

GOVERNANCE AND POLICY COMMITTEE REGULAR MEETING Public Session

AGENDA February 27, 2019

Ida Li Preti, Chair
Trustee Ward 3

Michael Del Grande
Ex-Officio

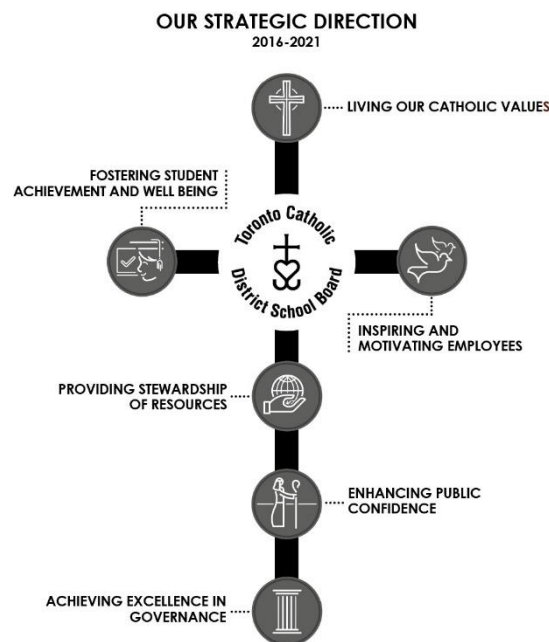
Angela Kennedy, Vice-Chair
Trustee Ward 11

Maria Rizzo
Ex-Officio

Nancy Crawford
Trustee Ward 12

Norman Di Pasquale
Trustee Ward 9

Teresa Lubinski
Trustee Ward 4



MISSION

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

VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Sonia Tomaz, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Maria Rizzo
Chair of the Board

TERMS OF REFERENCE FOR GOVERNANCE AND POLICY COMMITTEE

The Governance Framework Committee is responsible for:

- A. Ensuring that governance structures, policies, protocols, processes and performance metrics:
 - a. advance the vision of the TCDSB, rooted in Catholic values and teachings.
 - b. support the achievement of our Multi-Year Plan.
 - c. conform to best practices.
 - d. provide strategic cohesion and consistency.
 - e. comply with the Education Act and other pertinent legislation.

- B. Providing a meta policy framework to ensure all policy formation, monitoring and evaluation follow a standard process that reflects exemplary practices in policy development.

- C. Carrying out a continuous review of the roster of existing policy to ensure conformity and advancement of (A) above.

- D. Identifying the supports (e.g. capacity training) needed to implement the governance framework.

- E. Ensuring ongoing governance reviews of the Board.

- F. Ensuring that the TCDSB by-laws and the Trustee Code of Conduct reflect the vision and mission of the Board and adhere to good governance practices, the Education Act and other pertinent legislation.

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AGENDA THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE

PUBLIC SESSION

Ida Li Preti, Chair

Angela Kennedy, Vice Chair

Wednesday, February 27, 2019

7:00 P.M.

	Pages
1. Call to Order	
2. Opening Prayer	
3. Roll Call & Apologies	
4. Approval of the Agenda	
5. Declarations of Interest	
6. Approval & Signing of the Minutes of the Meeting held January 15, 2019 for Public Session.	1 - 21
7. Delegations	
8. Presentation	
9. Notices of Motion	
10. Consent and Review	
11. Unfinished Business	
12. Matters referred or deferred	

From the January 15, 2019 Governance and Policy Committee Meeting

12.a International Languages Elementary (ILE) Program

Received and referred to staff to bring the cost to the February 12, 2019 Governance and Policy Committee meeting.

13. Staff Reports

13.a	Employee Photo Identification Cards (B.B.06)	22 - 29
13.b	Year-End Celebrations for Kindergarten Children Policy (S.M.18)	30 - 35
13.c	Update to Victim's Rights Policy (S.S.13)	36 - 45
13.d	Update to Suspension and Expulsion Policy (S.S.01)	46 - 149
13.e	Update to Trespass Policy (S.S.14)	150 - 157
13.f	Update to Filling a Trustee Vacancy Policy (T.18)	158 - 165
13.g	Update to Smoke Free Space Policy (B.B.04)	166 - 175
13.h	Rescind AIDS (Acquired Immune Deficiency Syndrome) Policy (H.M.27)	176 - 179

14. Listing of Communications

15. Inquiries and Miscellaneous

16. Updating of Pending List

17. Adjournment

18. Monthly Pending List 180 - 183

19. 2018-19 Policy Priority Schedule 184 - 185

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MINUTES OF THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE PUBLIC SESSION

HELD TUESDAY, JANUARY 15, 2019

PRESENT:

Trustees:

I. Li Preti, Chair
A. Kennedy, Vice-Chair
N. Crawford - via Teleconference
M. Del Grande
N. Di Pasquale
M. Rizzo

Staff:

R. McGuckin
P. Matthews
P. Aguiar

S. Harris, Recording Secretary
S. Tomaz, Assistant Recording Secretary

1. Call to Order

The meeting commenced with Trustee Rizzo as Chair.

4. Election of Chair

Trustee Rizzo called for nominations for Chair.

MOVED by Trustee Di Pasquale, seconded by Trustee Del Grande, that Trustee Li Preti be nominated as Chair.

Trustee Li Preti accepted.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

Trustee Li Preti was declared Chair of the Governance and Policy Committee.

Trustee Rizzo relinquished the Chair to Trustee Li Preti.

5. Election of Vice-Chair

The Chair called for nominations for Vice-Chair.

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Trustee Kennedy be nominated as Vice-Chair.

Trustee Kennedy accepted.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Del Grande, that nominations close.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

Trustee Kennedy was declared Vice-Chair of the Governance and Policy Committee.

6. Approval of the Agenda

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that the Agenda, as amended, to include the Addendum, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

7. Declarations of Interest

There were none.

8. Approval & Signing of the Minutes

MOVED by Trustee Crawford, seconded by Trustee Rizzo, that the Minutes of the Regular Meeting held October 9, 2018 for PUBLIC Session be approved, as amended, as follows:

1. Page 10, 4th line – replace *write* with *writ*; and
2. Page 11, Item 13c) replace *message* with *method*

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

9. Delegations

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

- 9a) Adelina Cotognini regarding Introducing Service Animal Policy at the Toronto Catholic District School Board (TCDSB) received and referred to staff for a report to come back no later than the March 19, 2019 Governance and Policy Committee Meeting.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

Li Preti
Rizzo

The Motion was declared

CARRIED

14. Matters Referred or Deferred

The Director provided updates on all matters referred to the Committee.

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Item 14 regarding the following matter be adopted as follows:

From Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting Held December 6, 2018:

That the policy regarding Combined Grade Classes be referred to the Governance and Policy Committee, to be dealt with this school year (Policy S.24 - Combined Grade Classes and September Reorganization for Elementary Schools) received and that the Committee support the May 2019 review of this policy, as reflected on the Policy Priority Review list.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that Item 14 regarding the following matter be adopted as follows:

That the cost of the International Program be reviewed by the Governance and Policy Committee (International Languages Elementary (ILE) Program) received and referred to staff to bring the cost of the International Program to the February 12, 2019 Governance and Policy Committee Meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 14 regarding the following matter be adopted as follows:

From Special Board Meeting Held November 21, 2018:

That the Board request the review of the Director Performance Appraisal policy, including the challenges during an election year, by the Governance and Policy Committee (Review of the Director Performance Appraisal) received and that the review be dealt with in three years.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo, that the review be dealt with in one year.

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

<u>In Favour</u>	<u>Opposed</u>
Trustees Di Pasquale Kennedy Li Preti Rizzo	Crawford Del Grande

The Amendment was declared

CARRIED

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

<u>In Favour</u>	<u>Opposed</u>
Trustees Di Pasquale Kennedy Li Preti Rizzo	Crawford Del Grande

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Rizzo, that Item 14 regarding the following matter be adopted as follows:

From Regular Board Meeting Held October 18, 2018:

That all existing and new policies be reviewed to reflect the Ontario Human Rights Commission (OHRC) Accessible Education for Students with Disabilities Policy Document received and referred to staff to review all existing and new policies to ensure that they reflect the OHRC Policy Document and that once completed, that they be brought to the Governance and Policy (GAP) Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Rizzo, that Item 14 regarding the following matter be adopted as follows:

That the Board’s Special Education Plan be reviewed and updated to reflect the OHRC Accessible Education for Students with Disabilities Policy

Document received and that the Special Education Plan be reviewed by the Special Education Advisory Committee (SEAC) to ensure that it reflects the OHRC Policy document.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Rizzo, that Item 14 regarding the following matter be adopted as follows:

That the Board put a policy in place that will be reflective of the OHRC Accessible Education for Students with Disabilities Policy Document (SEAC Minutes, 2018-09-19, Item 9g) Ontario Human Rights Commission (OHRC) Policy Document Article on Special Education Inclusion) that staff develop a policy reflective of the OHRC Policy Document.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that Item 14 regarding the following matter be adopted as follows:

From Corporate Services, Strategic Planning and Property Committee Meeting Held October 11, 2018:

Consideration of Motion from Trustee Del Grande regarding a Consistent Policy for Senior Kindergarten Graduation received and that staff bring back a policy for Senior Kindergarten Graduation at the February 12, 2019 Governance and Policy Committee meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti

Rizzo
The Motion was declared

CARRIED

15. Staff Reports

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that the Committee recommend to Board that Item 15a) be adopted as follows:

- 15a) Update to Alcohol and Other Drugs Policy S.S.03** that the revised Alcohol and Other Drugs Policy (S.S.03) provided in Appendix A be adopted.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Del Grande:

That the Policy statement, page 21, include that the Policy applies to school staff, administrators, parish priests and employees;

That Regulation 13 be added, Page 26, to state that *if any school staff, administrator, parish priest or employee is found to be in possession or in use of alcohol and other drugs, that individual will be subject to discipline;* and

That the definition of Alcohol, Page 26, be revised.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Amendment was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that the Committee recommend to Board that Item 15b) be adopted as follows:

15b) Update to Concussion Policy S.26 that the revised Concussion Policy (S.S.26) provided in Appendix A and the accompanying Protocols for Concussion Booklet provided in Appendix B be adopted.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Rizzo:

That *Concussion Protocol* be replaced with *Protocol for Concussion* consistently throughout the Policy and Appendices; and

That *You do not need to lose consciousness to have a concussion* be replaced with *A concussion can be sustained without losing consciousness*, Page 36, Definitions.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Amendment was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that the Committee recommend to Board that Item 15c) be adopted as follows:

15c) Update to Religious Accommodation Policy (S.22) that the revised Religious Accommodation Policy (S.22) provided in Appendix A be adopted.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that the Committee recommend to Board that Item 15d) be adopted as follows:

15d) Update to Fresh Start Policy (S.S.12) that the revised Fresh Start Policy (S.S.12) provided in Appendix A and the accompanying procedures provided in Appendix B, C and D be adopted.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Kennedy, that the composition panel, Page 124, Procedure 4 include the following:

One Trustee on a rotating basis provided that it is not the local Trustee relating to the issue.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Amendment was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that the Committee recommend to Board that Item 15e) be adopted as follows:

- 15e) Update to Copyright and Fair Dealing Policy (A.15)** that the revised Copyright and Fair Dealing Policy (A.15) provided in Appendix A be adopted.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

18. Updating of Pending Lists

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Item 18a) be adopted as follows:

- 18a) Monthly Pending List** received and that the Pending List be modified as per decisions made in Item 14.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Di Pasquale, that Item 5 be removed from the list.

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

<u>In Favour</u>	<u>Opposed</u>
Trustees Crawford Di Pasquale Kennedy Li Preti	Del Grande Rizzo

The Amendment was declared

CARRIED

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

<u>In Favour</u>	<u>Opposed</u>
Trustees Crawford Di Pasquale Kennedy Li Preti	Del Grande Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Item 18b) be adopted as follows:

- 18b) Policy Priority Review** received and that the Policy Priority Review Schedule be modified as per decisions made in Item 14.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Del Grande, that *Staff Identification Badges* and *Consideration of Motion from Trustee Del Grande regarding Consistent Policy for Senior Kindergarten* be added to the schedule for February 2019.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Amendment was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

Li Preti
Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Rizzo, that the meeting resolve into DOUBLE PRIVATE Session, followed by TRIPLE PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

EMPLOYEE PHOTO IDENTIFICATION CARDS

“But let all who take refuge in you be glad; let them ever sing for joy. Spread your protection over them, that those who love your name may rejoice in you.”

Psalm 5:11

Created, Draft	First Tabling	Review
February 5, 2019	February 27, 2019	Click here to enter a date.

Deborah Friesen, (Acting) Executive Superintendent of Facilities Services
 Adrian Della Mora, Executive Superintendent of Human Resources
 Vince Burzotta, Superintendent of Safe Schools, Alternative Education and SSI
 Peter Aguiar, Superintendent of Student Achievement and Well-being

RECOMMENDATION REPORT

Vision:

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Mission:

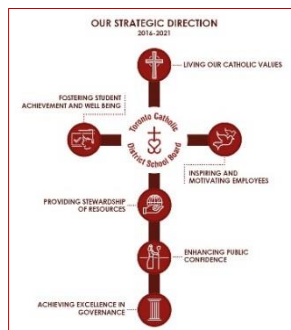
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

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Rory McGuckin
 Director of Education

D. Koenig
 Associate Director of Academic Affairs

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



A. EXECUTIVE SUMMARY

This report recommends the approval in principle of a new Employee Photo Identification (ID) Card Policy as proposed in Appendix A, subject to further consultation with the employee groups at TCDSB. It is expected that this policy will ensure a safer environment for students, staff, visitors and other authorized occupants of all TCDSB buildings.

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

B. PURPOSE

1. This report provides context for a newly proposed Employee Photo Identification Card Policy (attached as Appendix A).

C. BACKGROUND

1. On September 13, 2018, staff reported to the Corporate Services, Strategic Planning and Property Committee on the status of Board-wide upgrades to the access control system that would have combined the phased implementation of photo identification access cards. Full implementation of the access control upgrades is scheduled to be completed by August 2020. The report was referred to the Governance and Policy (GAP) Committee to develop an Identification policy for staff of the Board to accelerate the issuance of photo identification in advance of access control upgrades.
2. The GAP Committee asked staff to conduct consultation with employee groups in order to implement the Policy in a timely manner. Staff have initiated the consultation, but more time is needed to complete the process.
3. The GAP Committee also asked staff to bring a draft of the Policy by the February 2019 GAP meeting date. Staff have brought the Policy (Appendix A) and believe it can be approved in principle, subject to further consultation with the employee groups at the TCDSB, so that implementation planning can occur simultaneously.
4. Should material changes be required after consultation then an up date to the Policy will be brought to the GAP Committee.

