College

### **Thursday, August 25<sup>th</sup>**

- Attended a meeting with Ministry of Education staff about "Youth Fusion" programs
- Participated in the closing Mass for the Head Start Summer Institute at Brebeuf College

### **Friday, August 26<sup>th</sup>**

- Spoke with our International Students at the closing of their high school preparation program

### **Monday, August 29<sup>th</sup>**

- Brought welcoming remarks at the Elementary Secretary's Opening Day Inservice at our Norfinch site. The inservice covered items such as Student Admissions, Privacy & Records Management, Entry & Exit Surveys, Transfer Forms, SOAR, Trillium, etc.

### **Tuesday, August 30<sup>th</sup>**

- Held the Director's AGM with Principals, Vice-Principals and Business Leaders to share our vision for the coming school year.

### **Wednesday, August 31<sup>st</sup>**

- Attended the Cardinal's Education Mass at St. Paul's Basilica

### **Thursday, September 1<sup>st</sup>**

- Delivered welcome message at the Secondary School Opening Day Inservice to Vice-Principals, Guidance Counsellors and Secretaries

### **Tuesday, September 6<sup>th</sup>**

- Visited several schools on the first day of this school year and came away exhilarated at seeing the joy and excitement at each and every school

### **Wednesday, September 7<sup>th</sup>**

- Met with the Chair of the Board to discuss our Strategic Planning Sessions

### **Thursday, September 8<sup>th</sup>**

- Participated at the “Heart of Welcome Mass” with CEC, staff and Trustee Crawford, to welcome returning staff and staff new to the CEC

### **Tuesday, September 13<sup>th</sup>**

- Attended K-8 Meetings at Bishop Marrocco/Thomas Merton School
- Welcomed a delegation from Taiwan visiting the TCDSB to discuss possible partnerships

### **Wednesday, September 14<sup>th</sup>**

- Held a meeting with the new Dean of the Faculty of Education at York University to discuss our continued relationship
- Met with the Dean of St. Michael’s College Faculty of Theology to discuss how we may strengthen our relationship with them

### **Thursday, September 15<sup>th</sup>**

- Attended K-8 Meetings which were held at St. Dorothy School and our Norfinch site

### **Tuesday, September 20<sup>th</sup>**

- Along with the Chair and Trustees Andrachuk and Del Grande, attended the OCSTA Regional Meeting at the Dufferin-Peel CDSB Offices in Mississauga

### **Wednesday, September 21<sup>st</sup>**

- Attended a meeting, along with our TDSB counterparts, with members of the Transportation Consortium to discuss the shortage of bus drivers

### **Thursday, September 22<sup>nd</sup>**

- Met with representatives of Big Brothers Big Sisters asking that we consider programs that can be offered to students in elementary and secondary schools



REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON PROTOCOL FOR MEETING AGENDA MANAGEMENT

*Now faith is confidence in what we hope for and assurance about what we do not see.  
Hebrews 11:1*

Created, Draft	First Tabling	Review
September 13, 2016	September 22, 2016	
Maria Rizzo, Chair, Governance and Policy Committee Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
<b>RECOMMENDATION REPORT</b>		

### Vision:

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

### Mission:

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### Members of the Committee:

Maria Rizzo, Chair  
 Nancy Crawford, Vice Chair  
 Jo-Ann Davis, Trustee Ward 9  
 Angela Kennedy, Ex-Officio  
 Frank D'Amico, Ex-Officio

## **A. EXECUTIVE SUMMARY**

This report recommends that Trustees and staff adopt a consistent protocol across all departments for meeting agenda management.

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Regular Board as it is a recommendation from the Governance and Policy Committee for Board approval.

## **C. BACKGROUND**

This Recommendation Report is before the Board as there is not a clear and streamlined approach to meeting agenda management. Trustees wish to communicate to all staff the proper protocol to follow when items are added to meeting agendas, the process for review of the agenda items, and approval of the agenda items. Trustees would like the same process followed for setting the agenda for all meetings to allow for consistency and standardization across all committees.

## **D. COMMITTEE RECOMMENDATION**

That the Board accept the recommendation of the Governance and Policy Committee and approve the following protocol for Committee meeting agenda management:

- All reports to be added to the agenda are to be first reviewed by the Staff Lead or delegate before submission to Education Council or Director's Council.
- After approval at Director's Council, Staff Lead or delegate is to ensure all reports due at the committee meeting are on the agenda for review by the Chair and Vice-Chair of the committee.
- At a minimum of seven (7) days before the committee meeting, Staff Lead or delegate is to hold a conference call with Chair and Vice-Chair to review and discuss the proposed agenda for the upcoming meeting.

- If additional items are added to the agenda or the agenda changes after the conference call, the Staff Lead is to notify the Chair and Vice-Chair of the addition or change.



REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO SUSPECTED CHILD ABUSE REPORTING POLICY (S.17)

*What can you do to promote world peace? Go home and love your family.  
-Mother Teresa*

Created, Draft	First Tabling	Review
September 13, 2016	September 22, 2016	
Maria Rizzo, Chair, Governance and Policy Committee Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
<b>RECOMMENDATION REPORT</b>		

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### Members of the Committee:

Maria Rizzo, Chair  
 Nancy Crawford, Vice Chair  
 Jo-Ann Davis, Trustee Ward 9  
 Angela Kennedy, Ex-Officio  
 Frank D'Amico, Ex-Officio



## **A. EXECUTIVE SUMMARY**

This report recommends updates to the Suspected Child Abuse Reporting Policy (S.17), specifically amending Regulation 2 to “*All employees are required to review the TCDSB media clip regarding Suspected Child Abuse and Neglect on an annual school year basis,*” to assist the TCDSB with its responsibility to communicate employees’ legal requirement and ethical obligation to report suspected child abuse.

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

## **C. APPENDIX**

APPENDIX A: Suspected Child Abuse Reporting Policy (S.17) with proposed amendments

## **D. COMMITTEE RECOMMENDATION**

That the Board accept the recommendation of the Governance and Policy Committee and approve the Suspected Child Abuse Reporting Policy (S.17) as amended and proposed in Appendix A.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: SUSPECTED CHILD ABUSE REPORTING

POLICY NO: S. 17

**Date Approved:**

November 14, 2007

**Date of Next Review:**

September 2021

**Dates of Amendments:**

September 22, 2016

**Cross References:**

**S.S. 04 Access to Students in Schools**

*Child and Family Services Act*

TCDSB: Child Abuse, Procedures for the Identification and Reporting of Suspected Child Abuse and Neglect, 3<sup>rd</sup> edition

**Appendices:**

Procedures for the Investigation and Reporting of Child Abuse—Manual

Record of suspected Child Abuse—Form

Student is Apprehended Without a Warrant—Form

**Purpose:**

To assist the TCDSB with its responsibility to communicate employees' legal requirement and ethical obligation to report suspected child abuse.

**Scope and Responsibility:**

This policy applies to all members of the TCDSB community. The Director is responsible for this policy with the support of Special Services.

**Alignment with MYSP:**

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: SUSPECTED CHILD ABUSE REPORTING

POLICY NO: S. 17

### Policy:

The Toronto Catholic District School Board is committed to the Board's mission of providing a safe and welcoming learning environment that is an example of Christian Community. This mission is affirmed in TCDSB policies. Every member of this community - student, teacher, parent/guardian, support staff, trustee, parish priest or others while on TCDSB property and at TCDSB sponsored events – is governed by the policies of the TCDSB and shares in the responsibility for creating an environment that is safe, harmonious and respectful.

It is the policy of the Toronto Catholic District School Board that employees shall comply fully with the *Child and Family Services Act* and report forthwith any suspicion of child abuse or neglect of pupils of the Board directly to a Children's Aid Society.

### Regulations:

1. The Board shall ensure that employees are aware of **the legal requirement and ethical obligation to report suspected child abuse.**
2. All employees **are required to review the TCDSB media clip regarding Suspected Child Abuse and Neglect on an annual school year basis.**
3. The dignity and privacy of the child will be respected in all circumstances.
4. Employees shall cooperate with the Investigative Team of Children's Aid workers and police.
5. Appropriate documentation shall be maintained by employees who receive a disclosure and those who report suspected child abuse.



**POLICY SECTION: SCHOOLS**

**SUB-SECTION:**

**POLICY NAME: SUSPECTED CHILD ABUSE REPORTING**

**POLICY NO: S. 17**

6. Reporting procedures have been developed for the situation when the alleged abuser is a Board employee. Under no circumstances shall the implicated staff member be contacted regarding allegations or disclosures until specific instructions are received from the Investigative Team.
7. Upon notice of an allegation of abuse against an employee of the Board, which the Director (or Designate) believes is serious, the Director shall remove the employee from direct unsupervised contact with students.
8. A manual detailing guidelines and procedures to be followed for the identification and reporting of suspected child abuse and neglect has been developed under the auspices of the Director and is available to all employees.

APPENDIX A



**POLICY SECTION: SCHOOLS**

**SUB-SECTION:**

**POLICY NAME: SUSPECTED CHILD ABUSE REPORTING**

**POLICY NO: S. 17**

### **Definitions:**

#### **Child Abuse**

For the purposes of this policy, child abuse is any form of physical harm, emotional deprivation, neglect or sexual mistreatment which can result in injury or psychological damage to a child.

### **Evaluation and Metrics:**

**The effectiveness of the policy will be determined by measuring the following:**

- **The percentage of staff that have reviewed the TCDSB Reporting Suspected Child Abuse media clip during each school year;**
- **The percentage of TCDSB schools that have engaged in a presentation regarding reporting suspected child abuse during each school year;**
- **Feedback from the Toronto Catholic Children's Aid Society and other Toronto Child Protection organization.**



REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON RESCIND OF USE OF DANGEROUS CHEMICALS POLICY (S.M. 12)

*But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law.*

Galatians 5:22-23

Created, Draft	First Tabling	Review
September 13, 2016	September 22, 2016	
Maria Rizzo, Chair, Governance and Policy Committee Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
<b>RECOMMENDATION REPORT</b>		

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### Members of the Committee:

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 Nancy Crawford, Vice Chair  
 Jo-Ann Davis, Trustee Ward 9  
 Angela Kennedy, Ex-Officio  
 Frank D'Amico, Ex-Officio

## **A. EXECUTIVE SUMMARY**

This report recommends rescinding the current Use of Dangerous Chemicals policy (S.M. 12) as it is outdated and procedural. The policy has been updated and converted into a Standard Operating Procedure under the Occupational Health and Safety Department effective September 2, 2016. The current policy is attached as APPENDIX A.

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy to be rescinded.

## **C. APPENDIX**

APPENDIX A: Use of Dangerous Chemicals Policy (S.M. 12) to be rescinded

## **D. COMMITTEE RECOMMENDATION**

That the Board accept the recommendation of the Governance and Policy Committee and rescind the Use of Dangerous Chemicals Policy (S.M.12).

## **Use Of Dangerous Chemicals Within The Toronto Catholic District School Board S.M.12**

### **Policy**

The potential danger posed by chemicals shall be determined by using the Guidelines for Rating Chemical Substances. These guidelines shall be maintained in an up-to-date form in the Safety Manual in each school.

### **Regulations:**

1. Those chemicals that have been designated as #5 or as a radioactive material will be disposed of without exception and under no condition will be found within Toronto Catholic District School Board schools.
2. Those chemicals designated as a #4 will be removed from elementary schools and also from secondary schools that elect disposal. There may be possible exceptions for certain chemicals used in the Technical Studies Program, Custodial Services and building maintenance. The Occupational Health and Safety Department in conjunction with the Program Design Division and the Planning and Facilities Department will decide upon those exceptions on a case by case basis. The decision and responsibility for retaining a #4 chemical within a secondary school rests with the principal and teachers involved.
3. Those chemicals that are designated as a #3 may be removed from those elementary schools that elect disposal. The decision and responsibility for retaining a #3 chemical within an elementary school rests with the principal and teachers involved.
4. Chemical designated as a #3 or #4 used in academic programs will not be transported from one school to another.
5. The list of dangerous chemicals shall be reviewed and updated annually by the Occupational Health and Safety Department in consultation with the Program Design Division and the Planning and Facilities Department.
6. The purchasing and disposal of chemicals will be in strict accordance with legislative requirements and TCDSB procedures outlined in the Safety Manual.

*BM p 121, 18 Apr 91; BM p 25, Dec 82.*





REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO FIRE EMERGENCY PROCEDURES POLICY (S.M.07)

*And the angel of the Lord appeared to him in a flame of fire out of the midst of a bush. He looked, and behold, the bush was burning, yet it was not consumed.*

Exodus 3:2

Created, Draft	First Tabling	Review
September 13, 2016	September 22, 2016	
Maria Rizzo, Chair, Governance and Policy Committee Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
<b>RECOMMENDATION REPORT</b>		

### 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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.*



### Members of the Committee:

Maria Rizzo, Chair  
 Nancy Crawford, Vice Chair  
 Jo-Ann Davis, Trustee Ward 9  
 Angela Kennedy, Ex-Officio  
 Frank D'Amico, Ex-Officio

## **A. EXECUTIVE SUMMARY**

This report recommends updates to the Fire Emergency Procedures Policy (S.M.07) to ensure and clearly communicate regulations for compliance with the Ontario Fire Code regulation under the *Fire Protection and Prevention Act, 1997*. An update of the policy in meta format is attached as APPENDIX A.

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

## **C. APPENDIX**

APPENDIX A: Fire Emergency Procedures Policy (S.M. 07) with proposed amendments

## **D. COMMITTEE RECOMMENDATION**

That the Board accept the recommendation of the Governance and Policy Committee and approve the Fire Emergency Procedures Policy (S.M. 07) as amended and proposed in Appendix A.



**POLICY SECTION:** STUDENTS  
**SUB-SECTION:** MISCELLANEOUS  
**POLICY NAME:** FIRE EMERGENCY PROCEDURES  
**POLICY NO:** S.M. 07

<b>Date Approved:</b> December 17, 1987	<b>Date of Next Review:</b> September 2021	<b>Dates of Amendments:</b> September 2016
<b>Cross References:</b> Ontario Regulation 213/07 Fire Code made under the <i>Fire Protection and Prevention Act, 1997</i>		
<b>Appendix</b>		

**Purpose:**

The Ontario Fire Code requires the establishment and implementation of a Fire Safety Plan for every school and other TCDSB workplace for effective utilization of life safety features and to protect students, employees and all other building occupants from fire. The Toronto Catholic District School Board endorses this requirement.

**Scope and Responsibility:**

This policy applies to all schools and TCDSB workplaces and students, employees and others present in the school and workplaces. The Director is responsible for this policy.

**Alignment with MYSP:**

Strengthening Public Confidence

Fostering Student Achievement and Well-Being



POLICY SECTION: STUDENTS  
SUB-SECTION: MISCELLANEOUS  
POLICY NAME: FIRE EMERGENCY PROCEDURES  
POLICY NO: S.M. 07

### Policy:

The principal will establish a Fire Safety Plan **for his or her school** and conduct such fire emergency drills as required by the appropriate acts and regulations. **The Director of Education or designate shall be responsible for the development of a Fire Safety Plan for the Catholic Education Centre and all other TCDSB buildings other than schools.**

### Regulations:

1. A Fire Safety Plan for each school **and TCDSB workplace** will be established in the accepted format and approved by the local chief fire official.
2. **The Fire Safety Plan shall be reviewed as often as necessary, but at intervals not greater than 12 months, to ensure it takes account of changes in the use and other characteristics of the building.**
3. **Each school and TCDSB workplace will maintain 4 copies of the Fire Safety Plan: one in the fire safety box at the front entrance, one at the main office, one at the staff room and one at the custodial room. Each school's Fire Safety Plan will also be posted on the school's portal page.**
4. **At least one copy of the fire emergency procedures shall be prominently posted and maintained on each floor area.**
5. The principal will be responsible for training school staff and students in fire emergency procedures and fire safety. **The Permits Department will ensure that after-hours groups are aware of the Fire Safety Plan for individual schools.**



**POLICY SECTION:** STUDENTS  
**SUB-SECTION:** MISCELLANEOUS  
**POLICY NAME:** FIRE EMERGENCY PROCEDURES  
**POLICY NO:** S.M. 07

- 6. Each school staff member, academic and non-academic, shall be familiar with the Fire Safety Plan for the school or other workplace in which the staff member is located and shall fully understand his/her role in the event of an emergency.**
7. All persons present in the school shall take part in fire emergency procedure drills.
- 8. In schools attended by children, total evacuation fire drills as set out in the Fire Safety Plan shall be held three times in each of the fall and spring school terms.**
- 9. At least one fire drill will be held during Summer School.**
- 10. In other TCDSB workplaces, fire drills shall be held once every 12 months.**
- 11. Records of a fire drill shall be kept for 12 months after the fire drill.**

#### **Evaluation and Metrics:**

The effectiveness of the policy will be determined by measuring the following:

**The Occupational Health and Safety Department monitors school and TCDSB workplace compliance with this policy.**



REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE POLICY (H.M. 36)

*Let each of you look not only to his own interests, but also to the interests of others.*  
Philippians 2:4

Created, Draft	First Tabling	Review
September 13, 2016	September 22, 2016	
Maria Rizzo, Chair, Governance and Policy Committee Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
<b>RECOMMENDATION REPORT</b>		

### Vision:

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### Mission:

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### Members of the Committee:

Maria Rizzo, Chair  
 Nancy Crawford, Vice Chair  
 Jo-Ann Davis, Trustee Ward 9  
 Angela Kennedy, Ex-Officio  
 Frank D'Amico, Ex-Officio

## **A. EXECUTIVE SUMMARY**

This report recommends updates to the Accessibility Standards for Customer Service policy (H.M. 36) in order to meet the recent legislative amendments contained in O. Reg. 165/16 effective July 1, 2016 under the *Accessibility for Ontarians with Disabilities Act, 2005* (“AODA”). An additional update includes re-categorizing the policy from H.M. 36 (Human Resources—Miscellaneous) to A. 36 (Administration). In doing so, the current A.36 Multi Year Accessibility Plan is recommended to become an appendix of the A.35 Accessibility Standards policy. An update of the policy is attached at APPENDIX A.

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

## **C. APPENDIX**

APPENDIX A: Accessibility Standards for Customer Service Policy (H.M.36) with proposed amendments

## **D. COMMITTEE RECOMMENDATION**

That the Board accept the recommendation of the Governance and Policy Committee and approve the Accessibility Standards for Customer Service Policy (A.36) as amended and proposed in Appendix A and that the existing A.36 Multi-Year Accessibility Plan become an appendix of policy A.35 Accessibility Standards.



POLICY SECTION: **ADMINISTRATION**

SUB-SECTION:

POLICY NAME: **ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE**

POLICY NO: **A. 36**

<b>Date Approved:</b> Board- March 31, 2010	<b>Date of Next Review:</b> <b>September 2019</b>	<b>Dates of Amendments:</b> February 24, 2016-Board <b>September 22, 2016- Board</b>
<b>Cross References:</b> <i>Accessibility for Ontarians with Disabilities Act, 2005 (AODA)</i> <i>Integrated Accessibility Standards, Ontario Regulation 191/11</i> <i>Ontario Human Rights Code</i> <i>Ontarians with Disabilities Act, 2001</i> TCDSB Policy A. 35 Accessibility Standards TCDSB Policy A. <b>35 APPENDIX</b> Multi-Year Accessibility Plan		
<b>Appendix :</b> <i>Accessibility Best Practices Guideline- Process for Assessing Requests Respecting Accessibility for Students with Disabilities</i>		

### **Purpose:**

The purpose of this policy is to outline the practices and procedures approved by the Toronto Catholic District School Board in order to meet the obligations of the *Accessibility for Ontarians with Disabilities Act, 2005* and specifically **in regard to Customer Service Standards under O. Reg. 191/11**. The Board, through this policy, establishes and implements practices and procedures consistent with its goal of compliance, as well as its commitment to excellent customer service for all.

### **Scope and Responsibility:**

This policy applies to all operational policies and procedures in all facilities within the Toronto Catholic District School Board. The Director of Education is responsible for this policy.





POLICY SECTION: **ADMINISTRATION**

SUB-SECTION:

POLICY NAME: **ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE**

POLICY NO: **A. 36**

**Alignment with MYSP:**

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

**Policy:**

The Toronto Catholic District School Board as a public sector organization is committed to providing services **and facilities** to our students, parents/guardians, the public and our staff that are free of barriers and biases in a manner that, as much as reasonably possible, respects an individual's dignity and independence, including, for those with disabilities. In its ongoing efforts to strive for accessibility, the Toronto Catholic District School Board endorses the *Accessibility for Ontarians with Disabilities Act, 2005* and the regulations supporting this Act.

**Regulations:**

1. This policy aims to ensure that people with disabilities are given the same opportunity as others to obtain and benefit from services **and facilities** offered by the Toronto Catholic District School Board. Reasonable efforts will be made to ensure that services **and facilities** offered by the Board are provided in such a way that the key principles of independence, dignity, integration and equality of opportunity are respected.
2. Reasonable efforts will be made to ensure that people with disabilities have the same opportunity of access to our services **and facilities** in the same location and in a similar way as these services **and facilities** are available to all others we serve, unless an alternate measure is necessary, whether



POLICY SECTION: **ADMINISTRATION**

SUB-SECTION:

POLICY NAME: **ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE**

POLICY NO: **A. 36**

temporarily or on a permanent basis, to enable the person to access the service **or facilities**.

3. When communicating with a person with a disability, the person's specific disability will be taken into account.

#### **4. Use of Assistive Devices**

- a. People with disabilities may use their own personal assistive devices, or those that may be provided by the Board, while obtaining any services provided in any premise of the Board.
- b. A person with a disability may enter any premise of the Board with that assistive device unless not allowed by law. If the device is not allowed by law, the person will be so advised and alternate options will be explored. If barriers to the use of an assistive device exist at any premises, these barriers, where reasonably possible, will be removed.

#### **5. Service Animals and Support Persons**

- a. Service animals are allowed to enter premises with any person with a disability, except where animals are not allowed by law.
- b. Where an animal is not allowed by law, alternate options will be explored to provide the service to the person with a disability.
- c. Support persons are allowed to go with any person with a disability in any area, on any Board premise. This will include attendance at any meetings or interviews.
- d. Depending on the circumstance, it may be appropriate for permission to be obtained from the person with the disability for their support person to attend a meeting or interview which could be considered private or confidential.
  - i. This permission can take many forms, depending on the specific needs of the person with the disability, and may



POLICY SECTION: **ADMINISTRATION**

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POLICY NAME: **ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE**

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include, written or verbal permission, a nod of the head, or otherwise.

ii. Permission should be documented by Board staff.

e. In some instances, **after consultation with the person with a disability**, the Board may require that a person with a disability be accompanied by a support person when on Board premises, but only in such instances where a support person is necessary to protect the health and safety of the person with the disability, or others on the premises.

i. If there is an admission fee payable as a result of the person's attendance at the premise, **the organization will waive any applicable admission or fare.**

## 6. Notice of Temporary Disruption

- a. If there is a temporary disruption of facilities or services typically used by people with disabilities, notice of the disruption will be provided. Notice must include information about the reason for the disruption, the anticipated duration of the disruption and a description of alternative facilities or services, if any, that are available. This policy enables Board Staff, as appropriate, to design and implement required notices.
- b. Notice may be given by posting information at the premise, on the Board website, voice messaging or any other reasonable alternative in the particular circumstances. It is expected that consideration will be given to which people with disabilities will be most affected by the disruption and steps will be taken to ensure that the information about the disruption will be communicated in a way that best matches these needs.



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POLICY NAME: **ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE**

POLICY NO: **A. 36**

## 7. Customer Service Training

- a. The Board will ensure that the following persons receive training about the provision of its services **or facilities** to persons with disabilities:
  - i. **All employees and volunteers of the TCDSB;**
  - ii. **Every other person who provides services or facilities on behalf of the TCDSB; and**
  - iii. Those who participate in developing the Board's policies.
- b. The training will include a review of the purposes of the *Accessibility for Ontarians with Disabilities Act, 2005* and the requirements of **Customer Service Standards under** Regulation **191/11** and address the following matters:
  - i. How to interact and communicate with persons with various types of disability;
  - ii. How to interact with persons with disabilities who use an assistive device or require the assistance of a guide dog or other service animal or **the assistance of a** support person;
  - iii. How to use equipment or devices available on Board premises, **or otherwise provided by the Board,** if any, that may **help** with the provision of services **or facilities;**
  - iv. What to do if a person with a particular disability is having difficulty accessing Board services.
- c. Training must be provided to each person as soon as practicable after assignment of applicable duties. Ongoing training must also be provided in connection with any changes to the policies, practices and procedures relating to the provision of services to people with disabilities.



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SUB-SECTION:

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POLICY NO: **A. 36**

- d. Records of the training will be kept including, the dates on which the training is provided and the number of individuals to whom it was provided.
- e. **Upon request, the TCDSB will provide a copy of a document describing its training policy, summarizing the content of the training and specifying when the training is to be provided.**

## 8. Feedback Process and Requirements

- a. Any person wishing to provide feedback to the Board about the manner in which it provides service **and facilities** to people with disabilities **and whether the feedback process established is accessible to people with disabilities** may do so in a variety of ways, including: in person, by telephone, in writing by email, hard copy, diskette or fax, or by some other communication technology. Some schools may already have feedback processes in place and those processes can continue under this policy provided that the processes are not inconsistent with this policy.
- b. **Where appropriate, feedback will** be forwarded to the Board's Human Resources Department, to the attention of Superintendent of Human Resources. Upon receipt of **feedback** the matter will be reviewed by the Superintendent or designate, and the person **who submitted feedback** shall be responded to either verbally or in writing, as appropriate, concerning **the feedback** and any action which may have been taken as a result.

## 9. Responsibilities

- a. Trustees: To consider legislative requirements as well as the Board goals of accessibility and customer service for people with disabilities while developing and reviewing Board policies.



POLICY SECTION: **ADMINISTRATION**

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POLICY NAME: **ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE**

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b. Superintendents

- i. To oversee, monitor and support principals, managers and other employees in implementing this policy;
- ii. To strive to ensure that practices are consistent with the key principles of independence, dignity, integration and equality of opportunity; and
- iii. To strive to ensure that all schools and workplaces facilitate excellent customer service for those with disabilities through a variety of appropriate means including, the use of assistive devices, service animals and/or support persons.

c. Human Resources Department

- i. To provide appropriate training/training guidelines for new and current staff, and volunteers, within appropriate timelines; and
- ii. To report, as required, on this policy to the **Accessibility Directorate of Ontario- Ministry of Community and Social Services**;
- iii. To receive, and deal with, any complaint received as a result of customer service provision to persons with disabilities.

d. Principals and Managers

- i. To comply with and implement the *Customer Service Standards* policy;
- ii. To receive requests and feedback from customers with disabilities;
- iii. To determine, in consultation with the others where necessary, the most appropriate accommodation(s) to provide customer service;
- iv. To ensure that front-line staff and volunteers interfacing with customers are trained to know the policy and procedures; and



POLICY SECTION: **ADMINISTRATION**

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- v. To ensure that agents or others who are dealing with the public are aware of the policy and procedures.

e. Staff

- i. To comply with and support the implementation of the *Customer Service Standards* policy and procedures in schools and workplaces;
- ii. To participate in required training related to this policy; and
- iii. To direct feedback from customers regarding the policy to their immediate supervisor.

f. Customer

- i. To self-identify as having a disability for which they require assistance in accessing Board services and communicating such to the appropriate Board personnel; and
- ii. To collaborate with Board staff to determine suitable mode(s) of accommodation/assistance.

APPENDIX



POLICY SECTION: **ADMINISTRATION**

SUB-SECTION:

POLICY NAME: **ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE**

POLICY NO: **A. 36**

**Definitions:**

Assistive Device: Any device used by people with disabilities to help increase, maintain or improve how a person with a disability can function. Such devices may include, but are not limited to, wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices, elevators, stair lift etc.

Customer: Any person who uses the goods, services **and facilities** of the Board, including **staff, students**, parents and other members of the public.

Disability: As defined in the *Accessibility for Ontarians with Disabilities Act, 2005*, Section 2, means a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness; b) a condition of mental impairment or developmental disability; c) a learning disability or a dysfunction on one or more of the processes involved in understanding or using symbols or spoken language; d) a mental disorder, or, e) an injury or disability for which benefits were claimed or received under the *Workplace Safety and Insurance Act, 1997*.

Dignity: Refers to service which is provided in a way that allows the person with a disability to maintain self-respect and the respect of others.

Equal Opportunity: Refers to service which is provided in a way that allows the person with a disability access to goods and service at the same level given to others.

Independence: Allows the person with a disability to do things on their own without unnecessary interference from others.





POLICY SECTION: **ADMINISTRATION**

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POLICY NO: **A. 36**

Integration: Refers to service which is provided in a way that allows the person with a disability to benefit from the same services, in the same place, and in the same or similar manner as other customers, unless an alternate measure is necessary to enable the person with the disability to access the goods or services.

Service Animal: An animal is a service animal for a person with a disability if,

- (a) the animal can be readily identified as one that is being used by the person for reasons relating to the person's disability, as a result of visual indicators such as the vest or harness worn by the animal; or**
- (b) the person provides documentation from one of the following regulated health professionals confirming that the person requires the animal for reasons relating to the disability:**
  - (i) A member of the College of Audiologists and Speech-Language Pathologists of Ontario.**
  - (ii) A member of the College of Chiropractors of Ontario.**
  - (iii) A member of the College of Nurses of Ontario.**
  - (iv) A member of the College of Occupational Therapists of Ontario.**
  - (v) A member of the College of Optometrists of Ontario.**
  - (vi) A member of the College of Physicians and Surgeons of Ontario.**
  - (vii) A member of the College of Physiotherapists of Ontario.**
  - (viii) A member of the College of Psychologists of Ontario.**
  - (ix) A member of the College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario. O. Reg. 165/16, s. 16.**

Support Person: **in relation to a person with a disability, another person who accompanies him or her in order to help with communication, mobility,**



POLICY SECTION: **ADMINISTRATION**

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POLICY NAME: **ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE**

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**personal care or medical needs or with access to goods, services or facilities.** A support person is distinct from an employee who supports a student in the system.

### **Evaluation and Metrics:**

The effectiveness of the policy will be determined by measuring the following:

1. The TCDSB's Annual Accessibility **Status** Report will serve as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to our staff, students, parents, volunteers and Catholic community.
2. Recommendations from the Accessibility Working Group or any advice provided to the Director of Education will be assessed, monitored and considered for implementation.

APPENDIX A

# ACCESSIBILITY BEST PRACTICES

## *Process for assessing requests respecting accessibility for students with disabilities*

### Introduction

#### Accommodating students' accessibility needs

The Ontario *Human Rights Code* guarantees everyone the right to equal treatment, and it applies to schools. Where a student requires accessibility accommodation as a result of a disability, a school board has the duty to accommodate the *Code* related needs of students, to make sure that school board property is free of barriers for people identified by *Code* grounds.

The duty to accommodate involves giving serious attention to requests or needs that are already known or may be suspected. Both the school board and the student and/or their parents or guardians, have a shared responsibility to cooperate in the process, each to the best of their ability. This might involve providing relevant medical or other personal information. A school board has a duty to keep this information private.

Even when an appropriate accessibility accommodation is identified, it may not always be possible to provide without resulting in undue hardship in terms of cost or health and safety. When the best possible accommodation would cause undue hardship, there is still a duty to put in interim or next-best solutions. Whatever steps are decided on, the school board need to put the accessibility accommodation in place as quickly as possible.

Accessibility accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. The school board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

### Purpose

The purpose of this Best Practice is to:

- Ensure that all TCDSB ("School Board") employees, students and parents

are aware of their rights and responsibilities under the Ontario *Human Rights Code* with respect to accessibility accommodation;

- Set out in writing the School Board's best practice for addressing accessibility accommodation requests and the responsibilities of each of the parties to the process.

## Application

This Best Practice applies to accessibility accommodation requests for all students or prospective students of the School Board. It applies to all School Board locations.

This Best Practice does **not** apply to accommodations provided as part of special education programs and services for exceptional students under **Identification and Placement of Exceptional Pupils**, O.Reg. 181/98, made under the *Education Act*, RSO 1990, c E.2.

## Requests for Accessibility Accommodation

Requests for accessibility accommodation should be made to the school principal.

Requests should, whenever possible, be made in writing. The accommodation request should indicate:

- The reason why accommodation is required, including enough information to confirm the existence of a need for accommodation; and
- The specific accessibility needs related to the student's disability

The School Board also encourages students and/or parents to suggest how accessibility may be improved. In addition, the Board encourages the student and/or parent or guardian to provide reports, letters, and/or other documents from doctors or other health care professionals relating to the disability and the impairments or restrictions which give rise to the need for accommodation, and which could be of assistance in implementing appropriate accessibility changes.

When the school principal receives a request, the school will send a letter or email confirming that the request has been received. The request will be considered in as expeditious a manner as possible. The request will be addressed and the appropriate accommodation will be provided in a way that respects the dignity of the

student. Amongst the things considered in assessing the request are:

- The student's disability and the arising impairment or restrictions
- The medical evidence provided, and/or, depending on the circumstances, additional medical evidence obtained with the permission of the student and/or parents or guardians;
- The accessibility accommodations requested;
- Other possible accommodations that may address the student's impairment or restrictions;
- Whether the accessibility accommodations would cause undue hardship to the School Board, taking into account cost, outside sources of funding, and health and safety.

Throughout the process the School Board follows in assessing the request, the school principal will maintain carriage of the process on behalf of the School Board, and will generally be the person who contacts the student and/or parent or guardian. The principal is also the person the student and/or parent or guardian should contact if they have any information to provide or if they have any questions, concerns or input into the process.

The school principal will, where appropriate, escalate any issues concerning accessibility to the following School Board personnel:

- The Superintendent of Human Resources
- The Superintendent of Special Education
- The Superintendent of Facilities
- Legal Counsel

Once the request has been assessed, the principal will contact the student and/or parent or guardian in writing or by email to advise of the decision with respect to the request. Depending on the circumstances, the decision may be to:

- Accommodate the student in the way requested

- Accommodate the student in a different way that will still meet her or his disability needs
- Implement the appropriate accessibility accommodation at a later time, if immediate accommodation would result in undue hardship
- Implement an interim accommodation until a permanent accommodation can be put in place
- Deny the request

If the decision is to accommodate the student other than in the way requested, written reasons will also be provided explaining the decision.

### Joint Responsibility

Accommodation is a two-way street. In other words, it is a process that requires mutual cooperation. The school will need the help of the student and/or parent or guardian to implement appropriate accessibility accommodations for the student's disability. This may include:

- Meeting with the school to discuss the impairments or restrictions the disability raises
- Taking part in discussions on possible accessibility changes and solutions
- Cooperating with the School Board in obtaining information from doctors and other health care professionals necessary to implement appropriate accessibility accommodations
- Cooperating with any outside professionals the School Board may retain to assess or implement accessibility accommodations, including building contractors, designers, and consultants

Likewise, the school will participate in the accommodation process in accordance with the principles of dignity, individualization and inclusion. We will work cooperatively, and in a spirit of respect, with all partners in the accommodation process. This may include:

- Accepting the accommodation request in good faith, unless there are legitimate reasons for doing otherwise

- Ensuring that the student or parent/guardian are provided with regular updates on the accommodation request
- Taking an active role in ensuring that alternative approaches and possible solutions are investigated
- Getting expert opinion or advice where appropriate
- Respecting confidentiality and privacy, and only sharing information with individuals directly involved in the accommodation process
- Limiting requests for information to what is reasonably related to the accommodation
- Dealing with the accessibility accommodation request in a timely way

APPENDIX A



REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON FACILITIES POLICIES TO RESCIND, CONSOLIDATED FACILITIES MANAGEMENT POLICY B.B.01 & OPERATING PROCEDURES

*I can do all this through Him who gives me strength.  
Philippians 4:13 (NIV)*

Created, Draft	First Tabling	Review
September 13, 2016	September 22, 2016	
Maria Rizzo, Chair, Governance and Policy Committee Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
<b>RECOMMENDATION REPORT</b>		

**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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.*

**Members of the Committee:**

Maria Rizzo, Chair  
 Nancy Crawford, Vice Chair  
 Jo-Ann Davis, Trustee Ward 9  
 Angela Kennedy, Ex-Officio  
 Frank D'Amico, Ex-Officio





## **A. EXECUTIVE SUMMARY**

This report identifies and recommends Board policies to rescind as they are obsolete, no longer relevant, and are either operational and/or closely mirror language in the *Education Act* or other relevant legislation. This report further recommends the approval of the partially consolidated Facilities Management policy B.B. 01 and the TCDSB Facilities Services Operating Procedure.

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Regular Board as it recommends policies to rescind and a policy consolidation with operational procedures.

## **C. APPENDIX**

APPENDIX A: Policies identified to rescind

APPENDIX B: Consolidated policy B.B. 01 Facilities Management

APPENDIX C: Facilities Services Operating Procedure

## **D. COMMITTEE RECOMMENDATION**

1. That the Board accept the recommendations of the Governance and Policy Committee and approve the following policies be rescinded:
  - a. Design Modification (B.B.01)
  - b. School Design – New and Addition (B.B.02)
  - c. Portables – cluster (B.B.03)
  - d. Fencing (B.G.02)
  - e. Weed Control (B.G.03)
  - f. Parking – School Use (B.G.06)
  - g. Architects (B.M.02)
  - h. Additions and Replacements – Priority and Funding (B.M.03)
  - i. Capital Expenditure Forecast (CEF) Categories (B.M. 04)

- j. Carpet (B.P.01)
  - k. Window Coverings (B.P.04)
  - l. Telephones in Schools (B.P.05)
- 2. That the Board accept the recommendations of the Governance and Policy Committee and approve consolidated policy B. B. 01 Facilities Management and the TCDSB Facilities Services Operating Procedure proposed in Appendices B and C.



## TCDSB Policy Register

### Design Modifications B.B.01

#### Policy

1. The TCDSB shall consider all existing schools with both closed and open classrooms, for possible design modifications when requested according to the regulations.

2. Design modification may include the following elements when feasible:

a) a central library resource centre free from distraction,

b) instructional areas varying in size so as to provide an adaptive learning environment and including:

- i) some conventional classrooms;
- ii) some open areas for instructional purposes;
- iii) designed facilities for special areas of the curriculum such as JK, SK, special education, music, family studies, design technology, science, etc.

c) accessibility for the handicapped to the school, to school washrooms and instructional rooms, as well as being mindful of their needs in the practical day to day encounters within the school.

#### Regulations:

1. For purposes of school design modifications, the school community shall be defined as: separate school ratepayers within the catchment area of the school, staff of the particular school, Curriculum Support Unit supervisory officers, pastor(s), local trustee, and others who have an interest in the school.

2. The recommendations for design changes, to bring about improvement of instruction, shall be processed to the Board through the Curriculum Support Unit:

a) by the principal on behalf of the school staff, OR

b) by the principal or chairman of the Catholic School Advisory Council on behalf of the Catholic School Advisory Council following one or more meetings to which the community has been invited, at which the matter of school design has been fully explained and discussed.

3. A staff report concerning the need for a design change shall accompany the request for a change.

4. The design committee shall recommend the method of design modification based on the wishes of those requesting the change, the cost, and the structural design of the building.

5. The basic design concept of double classroom pods and single classrooms shall be used as an initial design guideline.

6. Requests for design modifications shall be considered with the capital expenditure forecast and the current annual budget.

*BM p 126, 19 Jun 86; BM p 26, Feb 77*

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## TCDSB Policy Register

### School Design- New And Additions B.B.02

#### Policy

The design of new schools and additions shall be submitted to a meeting of the school community for its consideration and recommendations before being acted upon by the Board.

#### Regulations:

1. The principal, in conjunction with the Curriculum Support Unit Superintendent and chairman of the Catholic School Advisory Council, shall:
  - a) determine convenient date, time and place for the meeting,
  - b) prepare agenda for the meeting,
  - c) invite the local trustee(s) to the meeting,
  - d) send notices of the meeting to all trustees and the Director of Education.
2. For purposes of school design, the school community shall be defined as:
  - a) parents of students attending the school,
  - b) staff of the particular school,
  - c) supervisory officers of the school,
  - d) pastor(s),
  - e) local trustee,
  - f) others who have an interest in the school.
3. The design of a new school or of an addition to an existing school shall consider accessibility for the handicapped to the school, to washrooms and to instructional rooms, as well as being mindful of their needs in the practical day to day encounters within the school.
4. The recommendations of the school community, for design changes to bring about improvement of instruction, shall be processed to the Board through the established administrative procedures.