D. METRICS AND ACCOUNTABILITY

1. On an annual basis, the Superintendents of Facilities and Human Resources shall jointly provide the Director of Education with an assessment of the Board's compliance with the Employee Photo Identification Card policy. Should the Director deem the level of compliance to be insufficient then immediate remedial actions shall be taken and the Board of Trustees shall be notified through a formal report to the next available Committee or Board meeting.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. This policy will be posted on the TCDSB Policy Register website.
2. Operational Guidelines shall be developed jointly by Facilities, Human Resources, Safe Schools, in consultation with employee groups, and shall be authorized by the Director or his/her designate. Any future amendments to the guidelines shall be authorized by the Director. Appendix B contains Operational Guideline considerations for the information of the Committee. It is expected that these guidelines will be finalized by June 2019.
3. The cost of printing employee photo ID cards (that are not dual access control cards) is expected to be minimal and will be absorbed in this year's operating budget. Further costing will occur in parallel with the development of the Operational Guidelines, but is not anticipated to be material. Should costs be material to the annual budget then a further report will be brought to the Corporate Services Committee advising of the budget impact.
4. The policy will come into effect on September 1, 2019.

F. STAFF RECOMMENDATION

That the Employee Photo Identification Cards Policy B.B. 06 provided in Appendix A and the Operation Procedures provided in Appendix B be adopted in principle and only be resubmitted to the Board should material changes be made based on consultation with employee groups.



POLICY SECTION: BUILDINGS/PLANTS/GROUPS

SUB-SECTION: BUILDINGS

POLICY NAME: EMPLOYEE PHOTO IDENTIFICATION
(ID) CARDS

POLICY NO: B.B.06

Date Approved:	Date of Next Review:	Dates of Amendments:
Cross References: BBO5 Access Control		
Appendix: Appendix A: Operational Procedures		

Purpose:

The Toronto Catholic District School Board (TCDSB) is committed to ensuring a safe environment for students, employees and visitors at its facilities. The issuance and use of photo ID cards by all employees is one part of a risk mitigation strategy to ensure the safety of the TCDSB community. The wearing of a visible photo ID is intended to ensure that employees of the Board can be distinguished from proper visitors, other authorized occupants of TCDSB facilities and adults who may not have proper reason to be in a TCDSB facility.

Scope and Responsibility:

This policy extends to all schools and facilities of the TCDSB and all employees that access them. The Superintendents of Facilities and Human Resources are jointly responsible for implementation of this policy. The School Principal shall have the responsibility of administering and maintaining this policy within the school at the local level.

Alignment with MYSP:

Strengthening Public Confidence



POLICY SECTION:	BUILDINGS/PLANTS/GROUPS
SUB-SECTION:	BUILDINGS
POLICY NAME:	EMPLOYEE PHOTO IDENTIFICATION (ID) CARDS
POLICY NO:	B.B.06

Policy:

The TCDSB shall ensure the issuance, distribution and accountability of employee photo ID cards to all existing and future TCDSB staff to decrease security risk in the school and employment environment.

Regulations:

1. TCDSB employees must wear their photo ID card in a visible manner at all times while on TCDSB premises in an employment capacity.
2. Employees may be permitted to remove their photo ID card when performing certain duties where the presence of the card will increase physical risk to the employee. If unsure, the employee should discuss the applicability of this exemption with their direct supervisor before performing the duty in question.
3. TCDSB employees are expected to treat their photo ID cards the same as all other Board issued property and are responsible for the security of the card.
4. TCDSB photo ID cards may be combined with access control cards to serve the dual risk mitigation purpose of photo identification and controlled access to various parts of a facility.
5. Operational guidelines shall be developed and practiced in order to ensure the implementation and maintenance of the Policy. Initial establishment and subsequent amendments to the guidelines shall be authorized by the Director or his/her designate.



POLICY SECTION: BUILDINGS/PLANTS/GROUPS

SUB-SECTION: BUILDINGS

POLICY NAME: EMPLOYEE PHOTO IDENTIFICATION
(ID) CARDS

POLICY NO: B.B.06

Evaluation and Metrics:

1. On an annual basis, the Superintendents of Facilities and Human Resources shall jointly provide the Director of Education with an assessment of the Board's compliance with the Employee Photo Identification Card policy. Should the Director deem the level of compliance to be insufficient then immediate remedial actions shall be taken and the Board of Trustees shall be notified through a formal report to the next available Committee or Board meeting.

Staff Photo Identification Cards B.B.06

OPERATIONAL GUIDELINE CONSIDERATIONS

Onboarding Process

- Offer of Employments should include language around photo ID cards
- Time of physically receiving ID card

Non-Permanent Employees and Visitors

- Human Resource's (HR) issuance of temporary ID cards for temporary staff at the Catholic Education Centre (CEC).
- Consideration of a cost recovery fee when temporary ID cards are not returned.
- Sign-in procedures for visitors at school offices or central security desk at CEC
- Issuance of visitor badges at schools or the CEC

Day-to-Day Procedures

- Procedures for when employees misplace ID card
- Procedures for when employees leave their ID card at home on a given day
- Procedures for when a lost ID card is found
- Definition of ID being "visible"
- Exemptions surrounding Health and Safety implications from wearing ID card

Offboarding Process

- Procedures for when employee has change in status of employment within the Board
- Procedures for when employee is terminated or retires from the Board

Departmental Roles

- Role of Facilities
- Role of Human Resources
- Role of Safe Schools
- Role of the School Principal



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

YEAR-END CELEBRATIONS FOR KINDERGARTEN CHILDREN S.M.18

“Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of God belongs.” Luke 18:16

Created, Draft	First Tabling	Review
January 28, 2019	February 27, 2019	Click here to enter a date.

Shawna Campbell, Superintendent Area 8 and Early Years Programs
 Peter Aguiar, Superintendent Area 4 and Governance and Policy

RECOMMENDATION REPORT

Vision:

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

Mission:

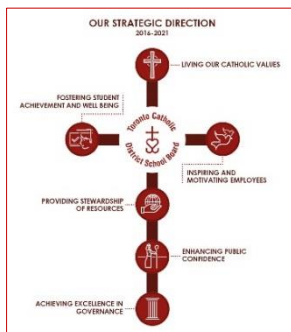
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

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

Rory McGuckin
 Director of Education

D. Koenig
 Associate Director of Academic Affairs

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



A. EXECUTIVE SUMMARY

This report recommends the approval of the policy to be followed where a year-end event is planned to celebrate children completing Year 2 of The Kindergarten Program.

The cumulative staff time required to prepare this report was 6 hours

B. PURPOSE

1. The purpose of this Recommendation Report is to provide a new draft policy for Year-End Celebrations for The Kindergarten Program arising from a Trustee motion requesting a consistent policy for Senior Kindergarten Graduations.

“That the TCDSB supports in our elementary schools the expectation of parents of having kindergarten graduations.”

C. BACKGROUND

1. This draft policy arises from a Board motion to provide consistency through alignment of practices for Year-End Kindergarten celebrations with existing policies for Blessing and Official Opening of Schools Policy (S.08) and School Events Communications and Invitee Protocols (S.02). The original motion passed at the October 2018 Corporate Services meeting and was referred to the Governance and Policy Committee. The motion passed at January 2019 Governance and Policy meeting to come back to February 12, 2019 Governance and Policy Committee with a Draft Policy.
2. Year End Celebrations for Kindergarten Children Policy S.M. 18 (Appendix A) was drafted based on the above motion.

D. METRICS AND ACCOUNTABILITY

Elementary school principals will be surveyed annually to determine whether a year-end kindergarten celebration was held at their school.

E. IMPLEMENTATION

1. This policy will be posted on the TCDSB Policy Register website.
2. The policy will be presented to all Principals at a K-8 Principal meeting.

F. STAFF RECOMMENDATION

That the Year-End Celebrations for Kindergarten Children Policy (S.M. 18) provided in Appendix A be adopted.



POLICY SECTION: STUDENTS

SUB-SECTION: MISCELLANEOUS

POLICY NAME: YEAR-END CELEBRATIONS FOR KINDERGARTEN CHILDREN

POLICY NO: S.M. 18

Date Approved:	Date of Next Review:	Dates of Amendments:
Cross References:		
S. 08 Blessing and Official Opening of Schools		
S. 02 School Events Communications and Invitee Protocols		
Appendix		

Purpose:

This Policy provides directions to school staff when conducting a kindergarten celebration at or near the child's completion of The Kindergarten Program.

Scope and Responsibility:

The policy extends to all elementary schools of the TCDSB, except where provided for otherwise. The school Principal will be responsible for implementing the policy and supporting the planning of the kindergarten celebration where appropriate.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being



POLICY SECTION:	STUDENTS
SUB-SECTION:	MISCELLANEOUS
POLICY NAME:	YEAR-END CELEBRATIONS FOR KINDERGARTEN CHILDREN
POLICY NO:	S.M. 18

Policy:

As a *Catholic* school community, we seek to acknowledge the completion of The Kindergarten Program by supporting an event that recognizes the accomplishments and celebrates the child's transition into the primary division.

Regulations:

The following procedures will be adopted where Principals and staff are organizing a kindergarten celebration:

- 1. In the event that a year-end kindergarten celebration is organized within a TCDSB elementary school, all Year 2 Kindergarten Program children and their families should be invited to attend the celebration at or near the end of the school year.**
- 2. Where appropriate, the Principal/designate should ensure that an invitation to attend the celebration has been provided to the parents at least 30 days before the celebration is to occur.**
- 3. Where appropriate, the Principal/designate should notify the TCDSB Communications Department of the date, time and details of such event. The Communications Department will report this in the listing of school events taking place.**
- 4. The area Superintendent, local Trustee, CSPC Chair and parish priest should also be invited to the kindergarten celebration.**
- 5. The order of speakers for school events should be consistent with Blessing and Official Opening of Schools Policy (S.08), Regulation 3.**

Definitions:



POLICY SECTION: STUDENTS

SUB-SECTION: MISCELLANEOUS

POLICY NAME: YEAR-END CELEBRATIONS FOR KINDERGARTEN CHILDREN

POLICY NO: S.M. 18

Evaluation and Metrics:

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

- Elementary school principals will be asked to reply to an annual survey to determine if a year-end kindergarten celebration was held at their school.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

UPDATE TO VICTIM’S RIGHT POLICY (S.S.13)

*But let all who take refuge in you rejoice; let them ever sing for joy. Spread your protection over them, so that those who love your name may exult in you.
Psalm 5:11*

Created, Draft	First Tabling	Review
January 28, 2019	February 27, 2019	Click here to enter a date.

V. Burzotta, Superintendent of Safe Schools
N. Adragna, Principal Safe Schools Department

RECOMMENDATION REPORT

Vision:

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

Mission:

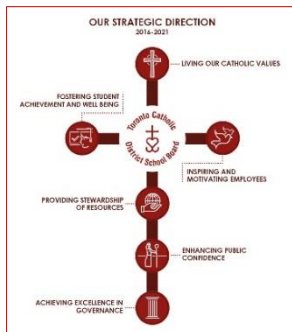
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

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

Rory McGuckin
Director of Education

D. Koenig
Associate Director of Academic Affairs

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



A. EXECUTIVE SUMMARY

This report recommends updating the current Victim's Rights Policy (S.S.13) to reformat in meta policy format and to conform to recent changes to the TCDSB Fresh Start policy.

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

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance Policy Committee as it recommends policy revision.

C. BACKGROUND

1. The Victim's Rights Policy (S.S.13) was first approved in October 2005 and last updated in September 2014.
2. Recent changes to the TCDSB Fresh Start Policy (S.S. 12) have necessitated revisions to this policy.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Safe School and Legal Departments.

E. METRICS AND ACCOUNTABILITY

1. Annual Safe Schools Climate surveys administered to representative groups of TCDSB students.
2. Anonymous school climate surveys conducted with Parents and Staff at least every two years.
3. Safe Schools data as reported in the Safe Schools Annual Report

F. IMPLEMENTATION

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

G. STAFF RECOMMENDATION

Staff recommends that the revised Victim's Rights Policy (S.S.13) provided in Appendix A be adopted.



POLICY SECTION: SAFE SCHOOLS
SUB-SECTION:
POLICY NAME: VICTIMS RIGHTS
POLICY NO: SS.13

Date Approved: September 11, 2014 - Board	Review Cycle: September 2017 February 2024	Dates of Amendment: October 6, 2005—Board Meeting
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Cross Reference:

- ~~(1) Expulsion Policy S.S. 05~~
- (2) Suspension and Expulsion Policy S.S.01**
- (3) Fresh Start Policy S.S.12**
- (4) Access to School Premises, S.S.04
- ~~(5) Apprehension or Arrest of Pupils, S.18~~
- (6) Access to Pupils, S.15
- (7) Access to Pupil Information, S.16
- ~~(8) Police Investigation, V.P. 05~~
- (9) Suspected Child Abuse Reporting, S.17
- (10) ~~Trespass to Property, V.P. 11~~ **Trespass Policy S.S.14**
- (11) Regulation 474/00: Access to School Premises
- ~~(12) Education Act, Section 309~~
- (13) Policy/ Program Memorandum 145**
- (14) ~~Principal's Inquiry—Suspension & Expulsion, S.S.08~~
- ~~(15) Police/School Board Protocol~~

Attachment(s):

Purpose

This policy affirms the need for students to feel safe in their school community. The purpose of this policy is to outline the response of the principal in those circumstances where a victim has been harmed as a result of a serious incident, and the principal believes that the victim's safety - physical, emotional, or psychological - may be compromised by the continued presence of the individual(s) responsible for the harm.



POLICY SECTION: SAFE SCHOOLS
SUB-SECTION:
POLICY NAME: VICTIMS RIGHTS
POLICY NO: SS.13

Scope and Responsibility

This policy extends to all individuals of the TCDSB. The Director of Education, the Superintendent of Safe Schools, and school principals are responsible for this policy.

Alignment with MYSP:

Fostering Student Achievement and Well-Being
 Living Our Catholic Values

Financial Impact

Generally there is no significant financial impact on the TCDSB.

Legal Impact

The Education Act requires principals to promote a positive school climate where all individuals feel safe. When serious incidents occur resulting in harm - physical, emotional, psychological - to an individual, the principal is required to conduct an investigation and to take appropriate steps to re-establish safety.

Policy

In every Toronto Catholic District School Board setting and every Toronto Catholic District School Board sponsored activity, each actual or intended victim - as and when identified - who has suffered or may be reasonably expected to suffer intentionally inflicted harm, whether physical, mental or emotional, as a result of the action of one or more others, has the right:

- to ~~immediate~~ **immediately receive** required care and physical assistance,
- to emotional, spiritual and moral support, and
- to reasonable and adequate protection against future harm, to the extent required in the circumstances.



POLICY SECTION: SAFE SCHOOLS
SUB-SECTION:
POLICY NAME: VICTIMS RIGHTS
POLICY NO: SS.13

Regulations

1. An actual or intended victim is a person who suffers injury or hurt as a result of the intentionally inflicted or threatened harm caused or permitted by one or more other persons. Such harm can take many forms: actual or threatened assault, mental or emotional violence of any sort including harassment or bullying. Regardless of the form or the reasons underlying the harm caused, and regardless of the consequences imposed upon the person(s) who may have caused the harm, the victim is entitled to care, support and protection, ~~all~~ as is reasonably necessary in the circumstances.
2. As the first and immediate response when a student has suffered intentionally inflicted harm or is threatened due to the action of one or more others, the victim and the person(s) who may have caused the harm shall be separated, and any required care and medical and other attention to the victim shall be provided. Police may be contacted as deemed appropriate by the principal.
3. ~~The aforementioned contact (per Reg 2) shall be promptly followed by contact with the parent(s)/guardian(s) of the victim~~ **shall promptly be informed** of the nature of the activity that resulted in the harm, the nature of the harm, steps taken to protect the victim's safety, and the supports that will be provided ~~for~~ **to** the victim in response to the harm that resulted from the activity.
4. As to the student(s) who may have caused the harm, the principal shall **promptly** contact the parent(s)/guardian(s) to inform them of the nature of the activity that resulted in harm to the victim, ~~the nature of the harm to the victim,~~ the nature of any disciplinary measures taken in response to the activity, and the supports that will be provided ~~for~~ **to** the student in response to his/her engagement ~~participation in the activity~~ **participation in causing harm to the victim that caused the harm.**



POLICY SECTION: SAFE SCHOOLS
SUB-SECTION:
POLICY NAME: VICTIMS RIGHTS
POLICY NO: SS.13

5. Depending upon the circumstances, the principal should consider a consultation with the Supervisory Officer, ~~and/or the School Social Worker and/or Safe Schools Department.~~
6. In due course, the principal shall determine through an investigation that emphasizes confidentiality, whether the separation of the actual or intended victim and the student(s) who ~~may have~~ caused or intended to cause the harm should continue beyond the immediate aftermath of the incident. ~~or whether, without compromise to the interest of all students involved, the best interest of all may continue to be served through continued participation of the student perpetrator(s) as before the incident.~~ In making this judgement, the principal shall consider:
- a) ~~whether criminal charges have been laid against the student(s) who may have caused the harm;~~
whether the student and/or student's parent/legal guardian have agreed to an undertaking or conditions
 - b) whether **the undertaking or conditions [mentioned referred to in (a) above]** ~~there are bail or other court imposed conditions requiring~~ **require** distance separation between the actual or intended victim and the ~~other student(s)~~ **student(s) who inflicted harm or threatened the victim;**
 - c) whether and when the intellectual or emotional conditions of the actual or intended victim and the other student(s) can reasonably be expected to tolerate an end to the separation;
 - d) the nature, validity and suitability of any demands or requests made by the actual or intended victim and/or his/her parent(s)/ guardian(s);
 - e) the nature, validity and suitability of any demands or requests made by the student(s) who may have caused the harm, and/or his/her/their respective parent(s)/guardian(s);
 - f) the overall impact of the incident on school climate.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: VICTIMS RIGHTS

POLICY NO: SS.13

7. Whenever a choice must be made as to which of the actual or intended victim, or the student(s) who ~~may have caused~~ **or threatened to harm the victim** ~~the harm~~, must be transferred **to a new school, where circumstances dictate**, ~~generally (though not always)~~, it will be the student(s) who caused the harm who will be required to transfer to another school. This transfer is facilitated through the Fresh Start Process.
8. These regulations shall be applicable, with necessary variations, whenever the actual or intended victim is a member of the teaching or other staff of the Board.
9. Ultimately, subject to requirements of law and of other Board policies, the principal shall determine what is in the best interest of all students involved, both the actual or intended victim and the student(s) who ~~may have caused~~ the harm, balancing where necessary, the competing interests, to produce a fair and equitable result in harmony with Catholic traditions and values, ~~and~~ teaching and learning philosophy. The principal may consider facilitating a ~~Restorative Conflict~~ **Resolution Conference and** Mediation Circle (RCMC) provided that all parties are in agreement. Ultimately, the onus is on the principal to consider first and foremost the impact on the victim if the student(s) who may have caused the harm is allowed to remain in the school.

Definitions

School Climate

The learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: VICTIMS RIGHTS

POLICY NO: SS.13

Police/School Board Protocol

~~This protocol has been developed by the four publicly funded district school boards operating within the city of Toronto and Toronto Police Service with the clear purpose of supporting schools as safe, caring, inclusive and accepting places for learning and teaching. The Protocol clearly outlines the roles and responsibilities of school official and police officers in situations where the police are present at school for a school related incident or in other situations.~~

Fresh Start

~~A Fresh Start is generally defined as a non-voluntary or unusual movement of a student to a new school within the school year or at the end of a semester. A Fresh Start can be considered as a response to TCDSB Victim's Rights Policy (VP13), court conditions imposed by the Criminal Justice System for an incident for which the student was not expelled, or other special circumstances as approved by the superintendent of the student's school.~~

A Fresh Start is a non-disciplinary administrative transfer to a new school to preserve school safety. A Fresh Start may not be imposed as a form of discipline.

Fresh Starts can be imposed:

- a. in response to TCDSB Victims' Rights Policy (S.S.13);**
- b. to assist the student with an undertaking or conditions agreed to by the student and/or student's parent/legal guardian; or**
- c. in other circumstances to preserve school safety as approved by the superintendent of the student's school.**



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: VICTIMS RIGHTS

POLICY NO: SS.13

Restorative Conflict Resolution Conference and Mediation Circles (RCMC)

~~Resolution Conference and Mediation Circles is a practice based on community justice principles.~~ **A resolution conference brings together, in a safe and controlled environment, all those who have been affected by the incident in question. The participants in the circle determine how the harm caused by the actions of the youth student in conflict might be repaired. Acceptance of responsibility, another important part in this process, will enhance a sense of accountability not always found in a punitive response.**

~~It involves a face to face facilitated meeting with various participants. RCMC reduces the recidivism rate of youth(s) in conflict with the school or the community. It allows the complainant(s) to experience closure on the incident. RCMC also allows the school to have a more productive involvement in the post-incident occurrences, and the supporters of both the youth(s) and the complainant's) to hear exactly what happened and to be heard in the process.~~

Metrics

1. Annual Safe Schools Climate surveys administered to representative groups of TCDSB students.
2. Anonymous school climate surveys conducted with Parents and Staff at least every two years.
3. Safe Schools data **as reported in the Safe Schools Annual Report** : Reporting Forms – Part I, Progressive Discipline Incident Logs, – Suspensions/Expulsions/Fresh Start Transitions
4. ~~Consultations and data gathered from Safe and Accepting Schools Team Members, Student Leaders and School Resource Officers and/or Community School Liaison Officers.~~



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

UPDATE TO SUSPENSION AND EXPULSION POLICY (S.S.01)

For the commandment is a lamp and the teaching a light, and the reproofs of discipline are the way of life. Proverbs 6:23

Created, Draft	First Tabling	Review
February 4, 2019	February 27, 2019	Click here to enter a date.

Vince Burzotta, Superintendent of Safe Schools
 Nadia Adragna, Principal Safe Schools Department

RECOMMENDATION REPORT

Vision:

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

Mission:

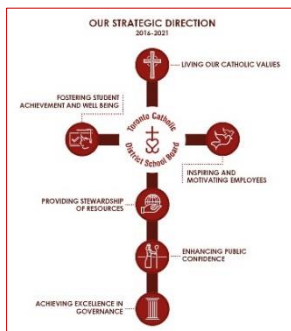
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

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

Rory McGuckin
 Director of Education

D. Koenig
 Associate Director of Academic Affairs

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



A. EXECUTIVE SUMMARY

This report recommends updating the current Suspension and Expulsion Policy (S.S.01) to conform to recent legislative change and the recently updated TCDSB Fresh Start Policy (S.S.12).

The cumulative staff time required to prepare this report was 15 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance Policy Committee as it recommends policy revision.

C. BACKGROUND

1. The Suspension and Expulsion Policy was approved in November 2004 and last amended in August 2016.
2. As of October 17, 2018, Bill 36, *Cannabis Statute Law Amendment Act, 2018*, came into force.
 - a. New activities were added that are Education related, including possession of cannabis (Section 306), being under the influence of cannabis (Section 306) and the giving of cannabis to a minor (Section 310).
 - b. The Suspension and Expulsion Policy must be updated to reflect these changes
3. *A Search and Seizure* Procedural Guideline has been added as an appendix.
4. The TCDSB Fresh Start Policy was updated in January, 2019.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Safe School and Legal Departments.

E. METRICS AND ACCOUNTABILITY

1. Annual Safe Schools Climate surveys administered to representative groups of TCDSB students.
2. Anonymous school climate surveys conducted with Parents and Staff at least every two years.
3. Safe Schools data as reported in the Safe Schools Annual Report.

F. IMPLEMENTATION

1. The amended policy as approved will be posted on the TCDSB policy register.
2. The amended policy will be presented to all Principals at a Principal meeting

G. STAFF RECOMMENDATION

Staff recommends that the revised Suspension and Expulsion Policy (S.S.01) provided in Appendix A be adopted.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

<p>Date Approved: November 20, 2014</p>	<p>Date of Next Review: September, 2019 February, 2024</p>	<p>Dates of Amendments: August 25, 2016</p>
<p>Cross References Education Act Part XIII, Behaviour, Discipline and Safety S.S. 09 Code of Conduct S.S. 11 Bullying Prevention and Intervention S.S. 10 Progressive Discipline S.S. 04 Access to School Premises S. 15 Access to Pupils S. 16 Access to Pupil Information S. 17 Suspected Child Abuse Reporting Police/School Board Protocol Statutory Powers Procedure Act Program/Policy Memorandum 141, <i>School Board Programs for Students on Long-Term Suspension</i> Program/Policy Memorandum 142, <i>School Board Programs for Expelled Students</i> Program/Policy Memorandum 144, <i>Bullying Prevention and Intervention</i> Program/Policy Memorandum 145, <i>Progressive Discipline and Promoting Positive Student Behaviour</i> Program/Policy Memorandum 128, <i>Provincial Code of Conduct and School Board Codes of Conduct</i></p>		



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

Operational Procedures:

Appendix A - Protocol to Suspension

Appendix B – Guidelines to Long-Term Suspension Program (TIPSS)

~~Appendix C – Protocol to Expulsion~~ **Intentionally Deleted**

~~Appendix D C~~ – Guidelines to Expulsion Program (Monsignor Fraser College – St. Martin Campus, ~~formerly APPLE~~)

~~Appendix E D~~ – Protocol for Suspension Appeals and Expulsion

Hearings ~~Appendix F E~~ – Statutory Powers Procedure Act

~~Appendix G F~~ – Frequently Asked Questions for Suspension Appeal

Hearings ~~Appendix H G~~ – Frequently Asked Questions for Expulsion

Hearings ~~Appendix I H~~ – Principal Investigation Guideline

Appendix I - Search and Seizure Guideline

Purpose

This policy affirms that, consistent with our Multi-Year Strategic Plan, Catholic Social Teachings and Ontario Catholic School Graduate Expectations, the conduct of students as members of the Catholic school community is expected to be modelled upon Christ, and conduct falling below that standard requires appropriate discipline. Creating a positive school climate is a shared responsibility of all stakeholders.

“Act justly, love tenderly and walk humbly with your God.” (Micah: 8)

Scope and Responsibility

This policy extends to all individuals of the TCDSB including students, parents, teachers and school staff, support staff, administrators, ~~parish priests and~~ community school partners. Trustees and the Director of Education are responsible for this policy.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

Alignment with MYSP

Fostering Student Achievement and Well-

Being Living Our Catholic Values

Strengthening Public Confidence

Policy

The TCDSB is committed to ensuring that all schools focus on the building of healthy relationships, a safe, inclusive, and accepting learning environment rooted in the Ontario Catholic Graduate Expectations. A positive school climate is established when all aspects of the Code of Conduct Policy are respected. The enforcement of the Code of Conduct Policy, including suspension, referral to the Board for expulsion and intervention/support programs, contributes to the development and maintenance of a positive school climate. Guidelines and procedures are provided to students, parents, guardians and principals to ensure that all processes and outcomes are fair, equitable, and just.

Regulations

1. In accordance with the section 306. of *The Education Act*, ~~thereafter~~ **hereafter** known as *the Act*, a principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the Activities identified in *Operational Procedures "Protocol to Suspension"* (Appendix A) while at school, at a school related activity, or in other circumstances where engaging in the Activity will have an impact on school climate.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

2. In accordance with *the Act* and Program Policy Memorandum 141, the Board will offer the Transitional Intervention Program for Suspended Students (TIPSS) to students on a long- term suspension or suspension pending possible expulsion.

Appendix B: *Operational Procedures “Guidelines to Long-Term Suspension Program (TIPSS)”*

3. Upon re-entry from suspension, in accordance with our Catholic faith and traditions, the principal will facilitate a re-entry process that includes opportunity for reflection, reconciliation and acceptance, with appropriate supports and interventions that will be intended to maximize the opportunities for successful return to school.
4. In accordance with section 310. of *the Act* the principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the Activities identified in *Operational Procedures “Protocol to Expulsion”* (Appendix C) while at school, at a school related activity, or in other circumstances where engaging in the Activity will have an impact on school climate. Given the more serious nature of these activities, the principal will conduct an ~~more~~ in-depth investigation ~~with possible report to police and consider a recommendation for~~ **recommending** a school or board expulsion.
5. In accordance with *the Act* and Program Policy Memorandum 142, the Board will offer a program (Monsignor Fraser College – St. Martin Campus, ~~formerly APPLE~~) for students approved for Board Expulsion. Appendix D: *Operational Procedures “Guidelines to Expulsion Program (Monsignor Fraser College – St. Martin Campus, formerly APPLE)”*



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

6. ~~Upon re-entry from~~ **Following a** School or Board Expulsion, in accordance with our Catholic faith and traditions, the principal will ensure a ~~re-entry~~ transition plan that includes opportunity for reflection, reconciliation and acceptance, with appropriate supports and interventions that will be intended to maximize the opportunities for successful reintegration to school.
7. In accordance with section 309. of *the Act*, the parent, guardian or adult student may appeal the suspension. In accordance with section 311. of *the Act*, if the principal recommends to the board that a pupil be expelled, the board shall hold an expulsion hearing. Appendix E: *Operational Procedures “Protocol for Suspension Appeals and Expulsion Hearings”*
8. Suspension Appeal Hearings and Expulsion Hearings will be conducted in accordance with the *Statutory Powers Procedure Act*. Appendix F: *Operational Procedures “Statutory Powers Procedure Act”*
9. Suspension Appeal Hearings will be conducted according to the *Operational Procedures “Frequently Asked Questions for Suspension Appeal Hearings”*. (Appendix G)
10. Expulsion Hearings will be conducted according to the *Operational Procedures “Frequently Asked Questions for Expulsion Hearings”*. (Appendix H)



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

Definitions

School Climate: The learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

Police/School Board Protocol: This protocol has been developed by the four publicly funded district school boards operating within the city of Toronto and Toronto Police Service with the clear purpose of supporting schools as safe, caring, inclusive and accepting places for learning and teaching. The Protocol clearly outlines the roles and responsibilities of school officials and police officers in situations where the police are present at school for a school related incident or in other situations.