*BM p 126, 19 Jun 86; BM, May 77.*

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## TCDSB Policy Register

### PORTABLES - CLUSTERED B.B.03

#### Policy

Clustered portables shall be considered in the following situations:

1. when establishing new schools (elementary and secondary) where MET approval for a permanent facility is not forthcoming,
2. where MET approval for a permanent school addition is not forthcoming,
3. when a site becomes overcrowded with single portables.

*BM p 126, 19 Jun 86; BM p 574, May 80.*

---

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APPENDIX A



## TCDSB Policy Register

### Fencing B.G.02

#### Policy

Fencing shall be installed as required to provide a safe environment for the school community.

#### Regulations:

The Director of Education shall have the discretionary authority to administer the policy as the need arises, with the following regulations as guidelines:

1. There will be fencing abutting private property at a minimum of six feet or as permitted by jurisdictional authorities.
2. Fencing between public parks and schools will be at the discretion of the principal and appropriate Curriculum Support Unit Superintendent.
3. Parking lots shall be separated from play areas by means of a four foot high fence or other physical barrier.
4. Kindergarten play areas located on front lawns will have a safe physical separation for the students at the discretion of the principal and appropriate Curriculum Support Unit Superintendent.
5. Play yards adjacent to roadways will have a safe physical separation for the students at the discretion of the principal and appropriate Curriculum Support Unit Superintendent.
6. Openings in fences for vehicular traffic will be protected by gates where required.

*BM p 126, 19 Jun 86; BM, Jun 76.*

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## TCDSB Policy Register

### WEED CONTROL B.G.03

#### Policy

The TCDSB shall control the growth of weeds on its property through safe, non-chemical alternatives. Herbicide application is prohibited.

#### Regulations:

TCDSB shall implement its weed control program through traditional horticultural practices like regular grasscutting, aeration and fertilization.

*Admin. Services Meeting 17 May 01, BM p 126, 19 Jun 86; BM p 497, May 81.*

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APPENDIX A





## TCDSB Policy Register

### Parking- School Use B.G.06

#### Policy

1. The playground shall be made inaccessible to vehicular traffic by an appropriate means, (fences, gates, etc.) and signs shall be posted at each vehicular gate indicating that drivers must report to the office.
2. The parking area for staff and visitors shall be made inaccessible to students at each school, wherever possible.
3. Vehicular movement on school playground areas during the day will be accompanied by a member of the school staff when students are present.
4. Separated parking lot and play areas shall be incorporated into future site design for new buildings and additions.
5. A preferred parking space will be identified for the handicapped.

*BM p 126, 19 Jun 86; BM, Oct 75.*

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APPENDIX A



## TCDSB Policy Register

### Architects B.M.02

#### Policy

The Board shall employ architects who are capable of designing educationally effective as well as cost efficient buildings.

#### Regulations:

1. Architects shall be selected where they have demonstrated

good performance including cost, design and time line - contract production and supervision.

2. Subject to regulation 1. hereof in the case of additions, the original architect for the existing building will be given preference.

3. Architectural firms wishing to do work for the Board shall be requested to provide updated brochures.

4. For each building program, some consideration shall be given to recommending architects new to the Board.

5. The formal architect/client agreement shall be the standard form adopted by the Board.

*BM p 126, 19 Jun 86; BM p 326, May 78.*

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## TCDSB Policy Register

### Additions And Replacements- Priority And Funding B.M.03

#### Policy

The "Ministry Equity Capital Reserve" (MECR) and the "Board Equity Capital Reserve" (BECR), derived from the disposal of surplus sites, shall be used on a first priority basis to fund additions and/or replacements which do not receive an MET allocation.

#### Regulations:

1. The priority list which indicates the need for a replacement of or an addition to a school shall be updated annually in the Board's Capital Expenditure Forecast (CEF) submitted to the MET.
2. After receipt of the MET allocations, the priority list shall be used annually to identify the addition(s) and/ or replacement(s) to be considered for construction from the reserve fund.  
*BM p 126, 19 Jun 86; BM p 476, Apr 80.*

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## TCDSB Policy Register

### Capital Expenditure Forecast (CEF) Categories B.M.04

#### Policy

The capital expenditure forecast (CEF) shall be developed annually according to objective criteria to select the capital projects within each category.

#### Regulations:

1. Capital projects shall be prioritized within the following categories:

- a) site acquisition,
- b) new construction,
- c) additions,
- d) replacements,
- e) general purpose room - enrolment 650 and over,
- f) major renovations,
- g) portables,
- h) design modifications.

2. Capital projects shall be prioritized within these categories in accordance with objective criteria approved by the Board.

*BM p 126, 19 Jun 86; BM p 286, Feb 83.*

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## TCDSB Policy Register

### Carpet B.P.01

#### Policy

The Board shall provide carpet where required to satisfy academic and administrative needs.

#### Regulations:

1. The installation of carpet shall be limited to the areas as follows:

- a) kindergarten classroom, other than wet area;
- b) special education classrooms, other than wet area;
- c) multiple use areas (e.g. open or activity based classroom area, theatre arts);
- d) library and library support areas;
- e) administrative areas;
- f) staffroom, other than eating and kitchen area;
- g) music classroom; and,
- h) theatre arts.

2. Notwithstanding 1.i) hereof, the first twelve feet from the entrance doors of clustered portables will be covered with a resilient material.

*BM p 180, 16 Mar 89; BM p 126, 19 Jun 86.*

---

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## TCDSB Policy Register

### Window Coverings B.P.04

#### Policy

Appropriate window coverings shall be provided for all schools.

#### Regulations:

1. Window coverings for school facilities will be plastic vinyl or equivalent on a single track system.
2. Drapery cloth fabric or blinds will be limited for use in administrative units, staff lounges and for stages.
3. The principal and/or the appropriate Curriculum Support Unit Superintendent of Education will select the colours.

*BM p 126, 19 Jun 86; BM, 76.*

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APPENDIX A



## TCDSB Policy Register

### Telephones In Schools B.P.05

#### Policy

All schools will be provided with an adequate telephone communications system.

#### Regulations:

1. a) The following areas qualify for a telephone set: principal's office, vice principal's office (each), secretary (each), staff room (one), guidance (each staffed office), athletic office (each), library, chaplain's office, cafeteria office, and health room.
- b) The following areas, with the approval of the appropriate Curriculum Support Unit superintendent, qualify for a telephone set: department head offices, auditoria, additional staff rooms and extraordinary circumstances.
- c) Where a school has two campuses, the annex may be provided with one additional line and one additional extension.
- d) Where a school has more than one building on the same campus, each student loaded permanent building will be equipped with an extension telephone set.
2. Telephone lines shall be provided on a need basis which is directly related to the number of sets and jacks:
3. A telephone jack will be provided for each school as the computerized energy management system is implemented.
4. Each school will be provided with a jack for a telephone answering machine if required by the school's safe arrival program. A telephone answering machine for use only outside of regular school hours requires the approval of the appropriate Curriculum Support Unit superintendent.
5. All lines entering a school will be directed to a common equipment room and appear on the secretary's telephone set.
6. All telephone systems will be configured to include multiple intercom paths.
7. All telephone systems will include a privacy feature as a requirement for all telephone sets.
8. All telephone systems will permit dial access to the school's public address system to the extent that an all call address can be made from the principal's telephone.
9. Secondary schools may have at least one pay telephone for student and visitor use and the telephone(s) should be installed on a non guarantee basis, where possible.
10. Where student councils have their own offices and wish to install a telephone, they may do so at no cost to the Board.

*BM p 151, 21 Aug 86; BM, Jan 79; BM p 543, 544, Jul 76.*



**POLICY SECTION:** BUILDING/PLANT/GROUNDS  
**SUB-SECTION:** FACILITIES MANAGEMENT  
**POLICY NAME:** FACILITIES MANAGEMENT  
**POLICY NO:** B.B. 01

Date Approved:	Date of Next Review:	Dates of Amendments:
<b>Cross References:</b>  F.P. 01 Purchasing Policy S. 25 Good Neighbour Policy		
<b>Appendix – TCDSB Facilities Services Operational Procedures</b>		

### **Purpose**

To provide greater accountability of facilities infrastructure and a higher standard for internal controls of facilities management, in alignment with current Education Statutes and Regulation of Ontario (Section 169.1(5)). This policy requires the maintenance of a comprehensive set of operating procedures that will adapt to changes in facilities management principles, new legislation and industry best practices.

### **Scope and Responsibility**

The purpose of ensuring facilities management accountability and effective internal controls is the responsibility of administrators throughout the Toronto Catholic District School Board (TCDSB) organization. The Director of Education supported by the Superintendent of Facilities, is responsible for this policy.

### **Alignment with MYSP**

Strengthening Public Confidence  
Fostering Student Achievement and Well-Being  
Providing Stewardship of Resources  
Inspiring and Motivating Employees





**POLICY SECTION:** BUILDING/PLANT/GROUNDS  
**SUB-SECTION:** FACILITIES MANAGEMENT  
**POLICY NAME:** FACILITIES MANAGEMENT  
**POLICY NO:** B.B. 01

## **Policy**

The Toronto Catholic School Board (TCDSB) will achieve effective utilization and stewardship of its facilities resources through sound application and management of facilities systems and internal controls involving Capital Services, School Renewal, School Operations and School Maintenance. These objectives will be achieved by adherence to facilities management principles, sound industry best practices and the regulation of applicable Authorities Having Jurisdiction. Management will maintain comprehensive operational procedures to guide and safeguard both occupants and assets of TCDSB in its day to day operations.

## **Regulations**

1. Senior Coordinator of each department shall develop and maintain appropriate, and where required, confidential procedures pertaining to funds allocation and financial control.
2. Supervisors of each department shall obtain or assist in obtaining appropriate permits where necessary and liaise with appropriate authorities to ensure compliance with relevant acts, regulations and legislative requirements.
3. All work including new schools, additions, interior and exterior renovations and repairs shall adhere to the established TCDSB building design standards.
4. School Operations and Maintenance Staff shall ensure health and safety of the occupants through daily and annual checks, inspections, tests and maintenance of life safety, fire protection and operating equipment as mandated by relevant acts, regulations and legislative requirements.
5. Facilities Services staff shall update the Facilities Database at the completion of every project. Database to be made available to other departments within the Board and Authorities Having Jurisdiction.

## **Evaluation and Metrics**

1. Facilities Budget Report, outlining Capital Services, School Renewal, School Operation & School Maintenance, will be provided annually to the Board of Trustees.
2. Capital Program Status Update Report will be provided annually or twice a year as required to the Board of Trustees.
3. School Renewal Program will be provided every two years to the Board of Trustees.

## **TCDSB Facilities Services Operating Procedure**

Created: June 2016

This document outlines the standard operating procedures for the Facilities Services staff, including Capital Services, School Renewal, School Operations and School Maintenance, in terms of compliance with legislative and Board requirements.

### **Definitions**

*Facilities* – all buildings, structure and grounds that are leased, owned or controlled by Toronto Catholic District School Board (TCDSB)

*Facilities Database* – the TCPS (Total Capital Planning Solutions) database, an up-to-date and accurate database for Toronto Catholic District School Board facilities reported to the Ministry of Education on a yearly basis.

### **Legislative Context**

Authorities Having Jurisdiction but not limited to the following:

Ontario Building Code (OBC)

Ontario Fire Code

Accessibility for Ontarians with Disabilities Act (AODA)

Technical Standards & Safety Act (TSSA)

Ontario Electrical Safety Code (ESA)

Occupational Health and Safety Act and Regulation for Construction Projects

Green Energy and Green Economy Act

### **Responsibilities**

Capital Services and School Renewal are responsible for project management for all school renewal, renovation, additions and new schools. These departments shall:

- Develop project budget estimates and identify project scope.
- Communicate and coordinate with the school community throughout the entire project life-cycle. The school community shall include all stakeholders but not limited to parents of students attending the school, staff of the particular school, supervisory officers of the school, local trustee, and pastors.
- Appoint consultants and award contractors through TCDSB Procurement Policy and Procedure.
- Monitor the design and construction/renovation of facilities.
- Follow the principles outlined in the manual prepared by the Expert Panel on Capital Construction: From Concept to Classroom – Leading Practices Manual for School Construction in Ontario.
- Update *Facilities Database* at the completion of every project.

School Operations & Maintenance are responsible to provide a clean, healthy and safe environment for all occupants and repairing of all building structures, finishes, electrical and mechanical equipment. These departments shall:

- Develop and manage Operation & Maintenance funding and budget.
- Respond to emergency situations that result in a threat to life, safety, health, facilities, utilities or interruptions to classes.
- Ensure overall cleanliness and safety of the facilities through daily and monthly inspections logs. Problems identified in the logs will be processed through SAP for repair.
- Maintain all operating systems in proper working conditions by having a detailed preventative maintenance plan, an ongoing deferred maintenance plan and responding to the repair needs.
- Ensure proper operation of life safety items, such as elevators, barrier free access control, emergency lighting and fire prevention through daily, monthly and annual inspections. Annual inspections are performed through third-party vendors.
- Manage site safety practices such as weed control, grass cutting, snow removal and security monitoring through third-party vendors.
- Collaborate with the Occupational Health & Safety department in the Asbestos Management Program.
- Provide school services including pick up/disposal and/or recycling of furniture and equipment; coordinate moves and setups between and within schools.
- Update *Facilities Database* at the completion of every project



REPORT TO

REGULAR BOARD

## COMMUNITY ENGAGEMENT 2015-2016 ANNUAL REPORT

*"Greater love has no one than this; that he lay down his life for his friends."*  
John 15:13

Created, Draft	First Tabling	Review
August 29, 2016	September 22, 2016	<a href="#">Click here to enter a date.</a>
John W. Yan, Senior Coordinator, Communications, Public and Media Relations John Wujek, Superintendent of Schools, Community Relations Carla Marchetti, Senior Coordinator, Community Relations		
<b>INFORMATION REPORT</b>		

### 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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity*



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

## **A. EXECUTIVE SUMMARY**

This Annual Report highlights the key Board-wide Community Engagement initiatives (see Appendix A) and Community Learning and Cultural Engagement activities (see Appendix B) undertaken by Board staff during the 2015-2016 school year (September 1, 2015 – June 30, 2016).

## **B. PURPOSE**

As mandated in the Board Policy Register for T.07. Community Engagement, this Annual Standing Report is submitted to fulfil the requirement prescribed in the policy which stipulates under Evaluation and Metrics (Regulation 4):

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

The report outlines the initiatives and best practices utilized by the TCDSB (see Appendix A) to provide community engagement opportunities that are open, honest, transparent and accessible to all, and that value the input obtained in our decision making. In addition, the report overviews the major activities that highlight the Board's ongoing commitment to community and parent engagement achieved through community learning and cultural events (see Appendix B).

## **C. BACKGROUND**

At the September 10, 2015 meeting of the Board, Trustees instructed that future Community Engagement Annual Reports be restructured in two parts:

1. Community Engagement Report to include description levels, purpose and outcome (see Appendix A).
2. A separate listing of Learning Opportunities and Cultural Events (see Appendix B).

Both report summaries highlight best practices and are part of a “continuous improvement” philosophy with regards to the Board's community engagement activities.

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

1. Community engagement at the TCDSB engages community members and the general public in meaningful ways on matters in the purview of the Board to allow deeper conversations about values, beliefs and concerns, to emphasize the desired future, appreciate the positives and build on past successes and create effective networks.
2. The consideration of the views of community members in making policy decisions is achieved by supporting an ongoing exchange of information and feedback between the TCDSB, its parent and stakeholder communities. In the 2015-2016 academic year, staff were able to generate high levels of Board-wide community engagement on major policy deliberations related to: the Multi-Year Recovery Plan (MYRP), the revised 2016-2021 Multi-Year Strategic Plan; and the 2016-2017 Budget Consultations.
3. Best practices and innovative web-based strategies (Virtual Town Hall and live Chats) will continue to be used to widen involvement. In addition, Communications staff will utilize social media, in particular using Twitter for potential virtual meetings such as Twitter-based Town Halls (as an example)
4. The following key principles formed the foundation of effective engagements: commitment, evaluation, timing, inclusiveness, accessibility, location, clarity, respect, accountability and transparency. As well, community engagement activities in 2015-2016 addressed all six (6) pillars of the Multi-Year Strategic Plan. Staff strives to enhance effective ongoing communication and consultation strategies which are central to the stated goal of “continuous improvement” in community engagement.
5. Community engagement initiatives are designed to support the goal of ensuring our Catholic schools and the TCDSB are accessible and welcoming to parents and other community members. Our activities facilitate the need of community members and the general public for open access to information and to enrich the understanding of educational policies, programs and services. The TCDSB recognizes that its half-million ratepayers and community members have both the right and the responsibility to be involved in decisions made on their behalf.

## **E. METRICS AND ACCOUNTABILITY**

1. Impact and accountability summaries for each community engagement initiative are summarized in Appendix A and provide both quantitative and qualitative input received during community engagement. The Communications staff will continue to work with the Research Department go beyond numbers in terms of participation to ensure community engagement is measured by quality rather than quantity during any review of the key contributions to policy decisions.
2. The guiding principle for community engagement at the TCDSB is to use our new web-based tools to be as inclusive as possible to reflect the views of all TCDSB community members. Overcoming language, cultural and socio-economic access barriers are a priority by ensuring all essentials documents are made available online in their language of choice. The Board will utilize Google Translator to ensure these outcomes are met.
3. The summary and results contained in the 2015-2016 Annual Report will serve to inform 2016-2017 communication engagement strategies. Specifically, identifying sustainable opportunities for greater coordination and collaboration with the Archdiocese of Toronto during the TCDSB's "Year of the Parish".