Code of Conduct: The Code of Conduct reflects the provincial standards that promote and support respect, civility, responsible citizenship, safety and well-being for all individuals.

Long-Term Suspension: These include suspensions issued for 6 to 20 days.

Expulsion: *The Act* permits principals to recommend to the Board of Trustees two possible types of expulsion. A **school expulsion** denies a student access to a particular TCDSB school. A **board expulsion** denies a student access to all TCDSB schools.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

Evaluation & Metrics

1. Annual review of suspension and expulsion data
2. Review of Safe Schools Progressive Discipline Application statistics
3. Anonymous safe school climate surveys administered to representative groups of TCDSB students, parents and staff
- ~~4. Review of the Toronto Police Service School Resource Officer (SRO) and Community School Liaison Officer (CSLO) activities, programs, and surveys~~
4. Review of hearings appealed to the Child and Family Services Review Board
5. Review of annual suspension appeal hearings and expulsion hearings
- ~~7. Review of annual data related to Threat Assessments and Restorative Conflict Mediation Circles (RCMC)~~
6. Review of annual TIPSS statistics
7. Review of annual Monsignor Fraser College, St. Martin Campus, ~~formerly APPLE~~ statistics
8. Safe Schools Advisory Committee consultation used to inform direction and priorities



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

OPERATIONAL PROCEDURES: Protocol to Suspension
and Protocol to Expulsion

APPENDIX A

Protocol to Suspension and Protocol to Expulsion



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

APPENDIX A

Operational Procedures: Protocol to

Suspension Activities Leading to Possible

Suspension

In accordance with *the Act* section 306 (1) a principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school related activity, or in other circumstances where engaging in the Activity will have an impact on school climate:

1. Uttering a threat to inflict serious bodily harm on another person
2. Possessing alcohol or illegal drugs
3. **Possessing cannabis, unless the pupil is a medical cannabis user**
4. Being under the influence of alcohol
5. **Being under the influence of cannabis, unless the pupil is a medical cannabis user**
6. Swearing at a teacher or at another person in a position of authority
7. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
8. Bullying
9. Any other activity that is an activity for which a principal may suspend a pupil under the policy of the board.

Suspension under Board Policy

Under clause 306. (1) 7 of *the Act*, a pupil may be suspended if he or she engages in an activity that is an activity for which a principal may suspend a pupil under a policy of the board.

Under Board policy, activities for which a principal may suspend a pupil include:



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

- (1) Persistent opposition to authority;
- (2) Habitual neglect of duty;
- (3) Use of profane or improper language;
- (4) Theft;
- (5) Aid/incite harmful behaviour;
- (6) Physical assault;
- (7) Being under the influence of illegal drugs;
- (8) Harassment;
- (9) Fighting;
- (10) Extortion;
- (11) Inappropriate use of electronic communications/media equipment; and/or
- (12) Other – defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

Activities Leading to a Suspension Pending Possible Expulsion

Under subsection 310. (1) of *the Act*, a principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the Activity will have an impact on the school climate:

- (1) Possessing a weapon, including possessing a firearm
- (2) Using a weapon to cause or to threaten bodily harm to another person
- (3) Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- (4) Committing a sexual assault
- (5) Trafficking in weapons or in illegal drugs
- (6) Committing robbery
- (7) Giving alcohol to a minor
- (8) Giving cannabis to a minor**
 - 8.1 Bullying, if
 - (i) the pupil has been previously suspended for engaging in bullying, **and**
 - (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.



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- 8.2 Any activity listed in subsection 306. (1) of *the Act* that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar basis.
- (9) Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.

Suspension Pending Expulsion under Board Policy

Under clause 310. (1) 8 of *the Act*, a pupil must be suspended if he or she engages in an activity that is an activity for which a principal ~~may~~ **must** suspend a pupil under a policy of the board **including**.

- (1) Possession of explosive substance;
- (2) Refractory conduct;
- (3) Serious or repeated misconduct;
- (4) Conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

If a principal decides to suspend a pupil for engaging in an activity described in subsections 306. or 310. of *the Act*, the principal will suspend the pupil from his or her school and from engaging in all school-related activities.

Suspension Duration

The minimum duration of a suspension is one school day and the maximum duration is 20 school days.

In considering how long the suspension should be, a principal will take into account any mitigating and/or other factors prescribed by the regulations.

A principal may not suspend a pupil more than once for the same occurrence.



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Mitigating Factors

In recognizing the uniqueness of each child and applying a lens of pastoral care, the principal will consider the following mitigating factors in reaching a final determination:

- The pupil does not have the ability to control his or her behaviour.
- The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
- The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors

Similarly, the principal will consider the following other factors in reaching a final determination, once again in recognition of the uniqueness of each child and applying a lens of pastoral care:

- The pupil's history.
- Whether a progressive discipline approach has been used with the pupil.
- Whether the activity for which the pupil may be suspended was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other form of harassment.
- How the suspension or expulsion would affect the pupil's ongoing education.
- The age of the pupil.
- In the case of a pupil for whom an individual education plan has been developed,
 - (i) whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan.
 - (ii) whether appropriate individualized accommodation has been provided, and
 - (iii) whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.



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Notice of Suspension

A principal who suspends a pupil under S. 306 or S. 310 of the *Act* shall,

- (a) inform the pupil's teacher(s) of the suspension; and
- (b) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless,
 - (i) the pupil is at least 18 years old, or
 - (ii) the pupil is 16 or 17 years old and has withdrawn from parental control.
- (c) ensure that written notice is given promptly to the following persons:
 - (1.) the pupil
 - (2.) the pupil's parent or guardian unless,
 - (i.) the pupil is at least 18 years old, or
 - (ii.) the pupil is 16 or 17 years old and has withdrawn from parental control.

Contents of the Notice of Suspension under S. 306 and S. 310 of the *Act*

The notice of suspension will include the following:

- (1) The reason for the suspension;
- (2) The duration of the suspension;
- (3) Information about any program for suspended pupils to which the pupil is assigned;
- (4) Information about the right to appeal the suspension under section 309. of *the Act* including,
 - (i) a copy of the Board policies and guidelines governing the appeal process established by the Board under subsection 302. (6) of *the Act*, and



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- (ii) the name and contact information of the appropriate superintendent of education to whom notice of the appeal must be given under subsection 309. (2) of *the Act*.

Additional Contents of the Notice of Suspension under S. 310 of the *Act*

In addition to the contents of the Notice of Suspension described immediately above under S. 306 and S. 310 of the *Act*, a notice of suspension under S. 310 of the *Act* must also include:

- 1. Information about the investigation the principal will conduct under S. 311.1 of the Act to determine whether to recommend that the pupil be expelled; and**
- 2. A statement indicating that,**
 - (i) There is no immediate right to appeal the suspension,**
 - (ii) If the principal does not recommend to the board that the pupil be expelled following the investigation under subsection 311.1, the suspension will become subject to appeal under subsection 311.2, and**
 - (iii) If there is an expulsion hearing because the principal recommends to the board that the pupil be expelled, the suspension may be addressed by parties at the hearing.**

Suspension Program

When a Principal suspends a pupil, he or she shall assign the pupil to a program for suspended pupils in accordance with policies and guidelines issued by the Minister, under sections 306 (5) and 310.(4) of *the Act*.



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Receipt of Notice

Where notice is given, it shall be considered to have been received by the person in accordance with the following rules:

- (1) If the notice is sent by mail or another method in which an original document is sent, the notice shall be considered to have been received by the person to whom it was sent on the fifth school day after the day on which it was sent.
- (2) If the notice is sent by fax or another method of electronic transmission, the notice shall be considered to have been received by the person to whom it was sent on the first school day after the day on which it was sent.

Suspension Appeal

Under section 309. of *the Act*, the parent, guardian or adult student may appeal the decision to suspend a student. (See Appendix E)

Procedures for Suspension

- (i) Where a concern arises regarding possible student discipline, a principal will conduct an investigation and consider mitigating factors and other factors.
- (ii) With respect to serious infractions, the principal will consult with the appropriate superintendent of education.
- (iii) Following an investigation, if it is considered necessary to suspend a student, a principal/designate should contact the student's parent/guardian/adult student in order to discuss reasons for the suspension and engage them in becoming part of the plan to change behavior, consistent with our desire for faith-based reconciliation, reformation and restorative practices.



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- (iv) If the principal/designate has ~~invoked~~ **imposed** a suspension pending possible expulsion under section 310. of *the Act*, he or she will conduct a principal investigation in order that a final determination can be made.
- (v) ~~If the incident is a “violent incident” as defined in PPM 120, the principal will contact the police as per the requirements of the Police/School Board Protocol and file documentation in the OSR accordingly.~~

DEFINITIONS

Bullying – Aggressive and typically repeated behaviour (physical, verbal, electronic, written or other means) by a student where,

(a) the behaviour is intended to have the effect of, or the student ought to know that the behaviour would likely have the effect of,

- i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
- ii. creating a negative environment at a school for another individual, and

(b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Cyber-bullying—This is a form of bullying that occurs through the use of technology, including the use of a computer, cellular phone or other electronic devices, using instant/text messaging, social networks, e-mail, websites or any other electronic activities, and ~~involves~~ **includes:**

- (a) creating a web page or blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.



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Cannabis Legislation - The legalization of cannabis in Canada comes with restrictions. Students under 19 years of age must not be in possession of or be under the influence of cannabis at school. In addition, it is a serious activity to give cannabis to a minor which may result in possible expulsion. If the student is a medical cannabis user, specific documentation will be required including, but not limited to, use/dosage/frequency/and location of administration. It is unlawful to smoke or hold lit cannabis within 20 metres of the perimeter of school property.

Explosive Substance – includes anything used to create an explosive device or is capable or causing an explosion.

Extortion – using threats, accusations or violence or threats of violence to induce any person to do anything or cause anything to be done.

Firearm – any barreled weapon from which any shot, bullet or other projectile can be discharged and that is capable to causing serious bodily injury or death to a person.

Harassment – harassment is ~~often, but not always, persistent~~, ongoing conduct or communication in any form, of attitudes, beliefs, or actions towards an individual or group which might reasonably be known to be unwelcome. A single act or expression can constitute harassment, for example, if it is a serious violation. Harassment may be either subtle or blunt.

Hate Material – includes literature, leaflets, posters, graffiti distributed (or sent by electronic means) to incite violence or ~~hated~~ **hatred** against ~~an~~ **a member of an** identifiable group and/or their property. The incitement of hatred or bias-motivated incidents against an identifiable group may include persons distinguished by their race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation or other similar factor.



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Inappropriate Use of Electronic Communications/Media – the intentional use of an electronic device or communication medium, such as, but not limited to, all features of a phone, a cell phone, digital camera, blackberry, e-mails, school hotlines, Web-based communication sites and print material, such as flyers, school newspapers and brochures, that negatively impact on the well-being of another person and/or the learning environment in accordance with the definition of Harassment (as set out above).

Non Consensual Sharing of Intimate Images – Knowingly publishing, distributing, transmitting, selling, making available, or advertising an intimate image of another person while knowing that the person depicted in the image did not give their consent, or being reckless as to whether the person gave their consent. The term “intimate image” refers to a visual recording such as a photograph, film, or video recording of a person in which the person is nude or engaged in explicit sexual activity and which was created in circumstances that gave rise to a reasonable expectation of privacy.

Physical Assault – the intentional application of force directly or indirectly in any degree at all, to a person without the person’s consent.

Physical Assault Causing Bodily Harm – physical assault is the intentional application of force in any degree at all to a person without that person’s consent. Bodily harm refers to any hurt or injury that is more than merely transient or trifling in nature which interferes with the health or comfort of the person, and includes but is not limited to injuries that receive medial attention. Any cut that requires stitches or any broken or fractured bone should be considered a serious injury. Serious injury could also include multiple minor injuries.



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Possession of a Weapon – means anything used, designed to be used or intended for use in causing death or injury to any person, or to threaten or intimidate any person. It can include objects which can be used as weapons. Objects such as a pen, or a screwdriver, if displayed to threaten or intimidate, become weapons under this definition. **A Weapon** **weapon** includes a firearm and any device that is designed or intended to ~~exactly resemble or to resemble with near precision,~~ a ~~firearm~~ **weapon**.

Racial Harassment – means engaging in a course of vexatious comment or conduct pertaining to a person's race which is known, or is reasonably **ought to be** known, to be offensive, inappropriate, intimidating, hostile and unwelcome. Race refers to a group of people of common ancestry, distinguished from others by physical characteristics, such as colour of skin, shape of eyes, hair texture or facial features. The term is also used ~~at present,~~ to designate social categories into which societies divide people according to such characteristics.

Refractory Conduct – means resisting control or discipline, unmanageable, rebellious refusal to comply with or flagrant disregard of Board policy. A single act itself can constitute refractory conduct.

Replica Firearm – is any device that is designed or intended ~~to exactly resemble or to resemble with near precision,~~ a firearm.

Robbery – a robbery occurs where a person uses violence or threats of violence to steal money or other property from a victim.

Sexual Assault – a sexual assault occurs where a person, without consent, intentionally applies force to another person in circumstances of a sexual nature such as to violate the sexual integrity of the victim.



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Sexual Harassment – sexual harassment occurs when a person receives unwelcome sexual attention from another person, whose comments or conduct are known or should reasonably be known to be offensive, inappropriate, intimidating, hostile and unwelcome. It also includes ~~an environment in which sexist or homophobic jokes and or materials are allowed.~~

Threat to Inflict Serious Bodily Harm – a threat to cause death or serious bodily harm to a person. ~~The term “threat”, as used here, does not apply to situations in which no real threat was intended.~~

Trafficking in Drugs and/or Harmful Substances – means to sell, administer, transfer, transport, send or deliver any harmful substance, illicit drug or narcotic as set out in the Controlled Drugs and Substance Act.



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**OPERATIONAL PROCEDURES: Guidelines to Long-Term
Suspension Program (TIPSS)**

APPENDIX B

Guidelines to Long-Term Suspension Program (TIPSS)



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

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APPENDIX B

Operational Procedures: Guidelines to Long-Term Suspension Program (TIPSS)

Our Gospel Values ground us in the belief that every individual has God-given talents and abilities, and the potential for redemption and reconciliation when we err.

In accordance with *the Act* and Program Policy Memorandum 141, the Board will offer the Transitional Intervention Program for Suspended Students (TIPSS).