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

## TCDSB COMMUNITY ENGAGEMENT REPORT: 2015-2016

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
<b>January to February 2016</b> <b>Multi-Year Strategic Plan (MYSP) 2016 - 2021</b>	Consult	<p>To support stakeholder input and ensure maximum engagement as the Board refined and revised its Multi-Year Strategic Plan (MYSP) for 2016-2021, Trustees endorsed the community engagement level of "CONSULT."</p> <p>Promotion of the proposed MYSP consultation process was coordinated using all media modalities in the Communications Department inventory, including Twitter and aligned to provide information through the Archdiocese and individual parish bulletins.</p> <p>To optimize stakeholder input in as comprehensive a process as possible:</p> <ul style="list-style-type: none"> <li>• Principals facilitated information sharing and survey input with their respective CSPCs to ensure input from the local school level.</li> <li>• All TCDSB stakeholders were invited to submit more detailed suggestions through a dedicated MYSP webpage featuring a confidential online survey and response/feedback input tool.</li> <li>• A Virtual Town Hall Meeting (January 19, 2016) was streamed live as an open forum for discussion on the recommended changes and refinements to the MYSP.</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual Town Hall attracted 133 online viewers, who engaged in a two hour live online discussion through an interactive, "Chat" feature.</li> <li>• 23 questions were submitted during "Live" stream in response to MYSP presentation by Board Staff</li> <li>• 16 questions submitted in advance to accommodate stakeholders unable to participate in the Virtual Town Hall were answered "Live On-Air".</li> <li>• 643 individuals submitted through an online survey over a 2-week period from January 13 to February 1, 2016 to inform the revised MYSP.</li> </ul>
<b>January-February 2016:</b> <b>Multi-Year Recovery Plan</b>	Involve	<p>The TCDSB community was given 8 opportunities to present their views (7 face-to-face opportunities</p>	<ul style="list-style-type: none"> <li>• 228 online participants engage in the</li> </ul>



## APPENDIX: A

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
<b>(MYRP)</b>		<p>and 1 virtual town hall) from January 28 to February 12, 2016) in order to inform the Board's Multi-Year Recovery Plan (MYRP) and its submission deadline for the end of February 2016, as established by the Ministry of Education.</p> <p>Emphasizing the important and unique roles of family, parish and school in these MYRP consultations underscored the Board's commitment to retaining public confidence and ensuring transparency at all levels of the TCDSB community regarding the measures necessary to comply with the Ministry of Education's directive to eliminate the Boards deficit by the 2018-2019 fiscal year.</p> <p>Engagement strategy was centered on web-based tool delivered comprehensive MYRP and financial information on a dedicated micro-website featuring:</p> <ul style="list-style-type: none"> <li>• Ask the Director (blog-style question and answer)</li> <li>• Frequently Asked Questions</li> <li>• Online survey with anonymous comments feature for each proposed budget recommendation</li> <li>• Virtual Town Hall featuring online "Chat" tool</li> </ul> <p>All feedback received through public consultation activities were gathered to inform the final decision on the MYRP Report required at the Board of Trustees meeting on February 18, 2016, as well as forming the foundation for budget consultations regarding the TCDSB's 2016-2017 Budget.</p>	<p>Virtual Town Hall (February 8, 2016)</p> <ul style="list-style-type: none"> <li>• Board staff fielded 44 questions submitted "Live" by viewers during the virtual streamed broadcast, and answered 21 questions submitted in advance by stakeholders unable to attend.</li> <li>• 765 responded to the MRYP Survey which resulted in over 213 individual comments and recommendations from TCDSB parents, staff and stakeholders</li> <li>• The majority of respondents (47%) indicated a preference for Option 3: Proposes incremental budget reductions to be spread out over the next three (3) years by making a smaller cut in the first year (2016-2017) and defers eliminating the accumulated deficit until the final year (2018-2019).</li> </ul>
<b>February – April 2016 2016-2017 Budget</b>	Consult	The Board sought feedback and guidance from its public stakeholders on where potential cost savings should be made or revenues generated as	<ul style="list-style-type: none"> <li>• 1,150 official respondents took time to complete the comprehensive survey on</li> </ul>

## APPENDIX: A

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
<b>Consultations</b>		<p>identified by Board staff and how those risks could be mitigated.</p> <p>Similar to the community engagement strategy for the MYRP, these consultations featured a microsite hosting comprehensive financial information and all the features noted above including a Virtual Town Hall featuring online “Chat” (held April 5, 2016)</p> <p>Survey results were compiled from responses received during the budget consultation period from April 1, 2016 to April 20, 2016 (Noon).</p>	<p>each of the proposed budget reductions</p> <ul style="list-style-type: none"> <li>• A 303 page listing of responses representing close to 3,000 individual comments from survey participants was provided in the report to Trustees to inform their budget deliberations.</li> <li>• 222 online participants took part in the 2-hour scheduled Virtual Town Hall on April 5, 2016, which featured 68 questions submitted, in addition to 18 questions provided in advance from stakeholders unable to attend live online.</li> </ul>
<b>April – May 2016 Revised School Accommodation Review Policy (S.09) and Revised Facility Partnerships Policy (B.R.07)</b>	Consult	<p>The Ministry of Education directed school boards to amend their existing pupil accommodation review and facility partnerships policies to reflect the changes incorporated into the new Pupil Accommodation Review Guideline (PARG) and Community Planning and Partnerships Guideline (CPPG) which sets minimum standards for school boards to meet in developing their pupil accommodation review and facility partnerships policies. To comply with the government’s request. Board made revisions to its Pupil Accommodation Review Policy (S.09) and Revised Facility Partnerships Policy (B.R.07)</p> <p>TCDSB parents, staff, stakeholders and community partners were invited to submit their views or concerns regarding these updated policies. A dedicated consultation web page was developed to host detailed background information, including the Board report and the newly revised</p>	<ul style="list-style-type: none"> <li>• A total of 53 responses were submitted to help inform Board staff.</li> <li>• In general the responses supported the policy amendments. Board staff reported on the consultation results in a report to Trustees at the May 12, 2016 Corporate Services Committee meeting. Trustees approved both new policies.</li> </ul>

## APPENDIX: A

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
		policy. Comments from stakeholders were collected online from April 6 to May 6, 2016	
<b>May 2016 New Health and Physical Education Curriculum Parent Information Sessions</b>	Inform	<p>The inform level of community engagement reflected the reality that the new HPE curriculum is mandated by the Ministry of Education and materials provided for use in TCDSB schools has been vetted by the Assembly of Catholic Bishops of Ontario (ACBO) and the Institute for Catholic Education (ICE).</p> <p>A section of the TCDSB web site dedicated to HPE curriculum information which contained a variety of resources provided by the Institute for Catholic Education (ICE) and communications from the Assembly of Catholic Bishops of Ontario. This was supported by active hyperlinks to ICE, the Ontario Ministry of Education.</p> <p>Parent Information Sessions were held at two secondary school locations (one East, one West) easily accessible by TTC via the Bloor-Danforth Subway: St. Patrick Catholic Secondary School (May 9) and Bishop Marrocco/Thomas Merton Catholic Secondary School (May 10).</p>	<ul style="list-style-type: none"> <li>• Approximately 36 parents attended at St. Patrick and over 75 at Bishop Marrocco/Thomas Merton.</li> <li>• Board staff provided an overview and highlighted the key sections of the new HPE curriculum. This was followed by open mike invitations for lively question and answer and dialogue between parents and Board staff.</li> </ul>
<b>March, 2016: Ryerson University-St. Patrick CSS New Soccer Field</b>	Inform	As one of the City of Toronto's leaders in providing open access to its facilities for recreational and community use, the Toronto Catholic District School Board's partnership with Ryerson	<ul style="list-style-type: none"> <li>• 20 parents and community partners attended the Information session on March 9.</li> <li>• Community Open House attracted over</li> </ul>

## APPENDIX: A

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
<b>Open House and Parent/Partners Information Session</b>		<p>University to renovate the sports field at St. Patrick's Catholic Secondary School came at an opportune time to meet a growing need across the City.</p> <p>Parent and school partner meetings were held in March to inform the school community, with a formal presentation on March 9. A community Open House which included varsity soccer players from both St. Patrick and Ryerson University was held on March 30 to showcase the new field plans and the new community programming.</p>	<p>120 participants, including a huge number of elementary students from nearby TCDSB schools taking part in the soccer clinic hosted by St. Pats and Ryerson varsity players. The school community expressed support for the new development</p> <ul style="list-style-type: none"> <li>• Unfortunately a small group of residents opposing the new field and the local city councillor's opposition resulted in Ryerson pulling out of the project.</li> <li>• The buzz created by the community engagement and city-wide media attention has resulted in an expression of interest of financial support from a sports group currently in the very preliminary stages.</li> </ul>

## TCDSB COMMUNITY ENGAGEMENT 2015-2016

### Learning Opportunities and Cultural Events

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
<b>October, 2015</b> <b>Newcomers' Welcome Conference</b>	Inform	TCDSB Community Relations Department cultural outreach and community engagement initiative featuring a Conference Forum to provide newcomer families and International Students with pertinent information on navigating the Canadian education, health and workplace system. The theme tied into TCDSB's Pastoral Plan - "The Year of the Family"	<ul style="list-style-type: none"> <li>• 240 attendees made up of parents, children and International Students attended and were provided with information to support their transition and integration into TCDSB community, including navigating the system, school structure, school registration and community resources linked to their local Catholic school and parish.</li> <li>• A postcard with relevant information and FAQs was provided in different languages as a handy reference tool.</li> </ul>
<b>October 2015</b> <b>Chinese Panda Cup Public Speaking Awards</b>	Inform	Sponsored by the Toronto Chinese Consulate, part of TCDSB International Languages and Community Relations Department cultural outreach and community engagement.	<ul style="list-style-type: none"> <li>• Awards were presented at a banquet for dignitaries, school board representatives, instructors, parents and students.</li> <li>• Four (4) TCDSB students were recognized by receiving top awards.</li> </ul>
<b>October 2015</b> <b>CSPC and Administrators' Policies and Procedures Workshop</b>	Inform	Workshops provide information and resources to CSPC and Administrators on Ministry and TCDSB policies and guidelines in order to lay the foundation for effective governance to support student achievement.	<ul style="list-style-type: none"> <li>• 300 attendees participated in information sharing to support increased parent engagement in TCDSB school communities. A plenary session provided an overview of current school council Ministry legislation and TCDSB policy.</li> <li>• This was followed by role specific break-out sessions where participants</li> </ul>

## APPENDIX: B

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
			increased their skill set and networked.
<b>October 2015 – June 2016</b> <b>CSPC and Administrators' Workshops</b>	Inform	Monthly workshops were provided for CSPC members, administrators and parents at large on topics pertinent to CSPC governance and parent engagement.	<ul style="list-style-type: none"> <li>• An average of 50 participants attended the monthly CSPC workshop where a specific topic related to CSPC governance and parent engagement was discussed in detail. Participants had the opportunity to increase their skills through small group discussion, role playing, case studies and question/answer periods.</li> </ul>
<b>October, 2015</b> <b>Parent Involvement Week</b>	Inform	TCDSB parent and community engagement initiative to increase the opportunities for parents to visit their child's school during the school day in order to see student learning in action.	<ul style="list-style-type: none"> <li>• Every school provided different opportunities for parents and community partners to visit the school to see learning in action and to have the opportunity to dialogue on various parent engagement initiatives.</li> </ul>
<b>November, 2015 - March, 2016</b> <b>Instituto Camoes Portugal</b>	Inform	TCDSB Community Relations Department cultural outreach and community engagement initiative to provide Professional Development for Portuguese Instructors.	<ul style="list-style-type: none"> <li>• Two workshops on strategies for teaching Portuguese as a Second Language sponsored by the Portuguese Consulate was provided with 25 Portuguese instructors attending. One workshop provided the opportunity for parents and their children to attend and listen to a Portuguese cultural group perform an interactive play.</li> </ul>
<b>January, 2016</b> <b>St. Jane Frances</b>	Inform	TCDSB Community Relations Department cultural outreach and community engagement initiative to bring together clergy, community leaders, school	<ul style="list-style-type: none"> <li>• 300 attendees participated, with students providing a variety of Vietnamese performances which was</li> </ul>

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ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
<b>International Languages Program</b>		administration, International Language instructors, parents, students, parish members, and TCDSB school board representatives to build and strengthen TCDSB's Trinity of HOME-SCHOOL-PARISH.	followed by cultural food, games and contests to promote community engagement through greater cultural understanding among the various TCDSB communities.
<b>February, 2016</b> <b>TCDSB Mass and Cultural Expose: African-Canadian Heritage Month</b>	Inform	TCDSB Community Relations Department Initiative featuring a Mass and celebration of African Canadian Culture	<ul style="list-style-type: none"> <li>• Attended by 200 students from 7 different schools along with staff and parents. This celebration included student work, presentations from the 7 schools on African Canadian Heritage, and a Mass celebrated by Fr. Obinna. The goal is to inform students of African Canadian culture and celebrate our Catholicity within the context of diversity within the TCDSB</li> </ul>
<b>March 2016</b> <b>TCDSB Mass and Cultural Expose: Celtic Heritage Month</b>	Inform	TCDSB Community Relations Department Initiative featuring a Mass and celebration of Celtic Canadian Culture. The goal is to allow students and parents within TCDSB to celebrate their unique culture and teach other students the uniqueness of our diversity with TCDSB.	<ul style="list-style-type: none"> <li>• Attended by 125 students from 4 schools along with staff and parents. This celebration was about the diversity of Celtic culture within our TCDSB Community. It included student work, student plays and began with a Mass.</li> </ul>
<b>March, 2016</b> <b>Parent Reaching Out Workshop</b>	Inform	TCDSB Community Relations Department outreach and community engagement initiative to provide CSPC members and Principals with in-depth information on parent engagement topics and the PRO Grant application process	<ul style="list-style-type: none"> <li>• 60 attendees participated. Number of PRO Grant applications from TCDSB has increased, with an accompanying high level of approvals of funds flowing from the Ministry to CSPCs.</li> </ul>
<b>June, 2016</b> <b>St. Mary of the Angels International Languages</b>	Inform /Consult	TCDSB Community Relations Department cultural outreach and community engagement initiative to bring together clergy, community leaders, school administration, International	<ul style="list-style-type: none"> <li>• Attended by 200 students and parents, along with board and community dignitaries. Students showcased their learning and demonstrated firsthand</li> </ul>

## APPENDIX: B

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
<b>Program</b>		Language instructors, parents, students, parish members, and TCDSB school board representatives to celebrate the 10th anniversary of the program.	the benefit to student achievement of learning an additional language.
<b>October 2015 – May 2016</b> <b>TCDSB sponsored Parent Forums for Filipino, Spanish, Tamil, Vietnamese and Chinese</b>	Inform	The Community Relations Department partners with various ethnic groups and assists with Parent Conferences that focus on parents; their feedback, concerns, questions etc.	<ul style="list-style-type: none"> <li>• Attended anywhere from 100 to 400 parents on Saturdays. The outcome is to inform various parent groups about the TCDSB; its programs both academically and socially, and to listen to what parents in these various communities have to say about our school system.</li> </ul>
<b>April 2016</b> <b>TCDSB Mass and Cultural Expose: Hispanic Heritage Month</b>	Inform	TCDSB Community Relations Department Initiative featuring a Mass and celebration of Hispanic Canadian Culture. The goal is to allow students and parents within TCDSB to celebrate their unique culture and teach other students the uniqueness of our diversity with TCDSB.	<ul style="list-style-type: none"> <li>• Attended by 200 students from 4 schools along with staff and parents. This celebration was about the diversity of Hispanic culture within our TCDSB Community. It included student work, student plays and began with a Mass.</li> </ul>
<b>May 2016</b> <b>TCDSB Mass and Cultural Expose: Asian Canadian</b>	Inform	TCDSB Community Relations Department Initiative featuring a Mass and celebration of Asian Canadian Culture. The goal is to allow students and parents within TCDSB to celebrate their unique culture and teach other students the uniqueness of our	<ul style="list-style-type: none"> <li>• Attended by 300 students from 4 schools along with staff and parents. This celebration was about the diversity of Asian culture within our TCDSB Community. It included student work, student plays and began with a Mass.</li> </ul>
<b>May, 2016</b> <b>15th Chinese Arts and Literary Contest for Youth</b>	Inform	Sponsored by the Association of Chinese Arts and Literary Contest for Youth in partnership with TCDSB as part of TCDSB International Languages and Community Relations Department cultural outreach and community engagement.	<ul style="list-style-type: none"> <li>• Awards were presented at a banquet for dignitaries, school board representatives, instructors, parents and students.</li> <li>• Twenty five TCDSB students were recognized by receiving awards in</li> </ul>



## APPENDIX: B

ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
			different categories.
<b>June, 2016</b> <b>St. Jane Frances</b> <b>Catholic Elementary</b> <b>School</b>	Inform	TCDSB Community Relations Department cultural outreach and community engagement initiative to bring together clergy, community leaders, school administration, International Language instructors, parents, students, parish members, and TCDSB school board representatives to build and strengthen TCDSB's Trinity of HOME-SCHOOL-PARISH.	<ul style="list-style-type: none"> <li>• 250 attendees including Church/Archdiocese and Vietnamese community dignitaries/leaders, enjoyed student showcasing their talents through poetry, song, dance and instrumental music performances in their native language.</li> </ul>
<b>June, 2015</b> <b>James Culnan</b> <b>Vietnamese International</b> <b>Languages Program</b>	Inform	TCDSB Community Relations Department cultural outreach and community engagement initiative to bring together clergy, community leaders, school administration, International Language instructors, parents, students, parish members, and TCDSB school board representatives to build and strengthen TCDSB's Trinity of HOME-SCHOOL-PARISH	<ul style="list-style-type: none"> <li>• 300 attendees including Church/Archdiocese and Vietnamese community dignitaries/leaders, enjoyed student showcasing their talents through poetry, song, dance and instrumental music performances in their native language.</li> </ul>
<b>June 2015</b> <b>Mass and Cultural</b> <b>Expose: Italian and</b> <b>Portuguese Heritage</b> <b>Months</b>	Inform	TCDSB Community Relations Department Initiative featuring a Mass and celebration of African Canadian Culture. The goal is to allow students and parents within TCDSB to celebrate their unique culture and teach other students the uniqueness of our diversity with TCDSB	<ul style="list-style-type: none"> <li>• Attended by 150 students from 4 schools along with staff and parents. This celebration was about the diversity of African culture within our TCDSB Community. It included student work, student plays and began with a Mass.</li> </ul>
<b>June, 2016:</b> <b>5th Annual “Festa della</b> <b>Lingua Italiana”</b> <b>hosted by Centro Scuola</b>	Inform	TCDSB Community Relations Department cultural outreach and community engagement initiative to bring together clergy, community leaders, school administration, International Language instructors, parents, students, parish	<ul style="list-style-type: none"> <li>• 450 students and parents participated with members of the TCDSB community, featuring Italian cultural performances.</li> </ul>

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ENGAGEMENT	LEVEL	PURPOSE /GOAL	OUTCOME/IMPACT
		members, and TCDSB school board representatives to build and strengthen TCDSB's Trinity of HOME-SCHOOL-PARISH.	<ul style="list-style-type: none"><li>• Recipients of the “Concorso Letterario” essay writing contest and student art work were presented with their awards.</li></ul>



REPORT TO

REGULAR BOARD

## SAFE SCHOOLS REPORT 2015-16

Trust in the Lord and do good;  
dwell in the land and enjoy safe pasture.

Psalm 37:3

Created, Draft	First Tabling	Review
September 7, 2016	September 22, 2016	<a href="#">Click here to enter a date.</a>
Vincent Burzotta, Superintendent Safe Schools, SSI, Alternative, Continuing & International Education Nadia Adragna, Principal Msgr. Fraser St Martin Campus Todd Visinski, Vice Principal Msgr. Fraser St. Martin Campus		
<b>INFORMATION REPORT</b>		

### 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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity*



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

## **A. EXECUTIVE SUMMARY**

Safe and healthy learning environments supported by positive school climates continues to be a key goal for the Toronto Catholic District School Board. Student Achievement and Well Being efforts are supported by school communities when they invest in activities that foster learning environments that are inclusive and accepting. In our annual Safe School Report we continue to examine metrics which promote continued growth in safe, caring and accepting school practices.

For 2015-16 we can conclude that the purposeful use of progressive discipline within our schools has contributed greatly to the overall positive metrics with respect to suspensions and expulsions over the last 5 years. Although there have been some increases in suspensions at the elementary level particularly with females, the long-term system-wide metrics indicate a downward trend in suspensions and instructional days lost to suspensions. Our secondary schools have shown the most growth in positive metrics with continued declines in suspensions and expulsions. In addition perceptual data from Safe School Climate surveys administered to elementary and secondary students indicate that an overwhelming number of students (95% in elementary and 91% in secondary) still believe their schools are safe places to interact and learn.

The Safe Schools department continues to increase the quantity and scope of its professional learning modules offered to members of the TCDSB community to educate staff and students, and provide them with knowledge and skills to create more positive, accepting and safe school environments. Informed by the local Safe and Accepting Schools Teams, all schools will review their local 2015-2016 Safe Schools metrics and make adjustments as needed to their Safe Schools Plan. The components of the plan will include action items for: Bullying Awareness, Prevention and Intervention; Progressive Discipline; and Positive School Climate.

## **B. PURPOSE**

1. The Safe Schools Report for 2015-2016 will include quantitative and qualitative data related to Safe Schools metrics, procedures, programs and other activities designed to create safe, accepting learning environments, and strengthen public confidence in the TCDSB. In an effort to gain further insights into the data the 2015-2016 Report also includes an embedded gender analysis.
2. The following areas will be addressed in this report, along with actions undertaken to address evidence-informed needs:

(1) Suspension and Expulsion Data

- (2) Safe Schools Climate Surveys
- (3) Alternative Safe Schools Programs for Students
- (4) Professional Learning to Build Capacity within the System
- (5) Actionable Items 2015-2016 to consider

- 3. The evidence will highlight those areas of strength and success, as well as areas for growth, resulting in prioritized actions for the 2016-2017 school year.

## **C. BACKGROUND**

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

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

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

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

Below are data related to Safe Schools:

### **SECTION 1: Suspension and Expulsion Data (Appendix A)**

An analysis of the five year history of Suspension and Expulsion data at TCDSB (2011-2016) indicate a downward trend in the following areas: number of Suspension Notices issued; number of students being suspended; number of students receiving multiple suspensions; and the number of days lost to Suspension. This past year however saw an increase in Elementary School suspensions followed by a continued decline in Secondary Schools suspensions. Detailed data appear below:

## **ELEMENTARY SCHOOLS [Comparison with 2014-2015 data]**

At the Elementary level, the data indicate that more students received suspension as a progressive discipline consequence (36). A closer look at the data reveal that the Junior Division saw more suspensions than either the primary or intermediate divisions. Some comparisons with the previous year (2014-2015) indicate:

- Decrease in the number of Suspension Notices issued to males (27) and increase to females (63)
  - Decrease in the number of Instructional Days lost to Suspension for males (2)
  - Increase in the number of Instructional Days lost to Suspension for females (96)
  - Increase in the number of *males* with an Individual Education Plan (IEP) who were suspended (5)
  - Increase in the number of *females* with an Individual Education Plan (IEP) who were suspended (12)
- Decrease in the number of *males* suspended 2 or more times (19)
- Increase in the number of *females* suspended 2 or more times (29)

*This data would indicate that males' recidivism has declined and female recidivism has increased*

- Increase in the number of *males* Suspended Pending Possible Expulsion under Section 310 of the Education Act (3)
- Decrease in the number of *females* Suspended Pending Possible Expulsion under Section 310 of the Education Act (1)
- Decrease in Board Expulsions (3) for *males* and *no change* for *females* in Board Expulsions
- No change in School Expulsions for *males* and *females* in School Expulsions

*Overall there has been no significant change in the more serious infractions of Expulsions. From the total number of Suspension Pending Possible Expulsion processes initiated (29), very few resulted in expulsions (2). This would suggest principals are using all available sources of information and considering mitigating and other factors during their investigations.*

## **SECONDARY SCHOOLS [Comparison with 2015-2016 data]**

At the Secondary level, the data indicate that fewer students are receiving suspension as a progressive discipline consequence. The data also indicates a

significant reduction (-1016) of notices of suspensions issued over the past five years.

Some comparisons with the previous year (2014-2015) indicate:

- Decrease in the number of Suspension Notices issued *for all students* (421)
- Decrease in the number of Suspension Notices issued *for males* (275)
- Decrease in the number of Suspension Notices issued *for females* (146)
- Decrease in the number of *males* suspended under Section 306 of the Education Act. (96).
- Decrease in the number of *females* suspended under Section 306 of the Education Act. (77)
- Decrease in the number of Instructional Days Lost to Suspension *for males* (584).
- Decrease in the number of Instructional Days Lost to Suspension *for females* (270)
- Decrease in the number of *males* suspended 2 or more times (179)
- Decrease in the number of *females* suspended 2 or more times (69)

*This data would indicate that overall recidivism for both males and females is in decline suggesting that intervention strategies including suspension appear to correct student inappropriate behaviour.*

- Decrease in the number of *males* with an Individual Education Plan (IEP) who were suspended (21).
- Decrease in the number of *females* with an Individual Education Plan (IEP) who were suspended (36).

*Overall, the data indicates that there has been a decreasing trend for suspensions issued to students with an IEP which suggests that Mitigating and Other Factors are being considered when issuing Progressive Discipline.*

- Increase in the number of *males* Suspended Pending Possible Expulsion under Section 310 of the Education Act (4)
- Increase in the number of *females* Suspended Pending Possible Expulsion under Section 310 of the Education Act (19)
- Decrease for *males* in Board Expulsions (8)

- Increase for *females* in Board Expulsions (3)
- Decrease in School Expulsions for males (8)
- Increase in School Expulsions for *females* (8)

*Overall there continues to be significant positive changes in regards Suspensions at the secondary level relative to previous years, indicating that positive student behaviour has created safer school environments. This is consistent with our decreasing 5 year trend data. The reduction in both Suspension Notices and Instructional Days lost to Suspension indicate that students are spending more time in school, hence improving opportunities for student achievement and well-being. Although the data indicates that there has been an increase in the number of expulsions issued to females, it is fair to note that a particular incident has skewed this number and is not consistent with previous years.*

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

During the 2015-2016 school year, elementary students in Grades 6 and 8 participated in the *Safe and Caring Catholic School Climate* survey, and secondary students in Grades 9-12 participated in the *Secondary Safe Schools* survey. Data gathered from these surveys are reported for individual schools and as a Board.

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

## **COMPARATIVE REVIEW (TREND OVER TIME)**

### **Elementary Schools**

In February/March 2016, 10,294 students in Grades 6 and 8 in all TCDSB elementary schools participated in the Safe and Caring Catholic (SCCSC) Survey. Overall, elementary students' perceptions of school safety are very positive and remain so over the past 3 years, with over 94% of students indicating they feel *very safe* or *safe* in school.

### **Some highlights on safety (See Appendix B1):**

As in previous years, a large majority of students (over 80%) report they have *never witnessed* or *experienced* in school drug use, gang activity, weapons, relationship violence and harassment based on sexual orientation.



Also, consistent over the past three years,

- More than 90% of students feel *very safe* or *safe* in school, in the classroom, while eating lunch at school, in the hallways, and during indoor recess.
- 65% report they have *never* been bullied at school.
- Almost 60% of students indicate that bullying is a *small problem* or *not a problem* in their school.

Improvements are evident in the percentage of students *witnessing/experiencing* verbal abuse and in the reporting of bullying *experienced* and *witnessed* to staff.

Areas for further dialogue:

- 60% report they have *witnessed* another student being bullied at school, this is a 6% increase from 2014-2015.
- Over 60% of students indicate they have *witnessed* or *experienced* physical violence and verbal abuse at least 1 time. While student reports on verbal abuse have improved, verbal abuse and physical violence continue to be an area of focus.
- *Verbal* and *social* forms of bullying continue to require dialogue.

**Secondary Schools**

In November 2015, 4,899 students in Grades 9 through 12 from all TCDSB secondary schools participated in the Safe Schools Survey. Overall, secondary students' perceptions of school safety are positive and have remained so over the past 3 years, with about 92% of students reporting feeling *very safe* or *safe* in school.

Some highlights on safety (See Appendix B2):

Within the 3 year timeframe, improved perceptions of safety are evident in several of the *unsafe actions* probed (e.g., physical violence, drug use, inter-racial conflict, verbal abuse, alcohol use and theft), frequency of students *experiencing* bullying, and reporting of bullying *experienced* and *witnessed* to staff.

There has been improvement also in the percentage of students' reporting that bullying is a *small problem* or *not a problem* in their school (now at 69%; a 5% increase from the previous year).

Also, consistent over the past 3 years:

- More than 80% of students feel *very safe* or *safe* at school (including the classroom, cafeteria, hallways, sports/after school events, stairs, travelling to

and from school and at dismissal time).

Areas for further dialogue include:

- Consistent with past years, the ratings of safety in the parking lot are high with almost 80% of students feeling *very safe* or *safe*.
- While student reports on verbal abuse have improved, verbal abuse continues to be an area of focus and further dialogue, with only 33% of students reporting that they *never witnessed* or *experienced* it.
- The percentage of students *witnessing* or *experiencing* physical violence at school has decreased however, this area requires continued focus as almost half of the students report having *witnessed/experienced* physical violence at least once.
- Almost half the students have *witnessed* another student being bullied (now at 48%).
- *Verbal* and *social* forms of bullying continue to require dialogue.

**GENDER BREAKDOWN**

For the most part, findings comparing male and female students have remained the same as in previous years.

**Elementary Schools** (See Appendix B3)

- Little or no differences between male and female students with regards to their feeling safe in and/or around school.
- More male than female students reported *witnessing/experiencing* physical violence; more male than female students indicated being physically bullied at school.
- While most students regardless of gender report *never* being bullied or of *witnessing* bullying, female reports of bullying *experienced* and *witnessed* are higher than that of males.
  - *Verbal* and *social* bullying continue to be areas of foci for both genders however, females reported *experiencing* and *witnessing* social and cyber bullying more so than males, whereas males had higher reports of *experiencing* and *witnessing* physical bullying.
- More female students have told another person about being bullied; more male students have reported the bullying they *experienced* to a staff member.
- More male students indicated that they think bullying is *a small problem* or *not a problem* in their school.

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

- Generally, most male and female students (i.e., at least 74%) report feeling *safe* or *very safe* in the various locations within their respective schools.
  - Female reports of safety in the washroom are notably higher than that of males.
  - Male reports of safety in the parking lot, as well as, travelling to and from school are higher than females.
- More male than female students reported *witnessing/experiencing* physical violence, weapons, theft and gang activity.
- While most students regardless of gender report *never* being bullied, female reports of bullying are higher than that of males.
  - *Verbal* and *social* bullying are areas of continued focus for both genders however, females reported *experiencing* and *witnessing* social and cyber bullying more so than males, whereas males had higher reports of *experiencing* and *witnessing* physical bullying.
- More female students indicated they reported the bullying they *experienced* to a staff member.
- More female students reported that they *witnessed* another student being bullied and reported it to someone.
- More male students indicated that they think bullying is *a small problem* or *not a problem* in their school.

### **SECTION 3: Safe Schools Alternative Programs**

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

#### **1. The Expulsion Program**

The Expulsion Program is a short term support program for students who have been expelled from all schools of the TCDSB. The program serves elementary students grade 6-8, and secondary school students, grades 9-12. Program staff work in a multidisciplinary team to address student strengths, needs and triggers with an aim to provide individualized academic programming and individual support at school. Once students have transitioned from their home school, the goal for all students is to successfully complete the demission requirements and return to a different TCDSB secondary 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 2015-2016, 3 students accessed the elementary program and 43 students were served in the secondary program. 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 provides 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.

In 2015-16, 85% of eligible suspended students were served by TIPSS teachers at sessions in Toronto Public Library sites. In situations where adult students/parents have chose not to attend TIPSS, the school provided the student /family or in some cases detention centre with work packages. In all cases students were afforded the opportunity to continue with their learning while on long-term suspension.

## **SECTION 4: Professional Learning for TCDSB Stakeholders**

In 2015-2016, the Safe Schools Department offered professional learning on diverse safe schools topics to students, parents, TCDSB staff members and community partners.

### **Students:**

Consistent with the research that recognizes students play a critical role in creating positive and safe school environments, key learning opportunities were offered to both elementary and secondary students. Since October 2014, the Safe Schools Department has supported the establishment and growth of the Safe Schools Student Ambassador Program. This initiative provides secondary students with learning opportunities to build capacity in the area of Safe Schools, supports Safe Schools Student Ambassador local initiatives and outreach activities in TCDSB elementary schools. Safe School Ambassadors have also delivered workshops at national conferences including the November 2015 PREVNet Conference.

In November 2015, a Bullying Awareness and Prevention Symposium was held at St. Basil-The-Great Catholic School. The central theme of the symposium was “Using Social Media to Promote Positive School Climate”. The event culminated with the showcase of Safe Schools Student Ambassador Video Projects which highlighted different aspects of our central theme. All were exemplary productions involving real local issues while highlighting the creative talents of our student ambassadors.

**Parents:**

As a child’s primary educator, parents play an integral role in supporting the safe and accepting climate at the school. Parents are included as active members of local Safe and Accepting School Teams, attending local school events including those organized during Ontario’s Bullying Prevention Week in November.

At the local level, parent groups often invite the Safe Schools Department to present at Information Evenings, CSPP and OAPCE meetings.

**TCDSB Staff Members:**

Throughout the last school year, a significant number of TCDSB staff members participated in one or more of the various Safe Schools professional learning modules, in-services, refresher courses, principal/vice principal presentations, school presentations, sessions or workshops (see Section E. Metrics). All of these sessions are offered by members of the TCDSB Safe Schools Department with special guests from partner stakeholder groups (e.g. Toronto Police Service). Feedback received from staff participants help to shape and inform the professional learning modules for the next school year.

Participation of TCDSB staff members at safe schools conferences and workshops offered by external organizations and agencies are often subsidized by the Safe Schools Department.

## E. METRICS AND ACCOUNTABILITY

2014-2015 Metrics	Evidence/Deliverables (2015-16 Metrics)
<p>1. Continue to diversify and expand Safe Schools professional learning including on-line learning and access to resources through digital media.</p>	<ul style="list-style-type: none"> <li>• 2 new module topics (22 topics total ) delivered in 2015-2016 Professional Learning Modules: <ul style="list-style-type: none"> <li>▪ 850 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff, office staff, custodians)</li> </ul> </li> <li>• Interdisciplinary professional learning opportunities with various TCDSB stakeholders: <ul style="list-style-type: none"> <li>○ New Teacher Induction Program – 190 new teachers</li> <li>○ Joint TSU/Safe Schools Training – 79 TSU Members</li> <li>○ Administrative Professional Development – 300 principals/vice principals/superintendents</li> <li>○ Newly Appointed Principal and Vice Principal In-services – 20 (Succession Series) and 35 (Head Start)</li> <li>○ Secondary Guidance Counsellor Workshop (Peer &amp; Self Exploitation) – 27 participants</li> <li>○ Police/School Orientation – 142 principals/vice principals; 13 senior staff; 50 police officers</li> <li>○ Bullying Awareness and Prevention Month Launch (St. Basil-The-Great) – 174 students, staff, parents from various TCDSB school communities</li> <li>○ School Staff &amp; CSPC Presentations – 70 participants</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Toronto Occasional Teacher Local (TOTL) – 50 participants</li> <li>○ Resolution Conference and Mediation Circles: <ul style="list-style-type: none"> <li>▪ 73 participants (social workers, CYW, educational assistants, teachers, students, officers)</li> </ul> </li> <li>○ Threat Assessment Training and Related Workshops: <ul style="list-style-type: none"> <li>▪ 163 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff, office staff, officers)</li> </ul> </li> <li>○ Risk Assessment Training – 260 Social Workers and Psychology Staff</li> <li>○ Psychology Presentation (Threat Assessment/Risk Assessment/Suicide Intervention) – 60 participants</li> <li>○ Training to Toronto Police Service – 90 police officers</li> <li>○ York University Teacher Candidate In-services/OISE – 70 teacher candidates</li> <li>○ SEAC Presentations – 50 members</li> <li>○ OAPCE Presentation – 15 members</li> <li>○ Camp Olympia Workshop – 40 elementary students</li> <li>○ Developed a series of training videos related to various Safe Schools topics available on the Safe Schools Portal Page (e.g. Guide to the 310 Process, RCMC, Effective Safe Schools Transitions, Effective Safe and Accepting School Teams, Threats to School Safety Response Procedures)</li> </ul>
2. Continue to focus on Safe Schools metrics that promote safe and accepting practices such as anonymous	<ul style="list-style-type: none"> <li>● A tender for anonymous reporting was awarded and the Safe Schools Department is working with the vendor for a projected start date for secondary schools in the fall 2016.</li> </ul>



reporting in schools.	
<p>3. a) Disaggregate safe schools metrics to identify student subgroups.</p> <p>b) Data patterns will be reviewed and where necessary action plans will be developed.</p>	<p>A) Identified that the increase in elementary suspensions stemmed from Primary Division. The Safe Schools Department:</p> <ul style="list-style-type: none"> <li>○ Raised Awareness: Discussed data pattern with Education Council and subsequently with all K-12 principals and central staff responsible for the Early Learning Program</li> <li>○ Directed schools to disaggregate local data to identify local patterns and appropriate interventions</li> <li>○ Discussed data pattern with members of the Joint TECT/Safe Schools Committee</li> <li>○ Concluded that many suspensions were attributed to programming issues and JK/K students' unfamiliarity with peer socialization</li> <li>○ Alternative strategies to address poor behaviour in primary grades were encouraged</li> </ul> <p>B) Committee was established to review schools with a higher number of racialized students and effective practices leading to student achievement and well-being. Committee's work is ongoing.</p>
c) Continue and expand the Safe Schools Student Ambassador Program.	<ul style="list-style-type: none"> <li>○ Safe Schools Student Ambassador Symposiums: <ul style="list-style-type: none"> <li>○ October 22<sup>nd</sup>, 2015 – 149 participants</li> <li>○ February 9<sup>th</sup>, 2016 – 166 participants</li> <li>○ May 10<sup>th</sup> 2016 – 148 participants</li> </ul> </li> <li>○ Safe Schools Student Ambassador Team delivered a workshop at the 2015 PREVNet National Conference on November 13, 2015.</li> </ul>



	<ul style="list-style-type: none"> <li>○ Safe Schools Student Ambassador Team engaged in outreach with local elementary schools. This initiative culminated in the “Turn It Off Tuesday” campaign where participating elementary students pledged to turn off electronic devices on December 15<sup>th</sup> and engage in non-electronic activities including reading, outdoor play, etc.</li> <li>○ Bullying Awareness and Prevention Launch held on November 6, 2015</li> </ul>
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## **F. ACTIONABLE ITEMS FOR 2016-2017**

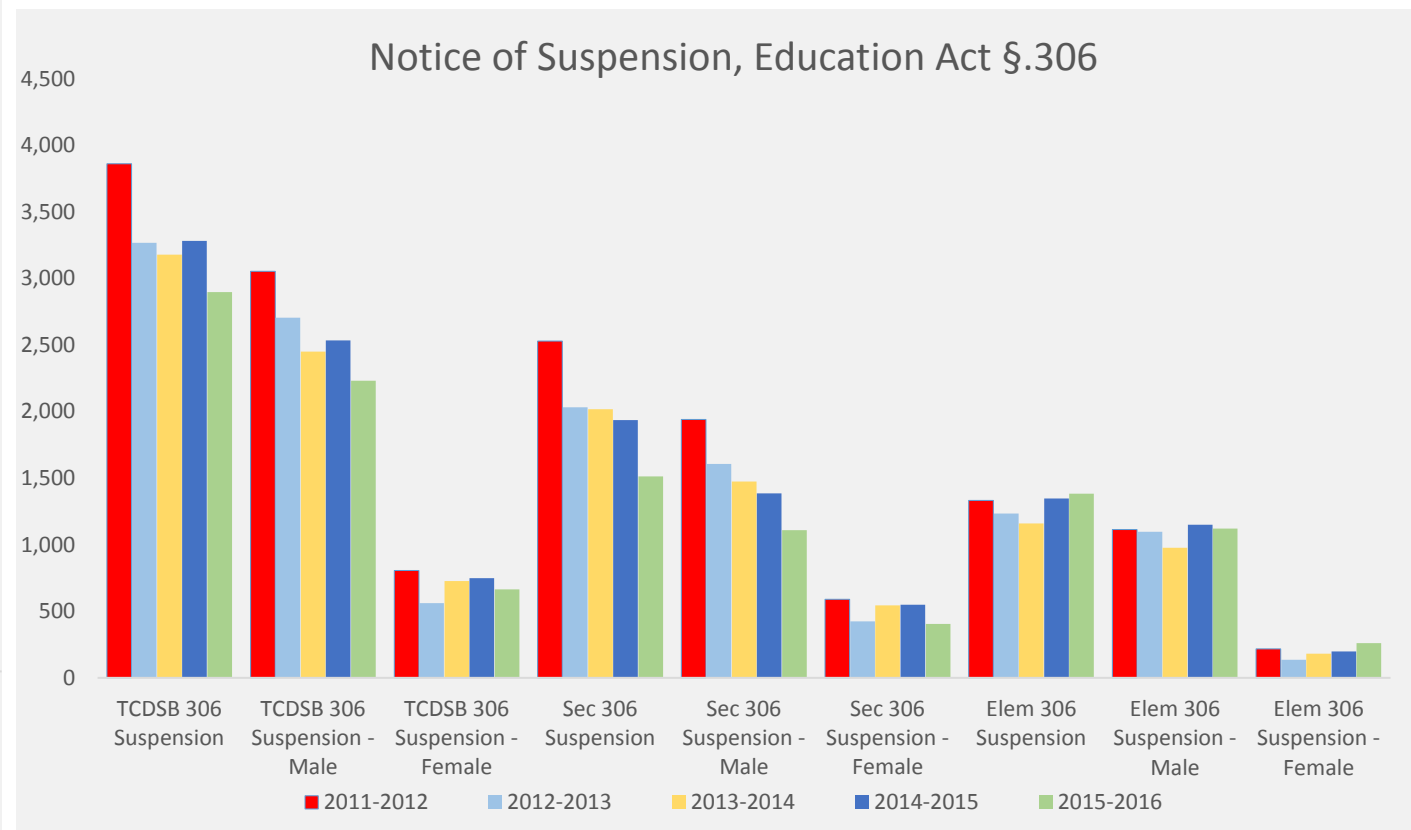
1. Continue to diversify and expand Safe Schools professional learning.
2. Continue and expand the Safe Schools Student Ambassador Program.
3. Examine data, and where appropriate develop strategies, to address the increase in elementary suspensions issued to female students.
4. Monitor the implementation of the 33 recommendations resulting from the Safe Schools Inquiry Report.
5. Prepare a Report on the interim status of the 33 Recommendations of the Safe Schools Inquiry.