Parents of students under the age of 18, students over 18, students 16/17 years of age who have withdrawn from parental control who receive a suspension greater than 5 days or a suspension pending possible expulsion must indicate by written signature their desire to participate in the program knowing that it has the following obligations:

- i) For students on longer than a 5 day suspension a teacher will be assigned by the ~~TIPSS Coordinator~~ **St. Martin Principal/Vice Principal** to work with the student for a two hour session 3 or 4 days a week. This schedule may alter due to PD days, conferences or other Safe Schools events.
- ii) A Student Action Plan (SAP) will be developed by the **home** school principal in collaboration with appropriate staff to delineate the academic and non-academic program needs/goals of the student.
- iii) The TIPSS teacher will meet the suspended student in a Toronto Public Library (TPL) site.
- iv) The student will identify himself/herself to the TPL staff.
- v) The student will wear appropriate attire for the TIPSS session including the school uniform if it is part of the home school's expectation.
- vi) The student will conduct himself/herself in a manner that is congruent with the expectations of the Board's Code of Conduct, as well as the expectations of the Public Library. If the TIPSS teacher or library staff feel that their safety or ability to carry on with their work is compromised by the student's behavior, then the student will forfeit **the** right to the program. The ~~TIPSS coordinator~~ **St. Martin Principal/Vice Principal** will be informed when such a situation occurs and will inform the school principal who will note this on the **Student Action Plan** (SAP).



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vii) For students on greater than 10 day suspension or suspension pending possible expulsion a social worker will be assigned ~~by the TIPSS coordinator~~ to meet with the student to address nonacademic needs. This is a mandatory expectation of the program. The TIPSS social worker will follow up with the home school social worker to support the student's transition back to community once the suspension has been served.



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~~OPERATIONAL PROCEDURES: Protocol to Expulsion~~

~~APPENDIX C~~

~~Protocol to Expulsion~~
Intentionally Deleted



~~POLICY SECTION: Safe Schools~~

~~SUB-SECTION:~~

~~POLICY NAME: Suspension and Expulsion Policy (Consolidated)~~

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~~APPENDIX C~~

~~Operational Procedures: Protocol to~~

~~Expulsion Suspension Pending Possible~~

~~Expulsion~~

~~An expulsion is in response to serious misbehaviour by a student in a school. Under *the Act*, a principal is required to suspend a pupil if he or she believes that the pupil has engaged in any of certain specified activities while at school, at a school-related activity or in circumstances where engaging in the Activity will have an impact on the school climate. *The Act* requires the principal to conduct an investigation to determine whether to recommend to the Board that the pupil be expelled. In considering whether to recommend to the Board that a pupil be expelled, a principal is required to take into account mitigating factors and other factors set out in the regulations.~~

~~If a principal recommends an expulsion the Board is required to hold an expulsion hearing. The Board is entitled to authorize a committee of at least three members to conduct the expulsion hearing.~~

~~At the hearing, the Safe Schools Hearing Committee is required to consider the submissions of the parties, any mitigating or other factors prescribed by the regulations and any written response by the parent/guardian/adult/student that was provided to the principal's report recommending expulsion.~~

~~At the conclusion of the hearing, the Board Safe Schools Hearing Committee will decide whether to expel the pupil at all, and, if so, whether the expulsion will be a school expulsion or board expulsion.~~



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~~Where the Safe Schools Hearing Committee decides to expel a pupil, it has a further decision to make. If the Discipline Committee decides to expel the pupil from his or her school only, Safe Schools must assign the pupil to another school of the Board. The student will receive mandatory social work intervention at the new school placement. The Request for Social Work Services form will be signed by the parent/guardian/adult student during the intake meeting at the new school placement. If the Discipline Committee decides to expel the pupil from all schools of the Board, the pupil will be assigned to a program for expelled pupils.~~

~~Activities Leading to Suspension Pending Possible Expulsion (section 310)~~

~~Under subsection 310 (1) of *the Act*, a principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school related activity or in other circumstances where engaging in the Activity will have an impact on the school climate:~~

- ~~1. Possessing a weapon, including possessing a firearm.~~
- ~~2. Using a weapon to cause or to threaten bodily harm to another person.~~
- ~~3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.~~
- ~~4. Committing a sexual assault.~~
- ~~5. Trafficking in weapons or in illegal drugs.~~
- ~~6. Committing robbery.~~
- ~~7. Giving alcohol to a minor.~~
- ~~7.1 Bullying, if~~
 - ~~(i) the pupil has been previously suspended for engaging in bullying, and~~
 - ~~(ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.~~
- ~~7.2 Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.~~



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~~8. Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.~~

~~The following infractions must result in a suspension pending possible expulsion in accordance with Board policy:~~

- ~~1. Possession of explosive substance;~~
- ~~2. Serious or repeated misconduct;~~
- ~~3. Refractory Conduct;~~
- ~~4. Conduct injurious to the moral tone of the school or to the physical or mental well-being of others.~~

~~A pupil who is suspended under this section is suspended from his or her school and from engaging in all school-related activities.~~

~~Duration of Suspension~~

~~The minimum duration of a suspension is one school day and the maximum duration is 20 school days.~~

~~In considering how long the suspension should be, a principal will take into account any mitigating and/or other factors prescribed by the regulations.~~

~~A principal may not suspend a pupil more than once for the same occurrence.~~

~~Mitigating Factors~~

~~In recognizing the uniqueness of each child and applying a lens of pastoral care, the principal will consider the following mitigating factors in reaching a final determination:~~



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- ~~• The pupil does not have the ability to control his or her behaviour.~~
- ~~• The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.~~
- ~~• The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.~~

Other Factors

Similarly, the principal will consider the following other factors in reaching a final determination, once again in recognition of the uniqueness of each child and applying a lens of pastoral care:

- ~~• The pupil's history.~~
- ~~• Whether a progressive discipline approach has been used with the pupil.~~
- ~~• Whether the Activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.~~
- ~~• How the suspension or expulsion would affect the pupil's ongoing education.~~
- ~~• The age of the pupil.~~
- ~~• In the case of a pupil for whom an individual education plan has been developed,~~
 - ~~(i) whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan.~~
 - ~~(ii) whether appropriate individualized accommodation has been provided, and~~
 - ~~(iii) whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.~~

Notice of Suspension Pending Possible Expulsion

A principal who suspends a pupil under section 310 shall,

- ~~(a) inform the pupil's teacher(s) of the suspension; and~~



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~~(b) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless,~~

- ~~(i) the pupil is at least 18 years old, or~~
- ~~(ii) the pupil is 16 or 17 years old and has withdrawn from parental control.~~

~~(c) ensure that written notice is given promptly to the following persons:~~

- ~~(i) the pupil~~
- ~~(ii) the pupil's parent or guardian unless,~~
 - ~~(1) the pupil is at least 18 years old, or~~
 - ~~(2) the pupil is 16 or 17 years old and has withdrawn from parental control.~~

Contents of the Notice

~~(a) The notice of suspension pending possible expulsion will include the following:~~

- ~~• The reason for the suspension;~~
- ~~• The duration of the suspension;~~
- ~~• Information about any program for suspended pupils to which the pupil is assigned;~~
- ~~• Information about the investigation the principal will conduct under subsection 311.1 to determine whether to recommend that the pupil be expelled.~~

~~(b) A statement indicating that,~~

- ~~• there is no immediate right to appeal the suspension,~~
- ~~• if the principal does not recommend to the board that the pupil be expelled following the investigation under subsection 311.1, the suspension will become subject to appeal under subsection 311.2, and~~
- ~~• if there is an expulsion hearing because the principal recommends to the board that the pupil be expelled, the suspension may be addressed by parties at the hearing.~~



~~POLICY SECTION: Safe Schools~~

~~SUB-SECTION:~~

~~POLICY NAME: Suspension and Expulsion Policy (Consolidated)~~

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Receipt of Notice

~~Where notice is given, it shall be considered to have been received by the person in accordance with the following rules:~~

~~(1) If the notice is sent by mail or another method in which an original document is sent, the notice shall be considered to have been received by the person to whom it was sent on the fifth school day after the day on which it was sent.~~

~~(2) If the notice is sent by fax or another method of electronic transmission, the notice shall be considered to have been received by the person to whom it was sent on the first school day after the day on which it was sent.~~

Investigation Following Suspension

- ~~• When a pupil is suspended under section 310, the principal is required to conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.~~
- ~~• The principal's investigation must begin promptly following the suspension. The principal will endeavour to complete his/her investigation within five school days. If that is not possible due to a police investigation, a Safe Schools Co-ordinator must be informed at this time. The principal will conduct an investigation in accordance with the Guidelines for Conducting a School Investigation~~
- ~~• The Police/School Board Protocol requires principals to notify the police for specific occurrences.~~
- ~~• Police may conduct their own investigation and make decisions with respect to criminal charges based on their assessment of the circumstances. Regardless of whether or not charges are laid by the police, the principal is still responsible for conducting an investigation independent of the police and taking appropriate disciplinary action under *the Act*. The issue of double jeopardy does not apply because the purpose and nature of actions taken by the police under the Criminal Code are different from the purpose and nature of actions taken by the principal under *the Act*.~~



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• During a police investigation at school, it is the responsibility of the police to explain to a young person his or her rights in a manner that enables him or her to understand them. The principal/designate will inform police of any special circumstances which may impede the student in expressing or understanding written/oral communication.

• Whenever the police are called the principal or his/her designate will contact the parent or guardian of the student. In the absence of a parent, an adult relative, or in the absence of a parent and adult relative, any other appropriate adult chosen by the young person, as long as that person is not a co-accused, or under investigation, in respect of the same offence.

• Where there is no parent/guardian, adult relative or appropriate adult available, the principal or his/her designate will act in loco parentis to the student, in order to ensure his or her Charter Rights are maintained.

When the police have been contacted, the principal will halt his or her review of the incident until the police investigation is complete. There is a concern that if the principal persists in reviewing the incident, the principal's actions in interviewing witnesses or seizing property could prejudice the police investigation. Once the police have concluded their investigation, the principal can commence his/her investigation.

When the principal believes that an infraction has occurred which may require an expulsion, the principal will:

- follow the Police/School Board Protocol, where police are to be involved;
- suspend the pupil pending an investigation;
- conduct an investigation promptly following the suspension to determine whether to recommend to the Board that the pupil be expelled
- take into account any mitigating or other factors prescribed by the regulations;
- consult with the appropriate superintendent of education.

If Expulsion is NOT Recommended:

(a) If, on concluding the investigation, the principal decides not to recommend to the Board that the pupil be expelled, the principal will:

- (i) confirm the suspension and the duration of the suspension;



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~~(ii) confirm the suspension but shorten its duration, even if the suspension has already been served, and amend the record of the suspension accordingly; or
(iii) withdraw the suspension and expunge the record of the suspension, even if the suspension has already been served.~~

~~(b) If the principal does not recommend to the Board that the pupil be expelled, the principal will ensure that written notice containing the following information is given promptly to every person to whom he or she was required to give notice of the suspension pending possible expulsion.~~

~~(i) A statement that the pupil will not be subject to an expulsion hearing for the Activity that resulted in the suspension.~~

~~(ii) A statement indicating whether the principal has confirmed the suspension and its duration, confirmed the suspension but reduced its duration or withdrawn the suspension.~~

~~(iii) Unless the suspension was withdrawn, information about the right to appeal the suspension, including,~~

- ~~• a copy of the Board policies and guidelines governing the appeal process established by the Board; and~~
- ~~• the name and contact information of the superintendent of education to whom notice of the appeal must be given.~~

Appeal of Suspension if Expulsion is NOT Recommended:

~~If the principal does not recommend to the Board that the pupil be expelled and does not withdraw the suspension, the suspension may be appealed and section 309. of *the Act* applies for that purpose, with necessary modifications, subject to the following:~~

~~(1) A person who is entitled to appeal must give written notice of his or her intention to appeal within five school days of the date on which he or she is considered, in accordance with the rules set out in subsection 300 (3) of *the Act*, to have received the notice.~~

~~(2) If the principal confirmed the suspension but reduced its duration, the appeal is from the reduced suspension and not the original suspension.~~



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~~If Expulsion IS Recommended:~~

~~(a) If, on concluding the investigation, the principal decides to recommend to the Board that the pupil be expelled, he or she will prepare a report that contains the following:~~

- ~~(i) A summary of the principal's findings.~~
- ~~(ii) The principal's recommendation as to whether the pupil should be expelled from his or her school only or from all schools of the Board.~~
- ~~(iii) The principal's recommendation as to,

 - ~~• the type of school that might benefit the pupil, if the pupil is expelled from his or her school only, or~~
 - ~~• the type or program for expelled pupils that might benefit the pupil, if the pupil is expelled from all schools of the Board.~~~~
- ~~(iv) The principal will promptly provide a copy of the report to every person whom the principal was required to give notice of the suspension pending possible expulsion.~~

~~(b) Written Notice~~

~~The principal will ensure that written notice containing the following is given to every person to whom the principal was required to give notice of the suspension, at the same time as the principal's report is provided to that person.~~

- ~~• A statement that the pupil will be subject to an expulsion hearing for the Activity that resulted in the suspension.~~
- ~~• A copy of the Board policies and guidelines governing the expulsion hearing established by the Board.~~
- ~~• A statement that the person has the right to respond, in writing, to the principal's report provided under this section.~~
- ~~• Detailed information about the procedures and possible outcomes of the expulsion hearing.~~
- ~~• The name and contact information of a superintendent of education whom the person may contact to discuss any matter respecting the expulsion hearing.~~



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~~(c) Party may respond to Principal's Report~~

~~A person, who is entitled to receive the principal's report, may respond, in writing, to the principal and the Board.~~

~~Expulsion Hearing~~

~~If a student is recommended for expulsion (School Expulsion or Board Expulsion) an expulsion hearing will be scheduled by the 20th school day from the date that the suspension pending possible expulsion was issued unless parties agree to extend the date beyond the 20th day. The parent/guardian/adult student will be contacted by the principal, or the Safe Schools Coordinator or Corporate Services to discuss details related to the hearing. A meeting may be scheduled to discuss these details.~~

~~DEFINITIONS~~

~~**Bullying**— Aggressive and typically repeated behaviour (physical, verbal, electronic, written or other means) by a student where,~~

~~(a) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of,~~

~~i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or~~

~~ii. creating a negative environment at a school for another individual, and~~

~~(b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.~~

~~**Cyber-bullying**— This is a form of bullying that occurs through the use of technology, including the use of a computer, cellular phone or other electronic devices, using instant/text messaging, social networks, e-mail, websites or any other electronic activities, and involves:~~



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- ~~(a) creating a web page or blog in which the creator assumes the identity of another person;~~
- ~~(b) impersonating another person as the author of content or messages posted on the internet; and~~
- ~~(c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.~~

~~**Explosive Substance**— includes anything used to create an explosive device or is capable or causing an explosion.~~

~~**Extortion**— using threats, accusations or violence or threats of violence to induce any person to do anything or cause anything to be done.~~

~~**Firearm**— any barreled weapon from which any shot, bullet or other projectile can be discharged and that is capable to causing serious bodily injury or death to a person.~~