## **G. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

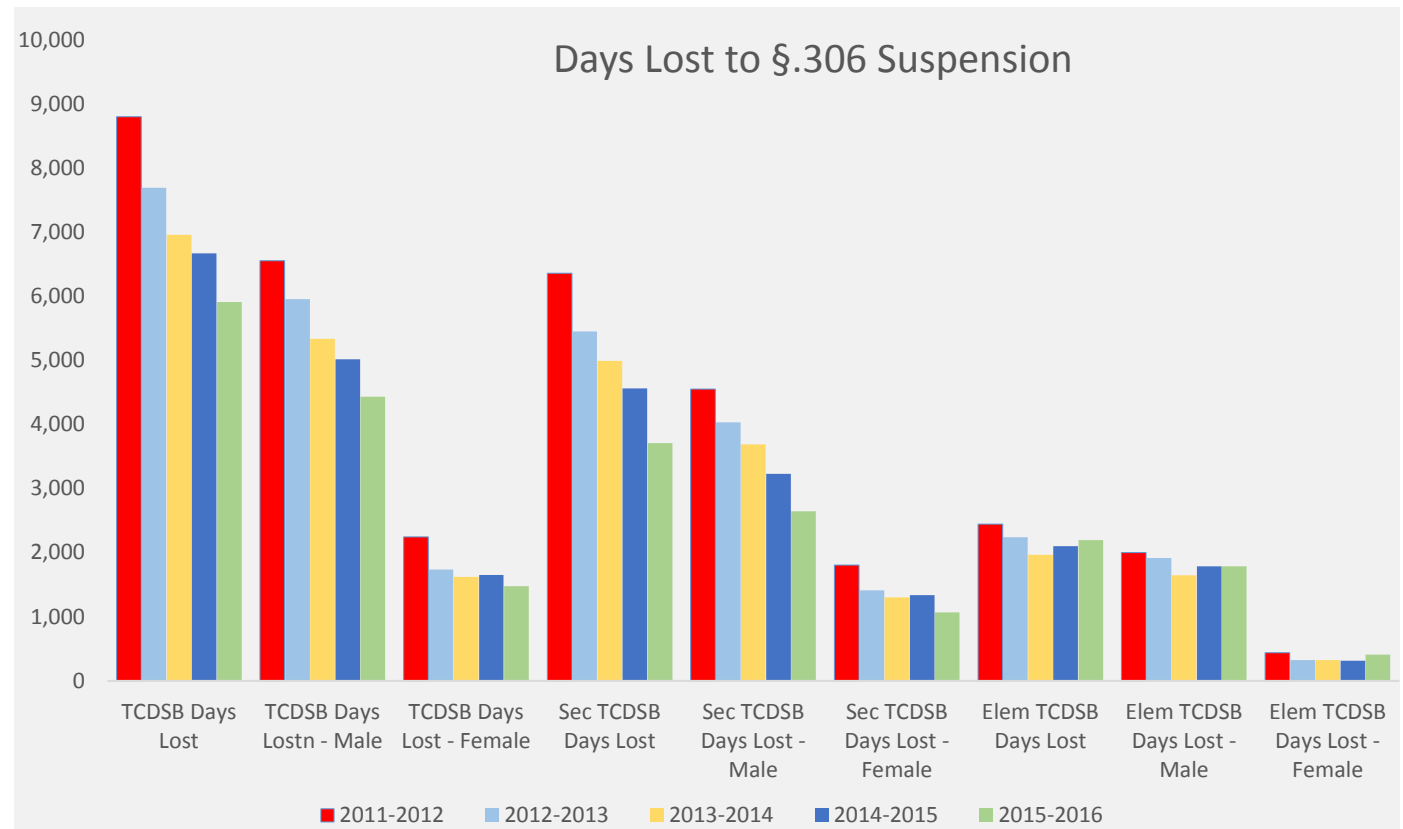
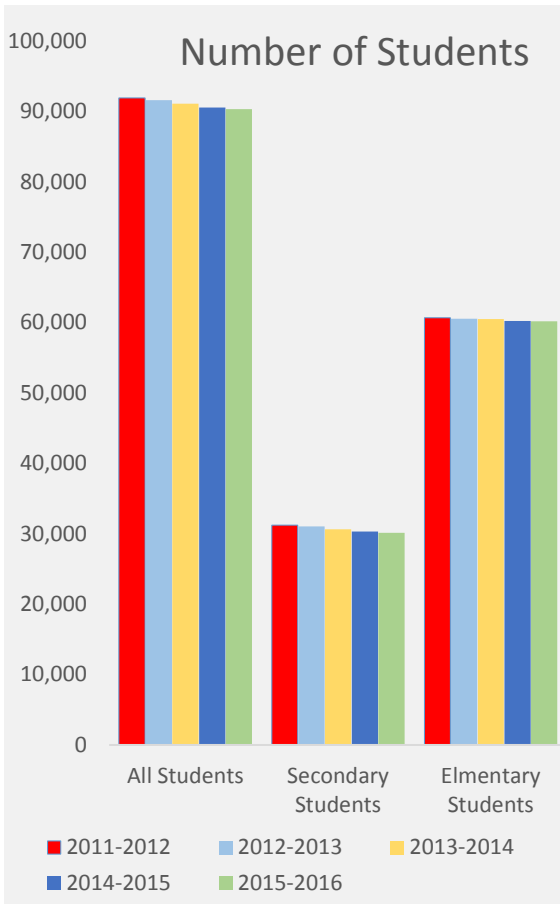
**Notice of Suspension, Education Act §.306**

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB 306 Suspension	TCDSB 306 Suspension - Male	TCDSB 306 Suspension - Female	Sec 306 Suspension	Sec 306 Suspension - Male	Sec 306 Suspension - Female	Elem 306 Suspension	Elem 306 Suspension - Male	Elem 306 Suspension - Female
2011-2012	91,924	31,238	60,686	3,864	3,056	808	2,531	1,941	590	1,333	1,115	218
2012-2013	91,596	31,038	60,555	3,269	2,707	562	2,033	1,608	425	1,236	1,099	137
2013-2014	91,115	30,631	60,484	3,180	2,453	727	2,020	1,475	545	1,160	978	182
2014-2015	90,541	30,319	60,222	3,285	2,536	749	1,936	1,386	550	1,349	1,150	199
2015-2016	90,333	30,149	60,184	2,900	2,234	666	1,515	1,111	404	1,385	1,123	262



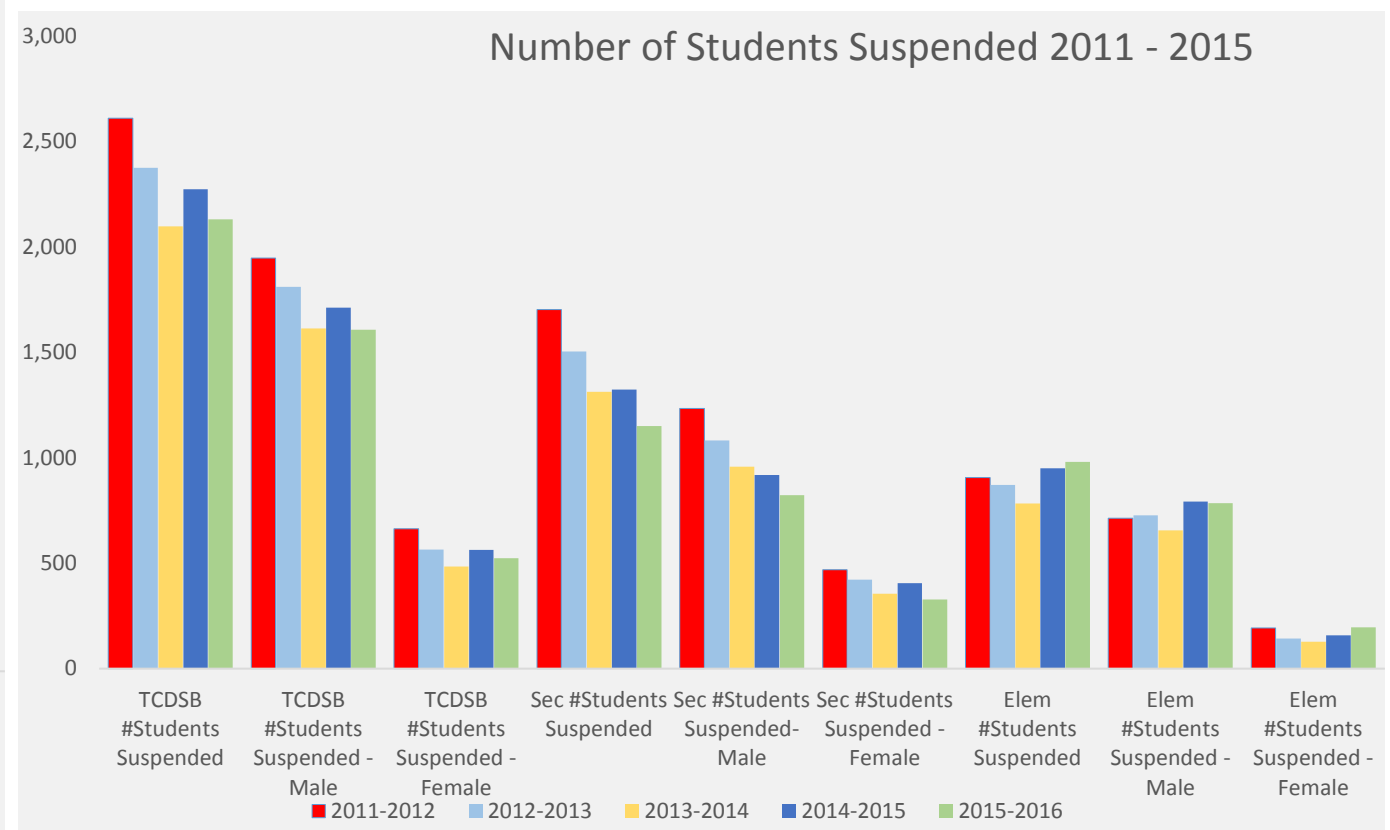
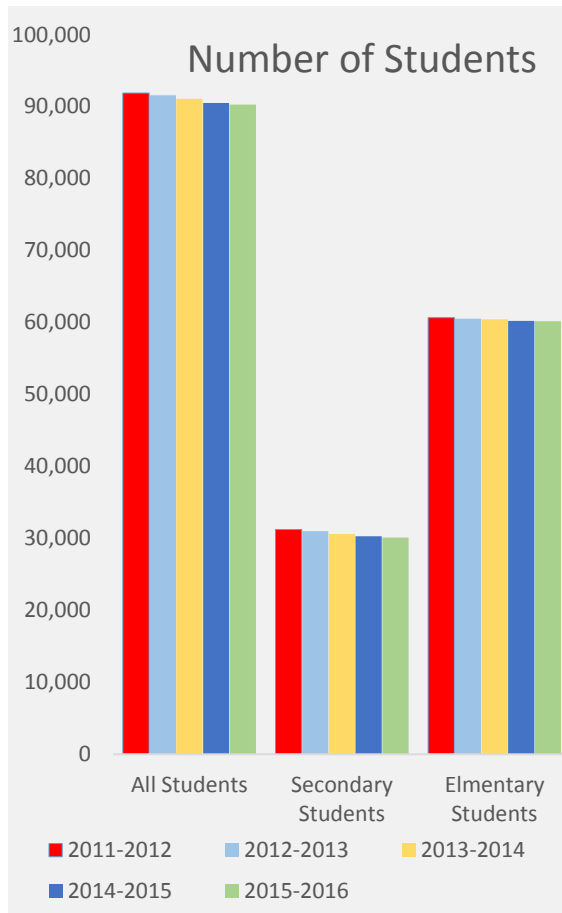
## Days Lost to §.306 Suspension

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
2011-2012	91,924	31,238	60,686	8,802	6,556	2,246	6,358	4,552	1,806	2,444	2,004	440
2012-2013	91,596	31,038	60,555	7,692	5,954	1,738	5,450	4,036	1,414	2,242	1,918	324
2013-2014	91,115	30,631	60,484	6,958	5,335	1,623	4,990	3,689	1,301	1,968	1,646	322
2014-2015	90,541	30,319	60,222	6,669	5,017	1,652	4,565	3,228	1,337	2,104	1,789	315
2015-2016	90,333	30,149	60,184	5,909	4,431	1,478	3,711	2,644	1,067	2,198	1,787	411



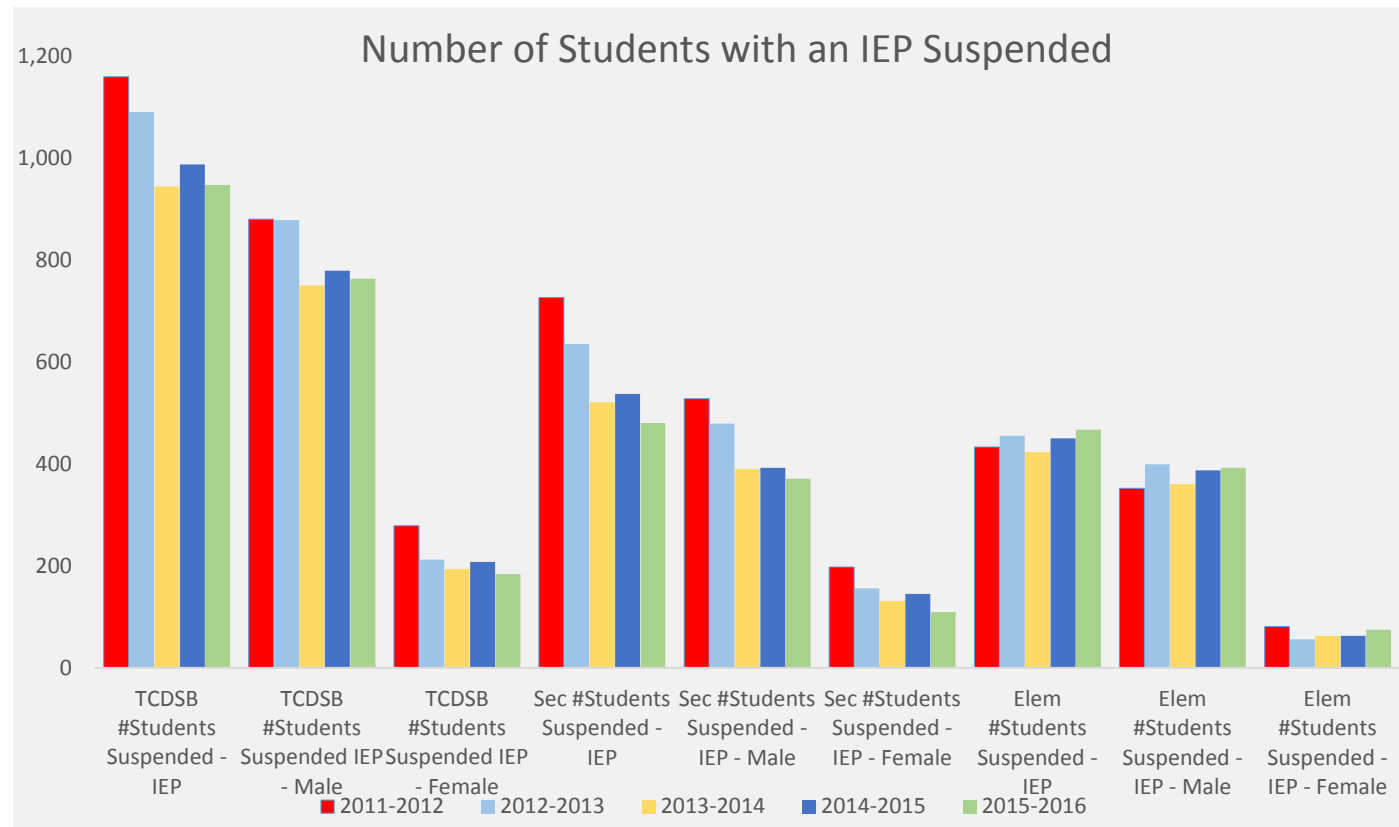
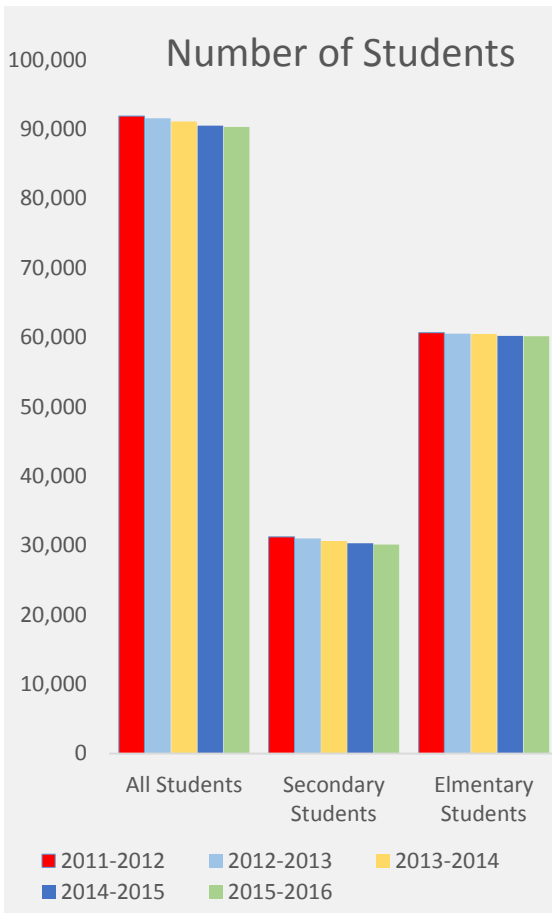
### Number of Students Suspended 2010 - 2014

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
2011-2012	91,924	31,238	60,686	2,611	1,948	663	1,704	1,234	470	907	714	193
2012-2013	91,596	31,038	60,555	2,376	1,811	565	1,505	1,083	422	871	728	143
2013-2014	91,115	30,631	60,484	2,098	1,614	484	1,314	958	356	784	656	128
2014-2015	90,541	30,319	60,222	2,275	1,712	563	1,324	919	405	951	793	158
2015-2016	90,333	30,149	60,184	2,132	1,608	524	1,151	823	328	981	785	196