~~**Harassment**— harassment is often, but not always, persistent, ongoing conduct or communication in any form, of attitudes, beliefs, or actions towards an individual or group which might reasonably be known to be unwelcome. A single act or expression can constitute harassment, for example, if it is a serious violation. Harassment may be either subtle or blunt.~~

~~**Hate Material**— includes literature, leaflets, posters, graffiti distributed (or sent by electronic means) to incite violence or hatred against an identifiable group and/or their property. The incitement of hatred or bias motivated incidents against an identifiable group may include persons distinguished by their race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation or other similar factor.~~

~~**Inappropriate Use of Electronic Communications/Media**— the intentional use of an electronic device or communication medium, such as, but not limited to, all features of a phone, a cell phone, digital camera, blackberry, e-mails, school hotlines, Web-based communication sites and print material, such as flyers, school newspapers and brochures, that negatively impact on the well being of~~



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~~another person and/or the learning environment in accordance with the definition of Harassment (as set out above).~~

~~**Physical Assault**—the intentional application of force directly or indirectly in any degree at all, to a person without the person’s consent.~~

~~**Physical Assault Causing Bodily Harm**—physical assault is the intentional application of force (in any degree at all) to a person without that person’s consent. Bodily harm refers to any hurt or injury that is more than merely transient or trifling in nature which interferes with the health or comfort of the person, and includes (but is not limited to) injuries that receive medial attention. Any cut that requires stitches or any broken or fractured bone should be considered a serious injury. Serious injury could also include multiple minor injuries.~~

~~**Possession of a Weapon**—means anything used, designed to be used or intended for use in causing death or injury to any person, or to threaten or intimidate any person. It can include objects which can be used as weapons. Objects such as a pen, or a screwdriver, if displayed to threaten or intimidate, become weapons under this definition. Weapon includes a firearm and any device that is designed or intended to exactly resemble or to resemble with near precision, a firearm.~~

~~**Racial Harassment**—means engaging in a course of vexatious comment or conduct pertaining to a person’s race which is known, or is reasonably known, to be offensive, inappropriate, intimidating, hostile and unwelcome. Race refers to a group of people of common ancestry, distinguished from others by physical characteristics, such as colour of skin, shape of eyes, hair texture or facial features. The term is also used, at present, to designate social categories into which societies divide people according to such characteristics.~~

~~**Refractory Conduct**—means resisting control or discipline, unmanageable, rebellious refusal to comply with or flagrant disregard of Board policy. A single act itself can constitute refractory conduct.~~

~~**Replica Firearm**—is any device that is designed or intended to exactly resemble or to resemble with near precision, a firearm.~~



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~~**Robbery**—a robbery occurs where a person uses violence or threats of violence to steal money or other property from a victim.~~

~~**Sexual Assault**—a sexual assault occurs where a person, without consent, intentionally applies force to another person in circumstances of a sexual nature such as to violate the sexual integrity of the victim.~~

~~**Sexual Harassment**—sexual harassment occurs when a person receives unwelcome sexual attention from another person, whose comments or conduct are known or should reasonably be known to be offensive, inappropriate, intimidating, hostile and unwelcome. It also includes an environment in which sexist or homophobic jokes and materials are allowed.~~

~~**Threat to Inflict Serious Bodily Harm**—a threat to cause death or serious bodily harm to a person. The term “threat”, as used here, does not apply to situations in which no real threat was intended.~~

~~**Trafficking in Drugs and/or Harmful Substances**—means to sell, administer, transfer, transport, send or deliver any harmful substance, illicit drug or narcotic as set out in the Controlled Drugs and Substance Act.~~



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OPERATIONAL PROCEDURES: Guidelines to Expulsion Program (Monsignor Fraser College – St. Martin Campus, formerly ~~APPLE~~)

APPENDIX D C

Guidelines to Expulsion Program (Monsignor Fraser College – St. Martin Campus, formerly ~~APPLE~~)



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APPENDIX C

Operational Procedures: Guidelines to Expulsion Program (Monsignor Fraser College – St. Martin Campus, formerly APPLE)

Our Gospel Values ground us in the belief of the fundamental goodness of each person. It is our intent through our Expulsion Programs to support students in their journey back to community schools and the fulfilment of our Catholic Graduate School Expectations. Our goal is to nurture their personal development and growth, based on redemption, reconciliation, and a teaching of positive pro-social behaviours rooted in our Catholic Social Teachings.

In accordance with *the Act* and Program Policy Memorandum 142, the Toronto Catholic District School Board will offer the Program for Students on Expulsion.

Parents of a student, ~~or~~ students over 18, **students 16/17 years of age who have withdrawn from parental control** who receive expulsions from all schools of the Board must indicate by written signature their desire to participate in the TCDSB Expulsion Program knowing that it has the following obligations:

a) Secondary and elementary students will attend the expulsion program and follow the structure of the program as determined by the principal and staff of Monsignor Fraser College – St. Martin Campus.

b) A Student Action Plan (SAP) will be developed ~~at the sending school~~ to delineate the academic and non-academic program needs of the student. It must indicate goals, objectives and learning expectations; measures of success; ~~and~~ strategies and types of support. ~~The SAP will also include the re-entry plan with a description of the re-entry process for successful transition back.~~ **When a student has successfully met the objectives of the program for expelled students and is considered ready to be readmitted to another school of the board, a re-entry plan must be developed as part of the SAP to assist with the student's transition and successful integration.**



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c) Students attending the program are expected to follow the T.C.D.S.B. Code of Conduct and are subject to progressive disciplinary measures. In the event that an expelled student's conduct at the program is so detrimental to the program staff or other students that there is a safety risk or complete inability to teach and learn, the student forfeits his/her right to attend the program. This will be noted on the student's SAP. Ongoing social work assistance will be ~~maintained~~ **provided** with a view to assisting the youth in ~~with~~ **with** his/her ~~need for~~ **social/emotional needs** assistance. Alternative academic ~~assistance~~ **programming** will be ~~pursued~~ **provided**.

d) **A student who has been expelled from all schools of a board and/or his/her parents may apply in writing to** The Associate Director of Academic Affairs **to request that the student be readmitted to a school of the board.** ~~is the designated Board person to whom students write in order to be readmitted back to the board or to request consideration to return to the school from which they were expelled.~~ **For** Students subject to a school expulsion, **where the student and/or his/her parent(s) wish that the student return to his/her original school, the student and/or parent may also apply in writing to the Associate Director of Academic Affairs and must provide a specific rationale.** ~~who at a later date wish to be considered for readmission back to the school from which they were expelled, must also write a letter to the Associate Director.~~

e) The decision as to whether a student has successfully met the objectives of the program as outlined in the SAP rests with the principal and staff of Monsignor Fraser College – St. Martin Campus.

f) In keeping with our faith based belief that we are all members of one community in Christ, the re-entry plan must include a meeting that includes the principal of the receiving school, expulsion program staff, the student, and staff at the receiving school. Where possible the student's parents or other significant family members should be present. Community agency staff relevant to the situation should be included.



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~~The expulsion program principal and staff will present the performance indicators for effectiveness to the Safe School Advisory Committee of the Board in order to meet the requirements of PPM 142.~~

The program for students on expulsion will be reviewed every three years.



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OPERATIONAL PROCEDURES: Protocol for Suspension Appeals and Expulsion Hearings

APPENDIX E D

Protocol for Suspension Appeals and Expulsion Hearings



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APPENDIX E

Operational Procedures: Protocol for Suspension Appeals and Expulsion

Hearings Safe Schools Legislation

The Act determines the way in which schools respond to objectionable behaviour of Ontario students while on school property, engaged in school activities or behaviour that impacts on school climate. All students, teachers, school staff and parents are subject to the Provincial Code of Conduct mandated by the Ministry of Education and defined by each School Board. *The Act* and the Board's Code of Conduct Policy require that a student be considered for suspension or expulsion for certain activities that, by definition, are unacceptable.

Purpose of this Guide

The purpose of this guide is to assist students and their parents/guardians to understand their rights and obligations if a suspension is issued or an expulsion is recommended due to an infraction listed in *the Act*. ~~In the Code of Conduct Policy~~

Cautionary Note

This guide is a simplified summary of the law, Board Policy, and the Board's Rules of Procedure. For accurate reference, further information, and more detail, please contact the principal or superintendent of your school. You may also obtain further information from the Board's Web Site "www.tcdsb.org", by clicking on "Safe Schools".

Suspensions (Section 306. of *the Act*)

It is the responsibility of the school Principal to uphold the Code of Conduct. It is at the discretion of the Principal that a pupil may be suspended for those activities listed in "Guidelines to Suspension".



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Mitigating Factors

In recognizing the uniqueness of each child and applying a lens of pastoral care, a Principal must consider all mitigating factors before a suspension is issued including the following:

- (i) The pupil does not have the ability to control his/her behaviour.
- (ii) The pupil does not have the ability to understand the foreseeable consequences of his/her behaviour.
- (iii) The pupil's continuing presence in the school does not create an unacceptable risk to the well-being or safety of any other person.

Other factors that must be taken into account are: the pupil's history; the use of a progressive discipline approach; whether the activity for which the pupil may be suspended is related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment; how the suspension would affect the pupil's ongoing education; the age of the pupil; whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan (IEP); whether appropriate individualized accommodation has been provided (IEP); or whether the suspension is likely to result in an aggravation or worsening of the pupil's behaviour or conduct (IEP).

A pupil may still be suspended for any such behaviour, or for other behaviour prohibited by the Board.

Length of Suspensions

Principal may suspend a pupil for a minimum of one (1) school day and a maximum of twenty (20) school days. All suspensions may be appealed.

Appeal of Suspensions

If a pupil is suspended, the parents/guardians may request an appeal in writing to the area superintendent within ten (10) school days from the start of the suspension. A pupil, if an adult or 16 or 17 years old and has withdrawn from



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parental control may also exercise this right to appeal. The area superintendent may contact the parties to the appeal and the principal to discuss the details of the possible appeal hearing. The request to appeal must state the rationale for consideration.

Appeal Hearing

A board must hold a hearing to consider the appeal of the suspension and make a decision within fifteen (15) school days from receipt of the appeal. The board may: confirm the suspension; confirm the suspension, but shorten its duration; or quash and expunge the record. The decision of the board is final.

Suspensions Pending Possible Expulsion (Section 310. of *the Act*)

A Principal shall issue a suspension pending possible expulsion if this pupil engages in an activity listed in “Guidelines to Expulsion”.

A Principal must consider all mitigating factors before a recommendation for expulsion is made to the Safe Schools Hearing Committee.

A Principal must consider all mitigating factors before an expulsion is recommended including the following:

- (i) The pupil does not have the ability to control his/her behaviour.
- (ii) The pupil does not have the ability to understand the foreseeable consequences of his/her behaviour.
- (iii) The pupil’s continuing presence in the school does not create an unacceptable risk to the well-being or safety of any other person.

Other factors that must be taken into account are: the pupil’s history; the use of a progressive discipline approach; whether the activity for which the pupil may be expelled is related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment; how the expulsion would affect the pupil’s ongoing education; the age of the pupil; whether the behaviour was a manifestation of a disability identified in the pupil’s Individual Education Plan (IEP); whether appropriate individualized accommodation has been provided (IEP); or whether the expulsion is likely to result in an aggravation or worsening of the pupil’s behaviour or conduct (IEP).



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A pupil may still be expelled for any such behaviour, or for persistent violation of Board standards of behaviour, or for other refractory conduct.

Suspension Pending Possible Expulsion

If the principal believes that an infraction listed under section 310 of *the Act* has occurred, the pupil is immediately suspended pending possible expulsion. The principal notifies the parents/guardians, and then conducts an investigation. At the end of the investigation, the Principal completes a report with a decision to confirm the suspension; confirm the suspension, but shorten its duration; quash and expunge the record; or recommend to the Discipline Committee that a school expulsion or a board expulsion be **imposed** ~~invoked~~.

The Board may not impose an expulsion if more than twenty (20) school days have lapsed since the suspension pending possible expulsion was issued unless all parties agree to extend the date beyond the 20th day.

Expulsion Hearing

If a school or board expulsion is recommended by the principal, an expulsion hearing must be held by the board within twenty (20) days after the issuing date of the Suspension Pending Possible Expulsion unless all parties agree to extend the date beyond the 20th day.

If there is a recommendation for expulsion, the Discipline Committee will decide to impose an expulsion; or confirm the suspension; or confirm but shorten its duration; or quash and expunge the record at the expulsion hearing.

The decision of the board is final.

An expulsion hearing can be waived by the parent/guardian if the parent/guardian and the principal agree to Minutes of Settlement.



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Appeal of Decision to Expel

If the Safe Schools Hearing Committee imposes a school or board expulsion, the parents, guardians, adult pupil, or a pupil who is 16 or 17 year old and who has withdrawn from parental control can appeal the decision to the Child and Family Services Review Board. The Child and Family Services Review Board decision is final and binding.

Appeal of a Suspension When Expulsion is not Recommended (section 310. of *the Act*)

This type of suspension may not be appealed until the Principal delivers a final decision in a report following an investigation.

Written notice of appeal of the suspension must be received by the area Superintendent within five (5) days of receipt of report decision. The notice must include a written statement setting out all the reasons for the appeal, and a copy of the Notice of Suspension Pending Expulsion. The Board will hear the appeal of the suspension within fifteen (15) days after receipt of the written notice to appeal the suspension.

Procedure for the Appeal of an Expulsion

Written notice must be given to the Child and Family Services Review Board within thirty (30) days after the expulsion hearing. The Appeal Notice must include a written statement setting out all the reasons for the appeal, and a copy of the expulsion decision by the Committee. The Child and Family Services Review Board will hear the expulsion appeal within thirty (30) days of receiving the notice to appeal the expulsion. The decision of the Child and Family Services Review Board is final.