### Number of Students with an IEP Suspended

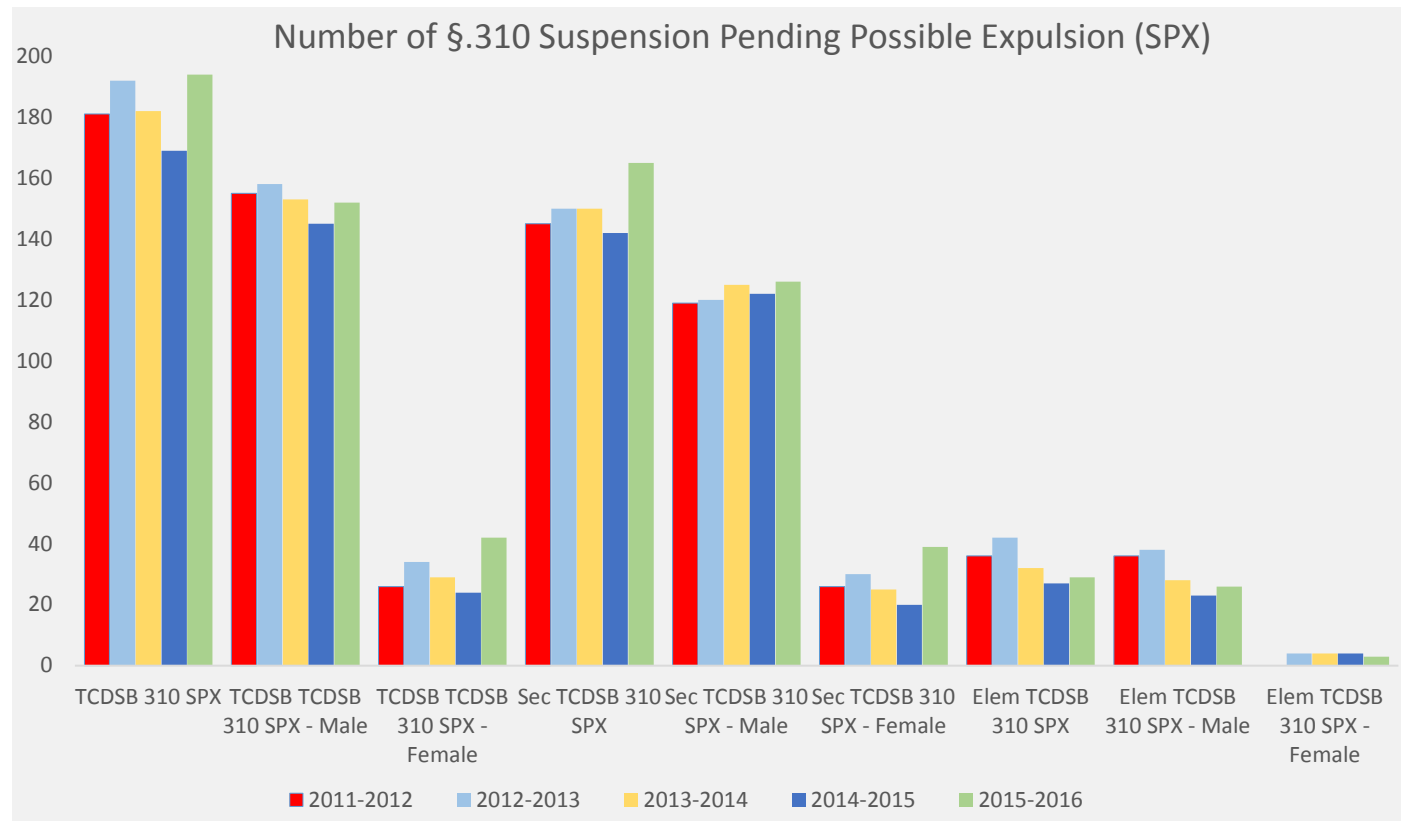
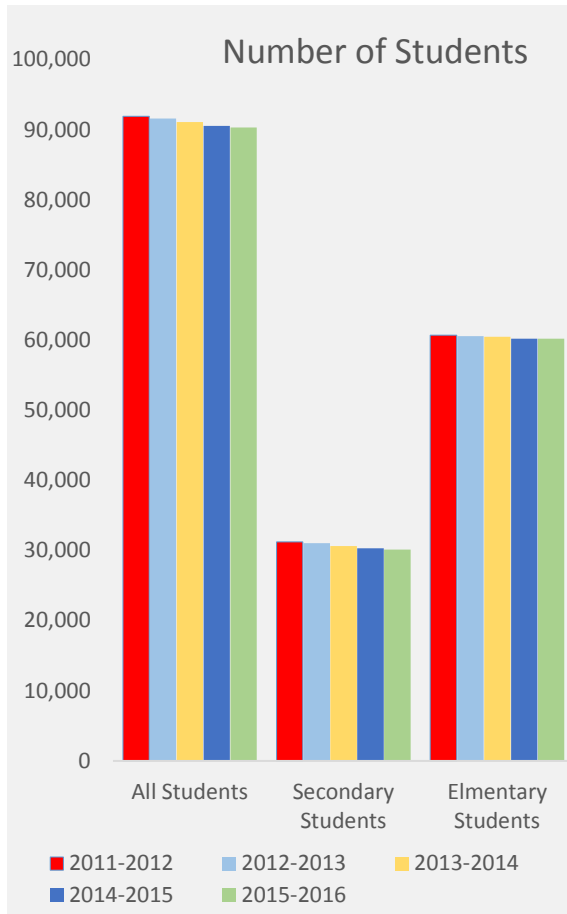
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended - IEP	TCDSB #Students Suspended - IEP - Male	TCDSB #Students Suspended - IEP - Female	Sec #Students Suspended - IEP	Sec #Students Suspended - IEP - Male	Sec #Students Suspended - IEP - Female	Elem #Students Suspended - IEP	Elem #Students Suspended - IEP - Male	Elem #Students Suspended - IEP - Female
2011-2012	91,924	31,238	60,686	1,159	880	279	726	528	198	433	352	81
2012-2013	91,596	31,038	60,555	1,090	878	212	635	479	156	455	399	56
2013-2014	91,115	30,631	60,484	944	750	194	521	390	131	423	360	63
2014-2015	90,541	30,319	60,222	987	779	208	537	392	145	450	387	63
2015-2016	90,333	30,149	60,184	947	763	184	480	371	109	467	392	75



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

TCDSB	All Students	Secondary Students	Elementary Students
2011-2012	91,924	31,238	60,686
2012-2013	91,596	31,038	60,555
2013-2014	91,115	30,631	60,484
2014-2015	90,541	30,319	60,222
2015-2016	90,333	30,149	60,184

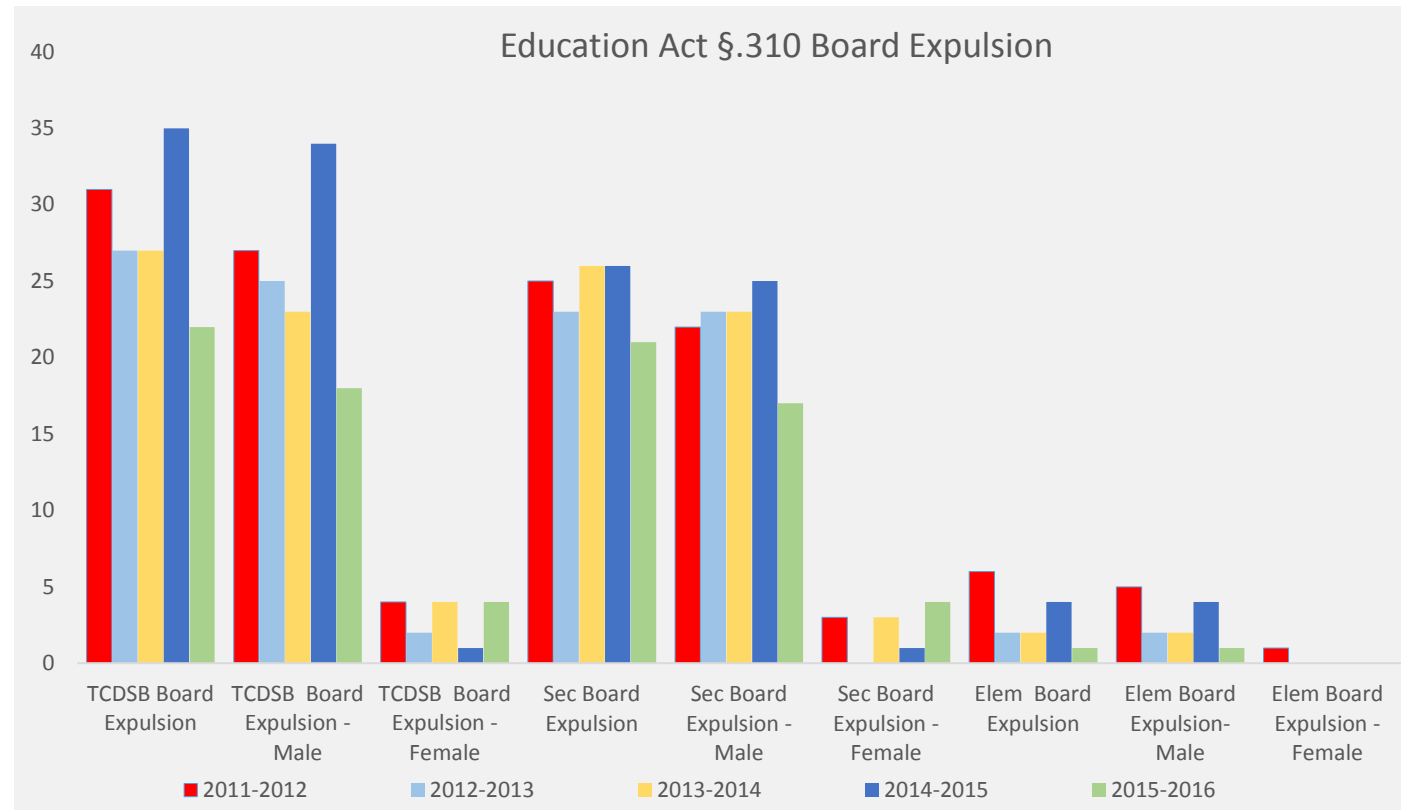
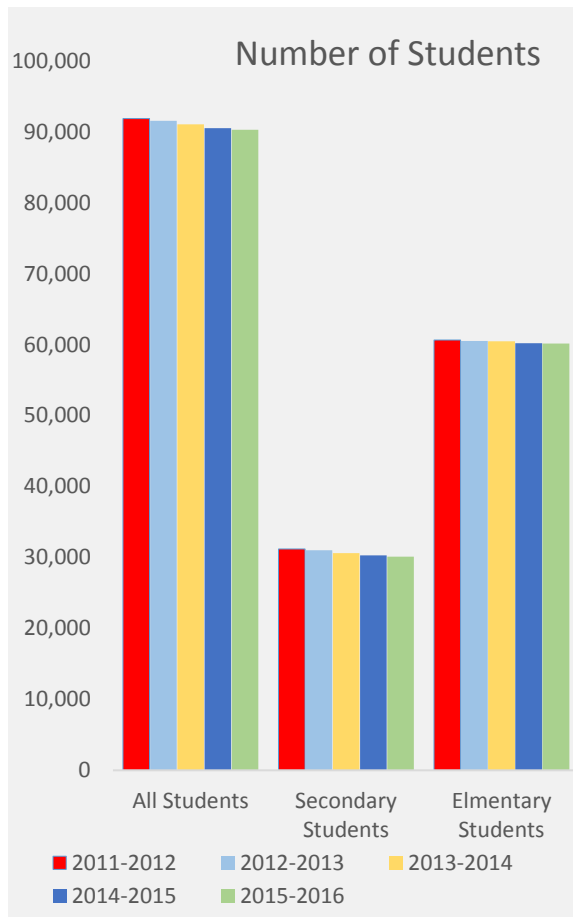
TCDSB 310 SPX	TCDSB TCDSB 310 SPX - Male	TCDSB TCDSB 310 SPX - Female	Sec TCDSB 310 SPX	Sec TCDSB 310 SPX - Male	Sec TCDSB 310 SPX - Female	Elem TCDSB 310 SPX	Elem TCDSB 310 SPX - Male	Elem TCDSB 310 SPX - Female
181	155	26	145	119	26	36	36	0
192	158	34	150	120	30	42	38	4
182	153	29	150	125	25	32	28	4
169	145	24	142	122	20	27	23	4
194	152	42	165	126	39	29	26	3



## Education Act §.310 Board Expulsions

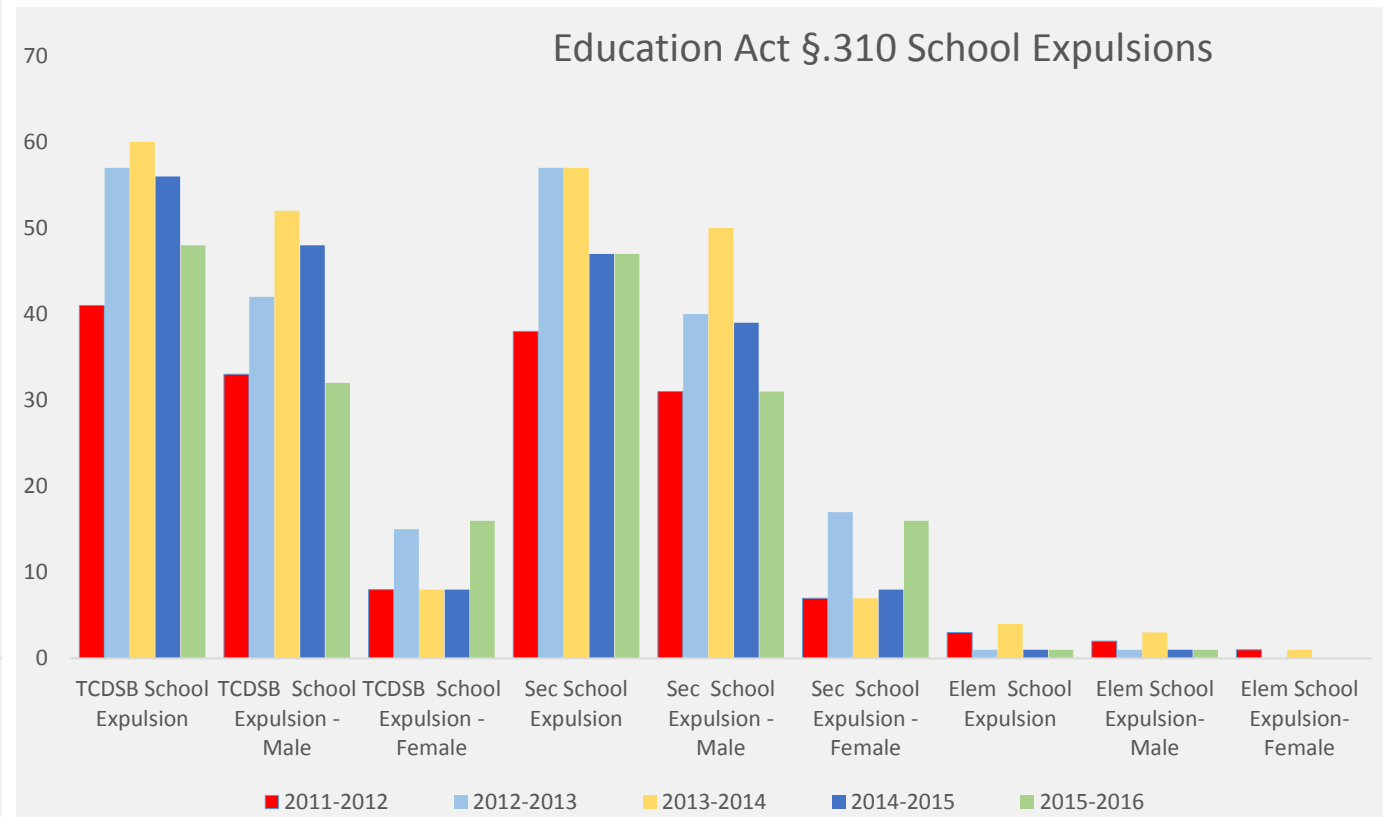
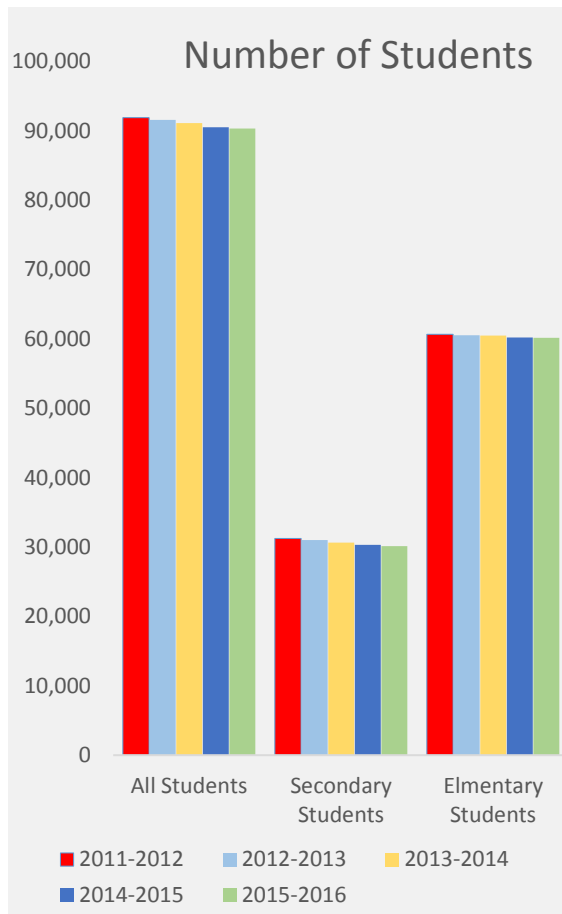
TCDSB	All Students	Secondary Students	Elementary Students
2011-2012	91,924	31,238	60,686
2012-2013	91,596	31,038	60,555
2013-2014	91,115	30,631	60,484
2014-2015	90,541	30,319	60,222
2015-2016	90,333	30,149	60,184

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
31	27	4	25	22	3	6	5	1
27	25	2	23	23	0	2	2	0
27	23	4	26	23	3	2	2	0
35	34	1	26	25	1	4	4	0
22	18	4	21	17	4	1	1	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
2011-2012	91,924	31,238	60,686	41	33	8	38	31	7	3	2	1
2012-2013	91,596	31,038	60,555	57	42	15	57	40	17	1	1	0
2013-2014	91,115	30,631	60,484	60	52	8	57	50	7	4	3	1
2014-2015	90,541	30,319	60,222	56	48	8	47	39	8	1	1	0
2015-2016	90,333	30,149	60,184	48	32	16	47	31	16	1	1	0







**Safe Schools Department & Educational Research**  
**Safe and Caring Catholic School Climate Survey**  
**Elementary Comparative Review 2013-2014 to 2015-2016**

**Appendix B1**

**A. SCHOOL SAFETY**

Feel <i>Very Safe</i> or <i>Safe</i> :	2015-2016	2014-2015	2013-2014
in school	95%	92%	95%
in the classroom	95%	92%	95%
while eating lunch at school	92%	90%	93%
in the hallways	90%	88%	91%
in the washrooms	85%	84%	86%
at sports/after school events	83%	82%	N/D*
on the stairs/in stairwells	83%	83%	84%
travelling to and from school	76%	75%	75%
at dismissal time	90%	88%	N/D
during indoor recess	92%	90%	93%
outside during recess	81%	80%	82%

\*N/D = No data

**B. UNSAFE ACTIONS**

Activities <i>Witnessed/Experienced</i> in School	Year	Never	1-3 times	4-6 times
Physical Violence	2015-16	33%	46%	11%
	2014-15	36%	42%	9%
	2013-14	35%	44%	10%
Drug Use	2015-16	94%	4%	<1%
	2014-15	90%	3%	<1%
	2013-14	94%	3%	<1%
Inter-Racial Conflict	2015-16	65%	24%	5%
	2014-15	65%	21%	4%
	2013-14	63%	24%	5%
Verbal Abuse	2015-16	36%	31%	13%
	2014-15	38%	29%	11%
	2013-14	32%	31%	13%
Gang Activity	2015-16	87%	9%	1%
	2014-15	85%	7%	1%
	2013-14	88%	8%	1%

Activities <i>Witnessed/Experienced</i> in school	Year	Never	1-3 times	4-6 times
Weapons	2015-16	86%	11%	1%
	2014-15	84%	9%	1%
	2013-14	89%	9%	1%
Theft	2015-16	61%	27%	6%
	2014-15	62%	24%	4%
	2013-14	62%	26%	5%
Relationship Violence	2015-16	81%	13%	2%
	2014-15	81%	10%	2%
	2013-14	82%	11%	2%
Harassment based on sexual orientation (Grade 8 only)	2015-16	84%	10%	2%
	2014-15	81%	9%	2%
	2013-14	86%	8%	1%

### C. BULLYING

Since September, how many times have you been bullied at school?	Year	Never	1-3 times	4-6 times
	2015-16	65%	23%	7%
	2014-15	64%	22%	6%
	2013-14	63%	23%	6%

*The percentages reported in the next two questions are for a subset of students - **only those students who experienced being bullied at school** (n = 3,649 or 35% in 2015-2016).*

Since September, in what way(s) have you been bullied at school? <i>You may choose more than one</i>	2015-2016	2014-2015	2013-2014
Verbal (name calling, constant unwanted teasing/joking)	85%	82%	85%
Physical	24%	22%	20%
Social (being excluded, gossip)	48%	45%	46%
Cyber (social media)	15%	14%	13%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	10%	19%	16%

Since September, have you told another person about <i>being bullied</i> ?	Year	Yes
	2015-16	69%
	2014-15	68%
	2013-14	66%

*The percentages reported in the next question are for a further subset of students – **only those students who experienced being bullied at school and who told another person about being bullied** (n=2,505 or 24% in 2015-2016).*

	Year	Staff member
To whom did you report this bullying (you <i>experienced</i> )?	2015-16	41%
	2014-15	37%
	2013-14	35%

	Year	Yes
Since September, have you <i>witnessed</i> another student being bullied at school?	2015-16	60%
	2014-15	55%
	2013-14	54%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (n = 6,205 or 60% in 2015-2016).*

Since September, in what form(s) of bullying have you witnessed? <i>You may choose more than one.</i>	2015-2016	2014-2015	2013-2014
Verbal (name calling, constant unwanted teasing/joking)	88%	87%	86%
Physical	48%	45%	41%
Social (being excluded, gossip)	58%	53%	53%
Cyber (social media)	26%	24%	20%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	16%	30%	24%