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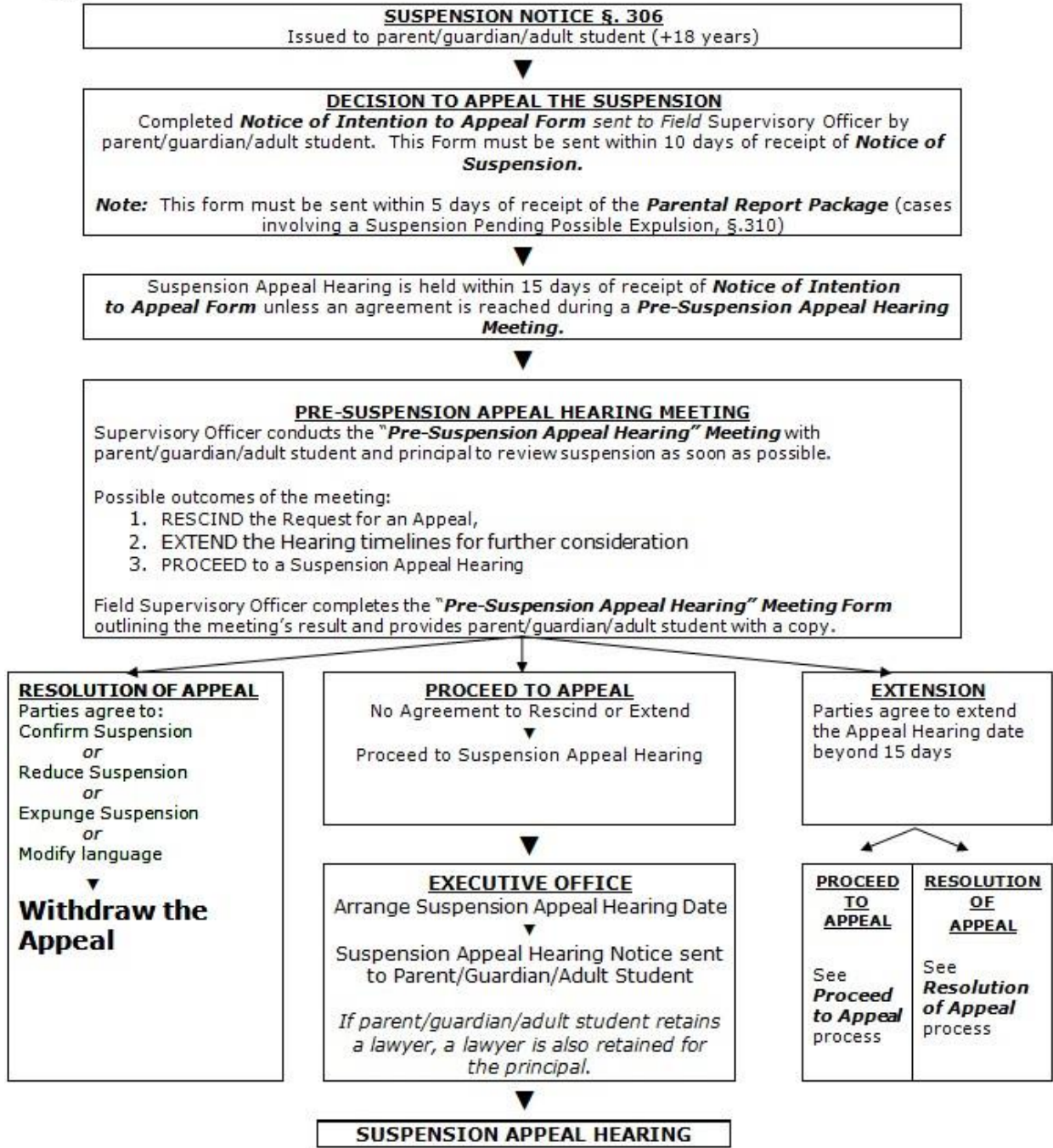
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**Safe Schools Department
SUSPENSION APPEAL PROCESS**



Decision of Suspension Appeal Hearing is FINAL



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**Safe Schools Department
EXPULSION HEARING PROCESS**



SUSPENSION PENDING POSSIBLE EXPULSION NOTICE §. 310

Issued to parent/guardian/adult student (+18 years)

PRINCIPAL INVESTIGATION

In situations where police are not involved, the principal conducts a school investigation and reaches a determination by the 6th day of suspension.

In situations where police are conducting a police/criminal investigation, the principal will not proceed with the school investigation until permitted by police to do so. In such situations, the principal's determination may be reached beyond the 6th day.

PRINCIPAL DETERMINATION

In reaching a determination, the principal will consider one of the following outcomes

after reviewing mitigating and other factors

1. Recommendation for Board Expulsion
2. Recommendation for School Expulsion
3. Confirmed Suspension
4. Reduced Suspension
5. Expungement

Recommendation for Expulsion (Board or School)

A pre-expulsion hearing meeting is scheduled. During this meeting the parent/guardian/adult student is provided with the Parental Report Package. An expulsion hearing is scheduled unless the parent/guardian/adult student agrees to sign Minutes of Settlement or to sign an Extension Form.

Confirmed or Reduced Suspension

Principal can confirm a suspension of 20 days or reduce the suspension to 1 - 19 days.

Principal provides parent/guardian/adult student with a copy of the Parental Report Package.

Expungement

Notice of Suspension Pending Expulsion and Principal Investigation documents expunged from OSR and electronically.

Suspension Appeal

Parent may request to appeal the confirmed or reduced suspension. If a suspension appeal is requested, refer to *Suspension Appeal Process* flowchart.

Minutes of Settlement

Agreement that is final and binding signed by the principal and the parent/guardian/adult student

Expulsion Hearing

Scheduled by the 20th day of suspension unless an Extension Form has been signed.

Executive Office arranges a hearing date and sends Hearing Notice to Parent/Guardian/Adult Student.

If parent/guardian/adult student retains a lawyer, a lawyer is also retained for the principal.



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OPERATIONAL PROCEDURES: Statutory Powers Procedure Act

APPENDIX F E

Statutory Powers Procedure Act



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APPENDIX E

Operational Procedures: Statutory Powers Procedure Act

The Board affords the parent (or student if an adult) a hearing following:

- a) a principal's recommendation for the expulsion (School Expulsion or Board Expulsion) of a pupil,
- b) an appeal of the suspension of a pupil

Suspension Appeal Hearings, Expulsion Hearings, and Appeals of Decisions of the Board shall be in accordance with the Rules of Procedures outlined below:

[References are to sections of Statutory Powers Procedure Act ("SPPA") or Education Act ("ACT")]

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GENERAL

1.1 Proceeding Chair

The Proceeding Chair will be appointed by the Chair of the Board. In the absence of the Chair of the Board, the Safe Schools Hearing Committee members will appoint the Proceeding Chair.

This process for appointing the Proceeding Chair will be followed for each hearing.



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1.2 Liberal Construction Of Rules

These Rules shall be liberally construed to secure the just, most expeditious and cost-effective determination of every PROCEEDING on its merits. [SPPA §2]

1.3 Different Kinds Of Hearings In One PROCEEDING

Except as otherwise provided in these Rules, the BOARD may, in a PROCEEDING, hold any combination of written, electronic and oral hearings. [SPPA § 5.2.1]

1.4 Waiver Of Procedural Requirement

Any provision of these Rules, including the time for doing any act or thing, may be waived in the discretion of the BOARD, upon its own motion or upon the application of any party. [SPPA § 4(2)]

1.5 Disposition Without Hearing

If the parties consent, a PROCEEDING may be disposed of by a decision of the BOARD without a hearing provided that both parties agree to Minutes of Settlement. [SPPA § 4.1]

2. PROVISIONS RESPECTING TRUSTEES

2.1 The Safe Schools Hearing Committee for Procedural or Interlocutory Matters

A procedural or interlocutory matter in a PROCEEDING may be heard and determined by a discipline committee consisting of at least three members of the board, as assigned by the CHAIR. [SPPA §4.2(1)]

2.2 Decision Of Discipline Committee

The decision of a majority of the members of the Safe Schools Hearing Committee is the BOARD'S decision. [SPPA §4.2(3)]

2.3 Expiry Of Term

If the term of office of a member of the BOARD who has participated in a hearing expires before a decision is given, the term shall be deemed to continue, but only for the purpose of participating in the decision and for no other purpose. [SPPA §4.3]



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2.4 Incapacity Of Member

If the term of office of a member of the BOARD who has participated in a hearing becomes unable, for any reason, to complete the hearing or to participate in the decision, the remaining Trustee or Trustees may complete the hearing and give a decision. [SPPA §4.4(1)]

3. PROCEEDINGS GENERALLY

3.1 Classes of PROCEEDINGS

There shall be two classes of PROCEEDINGS that come before the BOARD:

3.1.1 an appeal against a decision by a principal to impose a suspension; and

3.1.2 a referral by the principal of a matter of expulsion of a pupil. [SPPA §4.7]

3.2 Parties to All Classes of PROCEEDINGS The parties to any class of PROCEEDING shall be:

3.2.1 the pupil if:

- i.) the pupil is at least 18 years old, or
- ii.) The pupil is 16 or 17 years old and has withdrawn form parental control

3.2.2 the pupil's parent or guardian, unless:

- i.) the pupil is at least 18 years old, or
- ii.) The pupil is 16 or 17 years old and has withdrawn form parental control, and

3.2.3 the principal of the school in which the pupil is or was enrolled. [ACT 309(8), 311.3(3)]

3.3 Adding Pupil as a Party

Where the PARENT is a party to any class of PROCEEDING, a pupil who is not a party to the suspension appeal or expulsion hearing has the right to be present at the hearing and to make a statement on his or her behalf. [ACT 309(9), 311.3(4)]



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3.4 Hearings To Be Private

Since intimate personal matters may be disclosed, the public will be excluded from oral, written and electronic hearings, so that undue embarrassment to any of the parties may be avoided. [SPPA §9(1)]

3.5 Presence of BOARD Solicitor

In PROCEEDINGS (including deliberations) where the Board Solicitor is not representing the principal, the BOARD Solicitor shall be present to advise the PROCEEDING CHAIR as to any legal and procedural matter that may arise, and to assist the BOARD in the preparation of formal Orders and reasons (if requested). In PROCEEDINGS where the Board Solicitor is representing the principal, an outside solicitor will be retained to be present to advise the PROCEEDING CHAIR as to any legal and procedural matter that may arise, and to assist the BOARD in the preparation of formal Orders and reasons (if requested).

3.6 Maintenance Of Order At Hearings

The BOARD may make such orders or give such directions at an oral or electronic hearing as it considers necessary for the maintenance of order at the hearing. [SPPA §9(2)]

3.7 Assistance of Peace Officer

If any person disobeys or fails to comply with any order or direction given at a hearing, the person presiding or any Trustee may call for the assistance of any peace officer to enforce the order or direction. [SPPA §9(2)]

4. WITHOLDING COMMENCEMENT OF PROCEEDINGS

4.1 Decision Not To Process Commencement Of PROCEEDING

Subject to section 4.3, upon receiving documents relating to the commencement of a PROCEEDING, the DIRECTOR may decide not to process the documents relating to the commencement of the PROCEEDING if,



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4.1.1 the documents are incomplete;

4.1.2 the documents are received after the time required for commencing the PROCEEDING has elapsed. [SPPA §4.5(1)]

4.2 Notice of Decision Not to Process

The DIRECTOR shall give the party who commences a PROCEEDING notice of the decision under section 4.1 and shall set out in the notice the reasons for the decision and the requirements for resuming the processing of the documents. [SPPA §4.5(2)]

4.3 When Documents Incomplete or Received Late For the purposes section 4.1:

4.3.1 the documents are incomplete if they do not conform to the requirements of sections 11.2, 12.2, as the case requires;

4.3.2 the documents must be received within the time limits set out in sections 11.3, 12.1, as the case requires. [SPPA §4.5(3)]

4.4 Resumption of Processing

The processing of the documents may be resumed:

4.4.1 when the documents are complete, or

4.4.2 after the CHAIR in his/her discretion extends the time for commencing the PROCEEDING, as the case requires.

4.5 Dismissal Of PROCEEDING Without A Hearing

Subject to section 4.9, the BOARD may dismiss a PROCEEDING without a hearing if,

4.5.1 the PROCEEDING is frivolous, vexatious or is commenced in bad faith;



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4.5.2 the PROCEEDING relates to matters that are outside the jurisdiction of the BOARD; or

4.5.3 some aspect of the statutory requirements for bringing the PROCEEDING has not been met. [SPPA §4.6(1)]

4.6 Notice Of Intended Dismissal

Before dismissing a PROCEEDING under section 4.5, the BOARD shall give not less than five (5) days notice of its intention to dismiss the PROCEEDING to,

4.6.1 all parties to the PROCEEDING if the PROCEEDING is being dismissed for reasons referred to in subsection 4.5.2; or

4.6.2 the party who commences the PROCEEDING if the PROCEEDING is being dismissed for any other reason. [SPPA §4.6(2)]

4.7 Reasons For Intended Dismissal To Be Set Out

The notice of intention to dismiss a PROCEEDING shall set out the reasons for the dismissal and inform the parties of their right to make written submissions to the BOARD with respect to the dismissal within the time specified in the notice. [SPPA §4.6(3)]

4.8 Right To Make Submissions

A party who receives a notice under section 4.6 may make written submissions to the BOARD with respect to the dismissal before the close of business on the fifth (5th) business day after the date of the notice, which date and time shall be specified in the notice. [SPPA §4.6(4)]

4.9 Dismissal

The BOARD shall not dismiss a PROCEEDING under this section until it has given notice under section 4.6 and considered any submissions made under section 4.8. [SPPA §4.6(5)]



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5. DISCLOSURE

5.1 Required Disclosure

Unless otherwise ordered by the BOARD, each party to a PROCEEDING shall provide to the other party (or parties if more than one) and to the BOARD not less than two (2) clear days prior to the commencement of the PROCEEDING:

5.1.1 a list of the witnesses that the party intends to call to give evidence in the PROCEEDING;

5.1.2 a summary of the evidence that each such witness will give in sufficient detail to permit the other party (or parties if more than one) and the BOARD to know the nature of the evidence intended to be presented; and

5.1.3 if a witness, other than the principal and any teacher in the school in which the pupil is (or was) enrolled, is to be called to give a professional or expert opinion, full details of the credentials of any such witness as well as the reasons why such professional or expert opinion is required for the appropriate determination of the issues in the PROCEEDING.

5.2 BOARD May Order Disclosure

Subject to the provisions of applicable legislation respecting disclosure of personal information, the BOARD, at the request of a party or on its own motion, and at any stage of the PROCEEDING before a hearing is complete, may make orders for,

5.2.1 the exchange of documents;

5.2.2 the exchange of witness statements and reports of expert witnesses;

5.2.3 the provision of particulars;

5.2.4 any other form of disclosure. [SPPA §5.4(1)]



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5.3 Exception to Disclosure of Privileged Information Nothing in section 5.1 authorizes:

5.3.1 the production of an Ontario Student Record for any pupil other than the pupil who is the subject of the PROCEEDING;

5.3.2 the making of an order requiring any disclosure that is contrary to law; and

5.3.3 the making of an order requiring any disclosure of privileged information.
[SPPA

§5.4(2)]

5.4 Where Character, Conduct Or Competence Of A Party Is In Issue

Where the good character, propriety of conduct or competence of a party is an issue in a PROCEEDING:

5.4.1 the party is entitled to be furnished with reasonable information of any allegations with respect thereto not less than 2 clear days prior to the hearing, failing which, the BOARD shall not consider any evidence of character, propriety of conduct or competence of a party; and [SPPA §8]

5.4.2 in the case of a pupil, the disclosure of the Principal's Investigation shall be deemed to be compliance with the requirements of this section.