	Year	Yes
Since September, did you report any form of bullying you <i>witnessed</i> ?	2015-16	50%
	2014-15	47%
	2013-14	44%

*The percentages reported in the next question are for a further subset of students – **only those students who witnessed bullying at school and who reported the bullying they witnessed** (n = 3,126 or 30% in 2015-2016).*

	Year	Staff member
To whom did you report this bullying (you <i>witnessed</i> )?	2015-16	77%
	2014-15	74%
	2013-14	63%

How much of a problem do you think bullying is in your school?	Year	A huge problem	A medium problem	A small problem or Not a problem
	2015-16	16%	26%	57%
	2014-15	14%	23%	57%
	2013-14	15%	22%	58%





**Safe Schools and Educational Research Departments**  
**Safe Schools Survey**  
**Secondary Comparative Review 2013-2014 to 2015-2016**

**Appendix B2**

**A. SCHOOL SAFETY**

<i>Feel Very Safe or Safe</i>	2015-2016	2014-2015	2013-2014
in school	91%	92%	94%
in the classroom	93%	94%	96%
in the cafeteria/lunch time	88%	89%	91%
in the hallways	87%	88%	90%
in the washrooms	82%	84%	85%
at sports/after school events	89%	90%	92%
on the stairs/in stairwells	86%	86%	N/D*
travelling to and from school	84%	85%	86%
at dismissal time	89%	89%	92%
in the parking lot	76%	78%	77%

\*N/D = No data

**B. UNSAFE ACTIONS**

<i>Activities Witnessed/Experienced in School</i>	Year	Never	1-3 times	4-6 times
Physical Violence	2015-16	51%	38%	5%
	2014-15	53%	37%	4%
	2013-14	46%	41%	7%
Drug Use	2015-16	53%	22%	8%
	2014-15	53%	22%	8%
	2013-14	48%	26%	9%
Inter-racial Conflict	2015-16	63%	24%	5%
	2014-15	63%	24%	5%
	2013-14	59%	27%	7%
Verbal Abuse	2015-16	33%	34%	11%
	2014-15	34%	34%	12%
	2013-14	27%	34%	14%
Gang Activity	2015-16	76%	14%	3%
	2014-15	79%	14%	2%
	2013-14	81%	12%	3%
Weapons	2015-16	78%	15%	2%
	2014-15	81%	13%	2%
	2013-14	80%	15%	2%

Activities Witnessed/Experienced in School	Year	Never	1-3 times	4-6 times
Theft	2015-16	61%	25%	5%
	2014-15	62%	26%	5%
	2013-14	48%	32%	10%
Relationship Violence	2015-16	75%	18%	2%
	2014-15	78%	16%	2%
	2013-14	81%	14%	2%
Harassment based on sexual orientation	2015-16	77%	14%	3%
	2014-15	79%	13%	3%
	2013-14	76%	15%	4%
Alcohol Use	2015-16	75%	13%	4%
	2014-15	76%	13%	4%
	2013-14	72%	17%	4%

### C. BULLYING

In the past year, how often have you been bullied?	Year	Never	1-3 times	4-6 times
	2015-16	75%	18%	3%
	2014-15	74%	19%	3%
	2013-14	72%	19%	3%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (n= 1,218 or 25% in 2015-16).*

In the past year, what form(s) of bullying have you experienced? <i>You may choose more than one.</i>	2015-2016	2014-2015
Verbal (e.g., name calling, constant unwanted teasing/joking)	84%	82%
Physical	23%	22%
Social (e.g., being excluded, gossip)	56%	50%
Cyber (e.g., social media)	29%	28%
Sexual (e.g., inappropriate touching or comments)	16%	12%

In the past year, did you report any form of bullying you experienced?	Year	Yes
	2015-16	27%
	2014-15	25%
	2013-14	33%

*The percentages reported in the next question are for a further subset of students – **only those students who experienced being bullied at school and who told another person about being bullied** (n=324 or 7% in 2015-2016).*

To whom did you report this bullying (you experienced)?	Year	Staff Member
	2015-16	72%
	2014-15	69%
	2013-14	56%

In the past year, have you ever <i>witnessed</i> another student being bullied at school?	Year	Yes
	2015-16	48%
	2014-15	47%
	2013-14	49%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (n=2,358 or 48% in 2015-2016).*

In the past year, what form(s) of bullying have you <i>witnessed</i> ? <i>You may choose more than one.</i>	2015-2016	2014-2015
Verbal (e.g., name calling, constant unwanted teasing/joking)	89%	90%
Physical	45%	46%
Social (e.g., being excluded, gossip)	62%	64%
Cyber (e.g., social media)	48%	50%
Sexual (e.g., inappropriate touching or comments)	21%	20%

In the past year, did you report any form of bullying you <i>witnessed</i> ?	Year	Yes
	2015-16	25%
	2014-15	24%
	2013-14	23%

*The percentages reported in the next question are for a further subset of students – **only those students who witnessed bullying at school and who reported the bullying they witnessed** (n = 586 or 12% in 2015-2016).*

To whom did you report this bullying you <i>witnessed</i> ?	Year	Staff Member
	2015-16	66%
	2014-15	67%
	2013-14	56%



How much of a problem do you think bullying is in your school?	Year	A Huge Problem	A Medium Problem	A Small problem or Not a Problem
	2015-16	11%	17%	69%
	2014-15	12%	19%	64%
	Year	A Huge Problem	Somewhat of a Problem	Not a Problem
	2013-14	12%	41%	44%



**Safe Schools Department & Educational Research**  
**2015-2016 Safe and Caring Catholic School Climate Survey**  
**Elementary Gender Breakdown**

**Appendix B3**

**A. SCHOOL SAFETY**

Feel <i>Very safe</i> or <i>Safe</i> :	Female	Male
in school	96%	95%
in the classroom	96%	95%
while eating lunch at school	93%	92%
in the hallways	91%	90%
in the washrooms	86%	84%
at sports/after school events	83%	82%
on the stairs/in stairwells	84%	83%
travelling to and from school	76%	77%
at dismissal time	90%	90%
during indoor recess	93%	91%
outside during recess	81%	81%

**B. UNSAFE ACTIONS**

Activities <i>Witnessed/Experienced</i> in School		Never	1-3 times	4-6 times
Physical Violence	Female	38%	45%	10%
	Male	28%	46%	13%
Drug Use	Female	95%	4%	<1%
	Male	94%	4%	1%
Inter-Racial Conflict	Female	65%	25%	4%
	Male	65%	24%	5%
Verbal Abuse	Female	37%	32%	13%
	Male	36%	30%	13%
Gang Activity	Female	87%	9%	1%
	Male	87%	9%	2%
Weapons	Female	87%	10%	1%
	Male	85%	12%	1%
Theft	Female	62%	27%	6%
	Male	60%	27%	7%

Activities Witnessed/Experienced in School		Never	1-3 times	4-6 times
Relationship Violence	Female	83%	12%	2%
	Male	80%	13%	3%
Harassment based on sexual orientation (Grade 8 only)	Female	82%	11%	2%
	Male	85%	9%	2%

### C. BULLYING

Since September, how many times have you been bullied at school?		Never	2-3 times	4-6 times
	Female	61%	26%	8%
	Male	68%	21%	6%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (female  $n = 1,986$  or 39%; male  $n = 1,663$  or 32% in 2015-2016).*

Since September, in what way(s) have you been bullied at school? <i>You may choose more than one</i>	Female	Male
Verbal (name calling, constant unwanted teasing/joking)	84%	86%
Physical	15%	35%
Social (being excluded, gossip)	58%	37%
Cyber (social media)	18%	12%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	13%	7%

Since September, have you told another person about <i>being bullied</i> ?		Yes
	Female	72%
	Male	64%

*The percentages reported in the next question are for a further subset of students – **only those students who experienced being bullied at school and who told another person about being bullied** (female  $n = 1,434$  or 28%; male  $n = 1,071$  or 21% in 2015-2016).*

To whom did you report this bullying (you experienced)?		Staff member
	Female	39%
	Male	44%

Since September, have you <i>witnessed</i> another student being bullied at school?		Yes
	Female	62%
	Male	59%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (female n = 3,171 or 62%; male n = 3,034 or 59% in 2015-2016).*

Since September, what form(s) of bullying have you <i>witnessed</i> ? You may choose more than one	Female	Male
Verbal (name calling, constant unwanted teasing/joking)	89%	87%
Physical	42%	54%
Social (being excluded, gossip)	66%	50%
Cyber (social media)	30%	21%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	18%	15%

Since September, did you report any form of bullying you <i>witnessed</i> ?		Yes
	Female	51%
	Male	50%

*The percentages reported in the next question are for a further subset of students – **only those students who witnessed bullying at school and who reported the bullying they witnessed** (female n = 1,607 or 31%; male n = 1,519 or 29% in 2015-2016).*

To whom did you report this bullying (you <i>witnessed</i> )?		Staff member
	Female	76%
	Male	77%

How much of a problem do you think bullying is in your school?		A Huge problem	A Medium problem	A Small problem or Not a problem
	Female	17%	28%	54%
	Male	15%	25%	58%



**Safe Schools Department & Educational Research  
2015-2016 Safe School Survey  
Secondary Gender Breakdown**

**Appendix B4**

**A. SCHOOL SAFETY**

<i>Feel Very Safe or Safe</i>	Female	Male
in school	91%	92%
in the classroom	92%	94%
in the cafeteria/lunch time	87%	89%
in the hallways	86%	88%
in the washrooms	85%	79%
at sports/after school events	87%	90%
on the stairs/in stairwells	85%	87%
travelling to and from school	81%	87%
at dismissal time	88%	89%
in the parking lot	74%	79%

**B. UNSAFE ACTIONS**

<i>Activities Witnessed/Experienced in School</i>		Never	1-3 times	4-6 times
Physical Violence	Female	55%	36%	4%
	Male	47%	40%	4%
Drug Use	Female	54%	24%	6%
	Male	51%	21%	9%
Inter-racial Conflicts	Female	65%	24%	4%
	Male	62%	24%	5%
Verbal Abuse	Female	34%	37%	11%
	Male	33%	31%	12%
Gang Activity	Female	80%	12%	2%
	Male	73%	16%	3%
Weapons	Female	83%	11%	1%
	Male	73%	19%	2%
Theft	Female	63%	25%	4%
	Male	59%	25%	7%
Relationship Violence	Female	76%	17%	2%
	Male	74%	18%	2%
Harassment based on sexual orientation	Female	78%	13%	2%
	Male	75%	14%	3%
Alcohol Use	Female	75%	14%	3%
	Male	75%	13%	4%

### C. BULLYING

In the past year, how often have you been bullied?		Never	1-3 times	4-6 times
	Female	70%	23%	3%
	Male	80%	14%	3%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (female n = 719 or 30%; male n = 491 or 20% in 2015-2016).*

In the past year, what form(s) of bullying have you experienced? Choose all that apply.	Female	Male
Verbal (e.g., name calling, constant unwanted teasing/joking)	85%	83%
Physical	15%	35%
Social (e.g., being excluded, gossip)	65%	43%
Cyber (e.g., social media)	31%	25%
Sexual (e.g., inappropriate touching or comments)	17%	16%

In the past year, did you report any form of bullying you experienced?		Yes
	Female	26%
	Male	28%

*The percentages reported in the next question are for a further subset of students – **only those students who experienced being bullied at school and who told another person about being bullied** (female n = 186 or 8%; male n = 135 or 5% in 2015-2016).*

To whom did you report this bullying (you experienced)?		Staff Member
	Female	75%
	Male	68%

In the past year, have you ever witnessed another student being bullied at school?		Yes
	Female	50%
	Male	47%

The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (female  $n = 1,196$  or 50%; male  $n = 1,152$  or 47% in 2015-2016).

In the past year, what form(s) of bullying have you witnessed? You may choose more than one.	Female	Male
Verbal (e.g., name calling, constant unwanted teasing/joking)	90%	89%
Physical	37%	54%
Social (e.g., being excluded, gossip)	70%	54%
Cyber (e.g., social media)	54%	41%
Sexual (e.g., inappropriate touching or comments)	20%	22%

In the past year, did you report any form of bullying you witnessed?		Yes
	Female	27%
	Male	23%

The percentages reported in the next question are for a further subset of students – **only those students who witnessed bullying at school and who reported the bullying they witnessed** (female  $n = 319$  or 13%; male  $n = 263$  or 11% in 2015-2016).

To whom did you report this bullying (you witnessed)?		Staff Member
	Female	67%
	Male	66%

How much of a problem do you think bullying is in your school?		A Huge problem	A Medium problem	A Small problem or Not a problem
	Female	10%	19%	68%
	Male	12%	16%	70%



REPORT TO

REGULAR BOARD

## ADHOC EXECUTIVE SEARCH COMMITTEE

I have chosen the way of faithfulness;  
I have set my heart on your laws.  
Psalm 119:30 |

Created, Draft	First Tabling	Review
Click here to Enter Date First appearance at EC or DC	September 22, 2016	Click here to enter a date.
Dan Koenig, Superintendent of Human Resources/Labour 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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.*



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education



## **A. EXECUTIVE SUMMARY**

Since the current Director of Education's "Extended Term" contract will expire on July 31, 2017 and since Director Gauthier has expressed her intention to retire, it is recommended that an Adhoc Executive Search Committee be struck to conduct a full internal and external search for a new Director of Education and Secretary to the Board.

## **B. PURPOSE**

To strike an Adhoc Executive Search Committee to conduct a search for a new Director of Education.

## **C. BACKGROUND**

In the past, the Board of Trustees has struck an Adhoc Executive Search Committee to coordinate and organize a process for the selection of a new Director of Education.

## **D. ACTION PLAN**

Once the Board forms an Adhoc Executive Search Committee, according to the ByLaws of the TCDSB, the work of the committee will include (but not limited to):

1. Hire an Executive Search Firm (if this approach is decided) which will include:
  - Draft a Request for Proposal (RFP)
  - Interview Components
  - Recommend the highest scoring firm to the full Board of Trustees
  - Contract with the Executive Search Firm (ESF)
  - Manage the contract from start to finish
2. Work with the ESF on the following:
  - Consult with Stakeholders and Stakeholder Groups
  - Generate the ad and candidate profile
  - Review the long list of applicants and reduce it to a short list

- Prepare the interview process
  - Interview the short list of candidates
  - Present the recommended candidate(s) to the full Board of Trustees
  - Select the successful applicant
3. Subject to Board approval, make an offer to the successful applicant and establish the contract which will include performance expectations and review process.
  4. Establish the Performance Review Process
  5. Monitor the Onboarding of the new Director of Education

#### **E. STAFF RECOMMENDATION**

That an Adhoc Executive Search Committee be struck as soon as possible to carry out the above noted tasks/mandate.

**MASTER  
PENDING LIST AND ROLLING CALENDAR TO SEPTEMBER 22, 2016**

#	Date Requested	Due Date	Committee/Board	Subject	Delegated To
1	Dec-14	Deferred until such time that deficit is under control	Corporate Affairs	Report regarding System-Wide Approach to Digital School Signage	Associate Director of Planning and Facilities
2	Jan-15	LTAPP	Corporate Affairs	Plan to reduce under-utilized (small schools) with less than a 65% utilization rate. *Update Long Term Accommodation Plan*	Associate Director Planning and Facilities
3	Nov-15	Oct-16	Corporate Affairs	Staff to bring back data in an extended report regarding students who were not able to be accommodated with the reasons by ward and by school.	Associate Director Planning and Facilities
4	Jan -16	Fall-16	Corporate Services	Request to the TTC to reduce transit rates for our students.	Associate Director Planning and Facilities
5	March-16	Feb-17	Corporate Services	Report back to the Board on progress made to make TCDSB a “net zero” school Board	Associate Director Planning and Facilities
6	April-16	Nov-16	Corporate Services	Report regarding matters raised in the presentation and explore opportunities to help with designing permits that would open up the O’Connor house for cultural	Associate Director Planning and Facilities

				opportunities.	
7	June-16	Nov-16	Corporate Services	Comparison of new leasing rate model vs the old model	CFO and Executive Superintendent, Business Services
8	June-16	Nov-16	Corporate Services	Report to investigate ways to decrease costs and for consultants and architectural firms (The cost is included in capital or renewal projects and funded by the Ministry. Costs saved will be used to offset costs of air conditioning, green roofs, gyms etc)	Associate Director Planning and Facilities
9	June-16	Nov-16	Corporate Services	That staff begin collection of day-to-day temperature data regarding Passive Cooling for Schools Without Air Conditioning (All Wards)	Associate Director Planning and Facilities
10	June-16	Prior to the Budget 2016-2017	Corporate Services	Report to further reduce replacement and overtime costs and report back to board	Associate Director Academic Affairs
11	June-16	Sep-16	Regular Board	Referred to staff for a report on recommended actions and/or communication as a result of the Auditor's General findings re transportation	Associate Director Planning and Facilities
12	Jan-16	Sep-16	Regular Board	Report advising the Board on the Recommendation #30 of the Safe Schools Inquiry regarding the Official Spokesperson during Crisis Situation	Legal Counsel
13	Jan-16	Oct-16	Regular Board	Report on the Impact of the MYRP on students, teachers and principals and the gap between funding received and salaries and	Legal Counsel/ Comptroller Business Services

14				benefits	
	Oct-13	Long Term Accommodation Program Plan (LTAPP)	Student Achievement	<p>Report that outlines a strategy that will address housing those students that represent over enrolment at Our Lady of Wisdom for the 2014 school year and look at providing possible caps/boundaries including French Immersion for over-subscribed schools when the Admissions Policy comes back for review.</p> <p>Report regarding French Immersion Program: Recommendations for Oversubscribed FI Program Schools - that St. Cyril be referred back to staff as an oversubscribed French Immersion program school and possible solutions.</p> <p>Report regarding the feasibility of establishing a French Immersion Program at St. Conrad Catholic School to be included in the report to come to Board</p>	Associate Director Academic Affairs
	Mar-14	LTAPP	Student Achievement	That the director initiate meetings with community colleges and high schools that provide culinary programs to pursue educational opportunities and report back to the Board	Associate Director, Academic Affairs
16	Oct-15	Oct-16	Student Achievement	Report on pilot Jump Math program inclusive of EQAO results for 2015-2016	Associate Director, Academic Affairs

				(Grade 3 - 6)	
17	Mar-16	Sep-16	Student Achievement	A comprehensive structural, logistical and financial side-by-side comparison report between TCDSB and the Niagara Catholic District School Board's (NCDSB) model. As an "essential ministry", investigate other funding sources and potential external program partnerships	Associate Director, Academic Affairs
18	Apr-16	Sep-16	Student Achievement	Friends of Catholic Education Award Selection Criteria	Communications Dept.
19	Apr-16	LTAPP	Student Achievement	Report regarding inequities in program offerings in our secondary schools and that the two regional programs – French and Gifted continue to be offered at Senator O'Connor and replicated in other secondary schools at the TCDSB as community interest and finances permit	Associate Director Academic Affairs
20	May-16	Nov-16	Student Achievement	Report regarding teacher absenteeism, numbers and percentage of school staff, by Trustee Ward, by school, and if possible, by the days of the week.	Associate Director Academic Affairs
	June-16	Nov-16	Student Achievement	Report regarding a business case model for expanding the SAL program	Associate Director, Academic Affairs
21	June-16	Feb-17	Student Achievement	Report regarding a review of Educational Assistant efficiencies Board wide in both elementary and secondary	Associate Director Academic Affairs
22	June-16	Mar-17	Student	Report regarding the results of the data	Associate Director

23			Achievement	being tracked and monitored since September 2016, which informs us of the system and student impacts on those areas where trustees have approved cuts for 2016-2017.	Academic Affairs
	June-16	In advance of setting the budget for future years	Student Achievement	Report regarding costs for materials and how they can be reduced by department in the future	Associate Director Academic Affairs/CFO and Executive Superintendent, Business Services
	Sep-16		Student Achievement	Report regarding Board partnership	Associate Director Academic Affairs
	Sep-16		Student Achievement	Report on how schools can expand and access partnerships	Associate Director Academic Affairs
	Sep-16	Oct-16	Student Achievement	Report regarding the wait-list for all elementary schools that are over-subscribed	Associate Director Academic Affairs