6. PRE-HEARING CONFERENCES

6.1 Pre-Hearing Conferences



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The BOARD, at the request of a party or on its own motion, may direct the parties to participate in a pre-hearing conference to consider: [ACT 309(5)] and [ACT 311.1(9) 5]

6.1.1 the settlement of any or all of the issues;

6.1.2 the simplification of the issues;

6.1.3 facts or evidence that may be agreed upon;

6.1.4 the dates by which any steps in the PROCEEDING are to be taken or begun;

6.1.5 the estimated duration of the hearing; and

6.1.6 any other matter that may assist in the just and most expeditious disposition of the PROCEEDING. [SPPA §5.3(1)]

6.2 Who Presides At Pre-Hearing Conferences

The DIRECTOR or his/her designate, including a designated superintendent and/or Safe Schools coordinator to preside at any pre-hearing conference. [SPPA §5.3(2)]

6.3 Pre-Hearing Conference Without Prejudice Except as reflected in an order under section 6.4:

6.3.1 PROCEEDINGS at a pre-hearing conference are conducted on a "without prejudice" basis, and

6.3.2 Nothing acknowledged or asserted by one party at a pre-hearing conference may be repeated by any other party in any subsequent hearing on the matter.



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6.4 Orders At Pre-Hearing Conference

The DIRECTOR or his/her designate, including the designated superintendent and/or Safe Schools coordinator, who presides at a pre-hearing conference, may make such orders as he or she considers necessary or advisable with respect to the conduct of the PROCEEDING, including adding parties. [SPPA §5.3(3)]

6.5 Disqualification

If a Trustee acquires information related to issues that parties are attempting to settle, such Trustee shall not preside at the hearing of the PROCEEDING on its merits unless the parties consent. [SPPA §5.3(4)]

6.6 Application To Electronic Hearings

Where a PROCEEDING is conducted electronically, the provisions of Article 9 apply to a pre- hearing conference, with necessary modifications. [SPPA §5.3(5)]

7. NOTICES, AND EFFECT OF NON-ATTENDANCE

7.1 Notice Of Written Hearing

The BOARD shall give to the parties to a written PROCEEDING five (5) days prior notice of hearing and such Notice shall include:

7.1.1 a reference to § 309, 310 and/or 311 of the ACT as the statutory authority under which the hearing will be held

7.1.2 a statement of the date and purpose of the hearing, and details about the manner in which the hearing will be held;

7.1.3 a statement that the hearing shall not be held as a written hearing if a party satisfies the BOARD that there is good reason for not holding a written hearing (in which case the BOARD is required to hold it as an electronic or oral hearing) and an indication of the procedure to be followed for that purpose;



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7.1.4 a statement to the effect of section 7.2, that if the party notified neither acts under subsection 7.1.3 nor participates in the hearing in accordance with the notice, the Discipline Committee may proceed without the party's participation and the party will not be entitled to any further notice in the PROCEEDING. [SPPA §6(4)]

7.2 Effect Of Non-Attendance At Written Hearing After Due Notice
Where notice of a written hearing has been given to a party to a PROCEEDING in accordance with these Rules and the party neither acts under subsection 7.1.3 nor participates in the hearing in accordance with the notice, the BOARD may proceed without the party's participation and the party is not entitled to any further notice in the PROCEEDING. [SPPA §7(2)]

7.3 Notice of Electronic Hearing

The BOARD shall give to the parties to an electronic PROCEEDING five (5) days prior notice of hearing and such Notice shall include:

7.3.1 reference to § 309, 310 and or 311 of *the* ACT as the statutory authority under which the hearing will be held

7.3.2 a statement of the time and purpose of the hearing, and details about the manner in which the hearing will be held;

7.3.3 a statement that the only purpose of the hearing is to deal with procedural matters, if that is the case;

7.3.4 if subsection 7.3.3 does not apply, a statement that the party notified may, by satisfying the BOARD that holding the hearing as an electronic hearing is likely to cause the party significant prejudice, require the BOARD to hold the hearing as an oral hearing, and an indication of the procedure to be followed for that purpose; and



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7.3.5 a statement that if the party notified neither acts under subsection 7.3.4, if applicable, nor participates in the hearing in accordance with the notice, the Discipline Committee may proceed without the party's participation and the party will not be entitled to any further notice in the PROCEEDING. [SPPA §6(5)]

7.4 Effect Of Non-Attendance At Electronic Hearings After Due Notice
Where notice of an electronic hearing has been given to a party to a PROCEEDING in accordance with these Rules and the party neither satisfies the BOARD that holding the hearing as an electronic hearing is likely to cause the party significant prejudice if applicable, nor participates in the hearing in accordance with the notice, the BOARD may proceed without the party's participation and the party is not entitled to any further notice in the PROCEEDING. [SPPA §7(3)]

7.5 Notice Of Oral Hearing

The parties to an oral PROCEEDING shall be given five (5) days prior written notice of hearing, and such Notice shall include:

7.5.1 reference to Sections 309, 310 and or 311 as the statutory authority under which the hearing will be held

7.5.2 a statement of the time, place and purpose of the hearing; and

7.5.3 a statement that if the party notified does not attend at the hearing, the Discipline Committee may proceed in the party's absence and the party will not be entitled to any further notice in the PROCEEDING. [SPPA §6(3)(b)]

7.6 Effect Of Non-Attendance At Oral Hearing After Due Notice

Where notice of an oral hearing has been given to a party to a PROCEEDING in accordance with these Rules and the party does not attend at the hearing, the BOARD may proceed in the absence of the party, and the party is not entitled to any further notice in the PROCEEDING. [SPPA §7(1)]



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8. WRITTEN HEARINGS GENERALLY

8.1 When Written Hearing Not Permitted

Notwithstanding anything contained in these Rules, the BOARD shall not hold a hearing in writing if a party satisfies the BOARD that there is good reason for not doing so. [SPPA §5.1(2)]

8.2 Time Limit For Seeking Electronic Or Oral Hearing

A party who wishes to satisfy the BOARD that there is good reason for not holding a hearing in writing shall provide such reason to the BOARD:

8.2.1 in the case of an appeal against a suspension, at the time of delivering the appeal to the BOARD; and

8.2.2 in all other cases, within five (5) days after a determination by the BOARD to hear the appeal in writing.

8.3 Exception

Section 8.1 does not apply if the only purpose of the hearing is to deal with procedural matters. [SPPA §5.1(2.1)]

8.4 Determination by the BOARD

The BOARD shall determine whether a party has satisfied the BOARD that there is a good reason not to hold the hearing in writing.

9. ELECTRONIC HEARINGS GENERALLY

9.1 When Hearing Electronically Not Permitted

Subject to section 9.2, where the BOARD has determined to hold a hearing electronically, the BOARD shall not do so if a party satisfies the BOARD that holding an electronic rather than an oral hearing is likely to cause the party significant prejudice. [SPPA §5.2(2)]



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9.2 Exception Not Apply Where Procedural Only

Section 9.1 does not apply if the only purpose of the hearing is to deal with procedural matters. [SPPA §5.2(3)]

9.3 Determination by the BOARD

The BOARD shall determine whether a party has satisfied the BOARD that holding an electronic rather than an oral hearing is likely to cause the party significant prejudice.

9.4 Participants To Be Able To Hear One Another

In an electronic hearing, all the parties and the members of the BOARD participating in the hearing must be able to hear one another and any witnesses throughout the hearing. [SPPA § 5.2(4)]

9.5 Procedure At Electronic Hearing

At the commencement of the hearing and so often thereafter as may seem just in the circumstances:

9.5.1 the PROCEEDING CHAIR shall ascertain who is present electronically;

9.5.2 other than the clerk of the PROCEEDINGS, and except with the prior consent of the presiding chair (which consent may be arbitrarily refused), no participant or other person shall be permitted to make a recording of or broadcast any part of the PROCEEDINGS

9.5.3 the PROCEEDING CHAIR shall require each participant to prohibit any person other than:

- (a) a party,
 - (b) such party's counsel or agent as recorded present by the PROCEEDING CHAIR, and
 - (c) witnesses while giving evidence,
- from listening to anything disclosed at the hearing without the express prior approval of the PROCEEDING CHAIR;



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9.5.4 the PROCEEDING CHAIR shall require all participants to notify the PROCEEDING CHAIR before any person present electronically leaves the electronic hearing, and in default of any such notification, such person shall be deemed for all purposes to have been present throughout the whole of the electronic hearing; and

9.5.5 the procedure followed in an electronic hearing shall comply with the requirements of Article 10, and, as far as is feasible and practical, otherwise follow the same process as would be followed in the case of an oral hearing.

10. PROVISIONS AFFECTING BOTH ORAL AND ELECTRONIC HEARINGS

10.1 PROCEEDINGS Recorded by the BOARD

Except as otherwise ordered by the PROCEEDING CHAIR:

10.1.1 the PROCEEDINGS shall be recorded by the clerk of the PROCEEDING; and

10.1.2 no other recording of the PROCEEDINGS shall be permitted.

10.2 Rights of Party at Oral and Electronic Hearings

A party may call and, subject to subsection 10.5, examine witnesses and present evidence, and present submissions. [SPPA §10.1]

10.3 Cross-examination of Witnesses

Subject to section 10.5, all witnesses in an appeal of the suspension of a pupil shall be subject to cross-examination by the party other than the party calling them as may be reasonably required for a full and fair disclosure of all matters relevant to the issues. [SPPA §10.1]

10.4 Questions In Reply And From The BOARD

Subject to subsection 10.5, all witnesses in an appeal of the suspension of a pupil shall be subject to questions in reply, and questions by the BOARD.



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10.5 Limitation on Examination and Cross-examination

The BOARD may reasonably limit the number of witnesses, and further examination or cross-examination of a witness where it is satisfied that the examination or cross-examination has been sufficient to disclose fully and fairly all matters relevant to the issues in the proceeding. [SPPA §23(2)]

11. APPEAL OF A DECISION TO SUSPEND A PUPIL

11.1 Who May Appeal a Suspension

The following persons may appeal the decision of a principal to suspend a pupil:

11.1.1 the pupil if:

- i.) the pupil is at least 18 years old, or
- ii.) The pupil is 16 or 17 years old and has withdrawn from parental control

11.1.2 the pupil's parent or guardian, unless:

- i.) the pupil is at least 18 years old, or
- ii.) The pupil is 16 or 17 years old and has withdrawn from parental control [ACT 309(1)]

11.2 Appeal Required In Writing, and Minimum Content

An appeal of the decision of a principal to suspend a pupil shall be in writing, and the notice thereof shall contain at least the following:

11.2.1 a copy of the Notice of the Suspension that is the subject of the appeal;

11.2.2 a written statement identifying, with appropriate detail, every reason that the person appealing wishes the BOARD to consider as to why the suspension should not have been imposed, or why the length of the suspension should be altered.



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11.3 Time For Bringing Appeal

An appeal of the decision of a principal to suspend a pupil shall be delivered to the designated supervisory officer, with a complete copy to the principal who imposed the suspension, not later than the 5th day following the delivery of a Principal's Investigation Report after a suspension pending expulsion imposed under ACT 310 or not later than the 10th day following the delivery of a Suspension Notice imposed under ACT 306.

11.4 Response Of Board

The board shall hear and determine the appeal within 15 days of receiving notice unless the parties agree on a later deadline, and shall not refuse to deal with appeal on the ground that there is a deficiency in the notice to appeal.[ACT 309(6)] The board may initiate a pre-hearing conference as stated herein. [6.1]

11.5 Hearing In Writing

Subject to Article 8, the hearing of an appeal of the decision of a principal to suspend a pupil shall be held in writing. [SPPA §5.1(1)]

11.6 Appellant To Satisfy BOARD That Principal Was Wrong

In an appeal of the decision of a principal to suspend a pupil, the appellant shall satisfy the BOARD that the decision of the principal is wrong.

11.7 Appellant Presents First, Principal Second

Where the BOARD hears an appeal of the decision of a principal to suspend a pupil either electronically or orally, the appellant shall proceed first in the calling and examination of witnesses and presentation of evidence and submissions, and the principal shall be the second to do so.

11.8 Decision Of The BOARD

The BOARD shall deliver its decision on an appeal of a decision by a principal to suspend a pupil:



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11.8.1 in the case of an appeal heard in writing where a party has applied but failed to satisfy the BOARD that there is good reason for not doing so, within ten (10) days after the latest of

- (a) the determination described in section 8.4;
- (b) the delivery or time for delivery of the response of the board described in 11.4

11.8.2 in the case of all other appeals heard in writing, within ten (10) days after receipt of the appeal; and

11.8.3 in the case of an appeal heard orally or electronically, within a reasonable time after the conclusion of the hearing.

12. REFERRAL OF AN EXPULSION MATTER TO THE BOARD

12.1 Time For Referral

A principal who refers a matter under 311.3 of the ACT shall do so as soon practicable after the Principal's Investigation Report following the suspension of a pupil pending possible expulsion under § 310 of *the Act*.

12.2 Content Of Referral

A principal who refers a matter under §311.3 of the ACT shall prepare a report that contains the following [ACT 311.1(7)]:

12.2.1 A summary of the principal's findings;

12.2.2 The principal's recommendation as to whether the pupil should be expelled from his or her school only or from all schools of the board

12.2.3 The principal's recommendation as to,

- i.) the type of school that might benefit the pupil, if the pupil is expelled from all schools only, or
- ii.) the type of program for expelled pupils that might benefit the pupil, if the pupil is expelled from all schools of the board



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The principal shall promptly provide a copy of the report to the board and to every person whom the principal was required to give notice of the suspension under section 311.

12.3 Hearing Electronically

Subject to Section 9.1, the BOARD may determine to hear electronically the referral of a matter under §309 or §310 of *the Act*. [SPPA §5.2(1)]

12.4 Scheduling Of Hearing

Subject to section 12.5, the BOARD shall appoint a day and time for the hearing that is not later than the twentieth (20th) school day following the date when the pupil was suspended pending expulsion under §310 of *the Act*.

12.5 Extension Of Deadline

Subject to section 12.6, the BOARD may appoint a day and time for the hearing that is later than the date prescribed in section 12.4 if the parties consent to such later date. [ACT 311.3(8)]

12.6 PARENT or Pupil Application For Adjournment

Any order of the BOARD upon the application by the PARENT or the pupil for an adjournment of the date and time appointed by the BOARD under section 12.4 or section 12.5

12.6.1 shall be subject to the express condition that the parties consent to the adjourned date as the deadline within which the BOARD may impose an expulsion, and to a continuance of the suspension pending expulsion until the end of the hearing and decision of the BOARD, and

12.6.2 may be subject to such other conditions as the BOARD in its discretion may prescribe.

12.7 Decision Of The BOARD

The BOARD shall deliver its decision on referral of a matter under §310 and §311 of the ACT by a principal not later than:



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12.7.1 the twentieth (20th) school day following the date when the pupil was suspended pending expulsion if such deadline has not been extended by agreement of the parties, or

12.7.2 the extended date, as provided in either of section 12.4 or section 12.5 as the deadline within which the BOARD may impose an expulsion, as the case requires. or

12.7.3 time needed to complete the Decision in Order following signing of Minutes of Settlement presented at the pre-hearing conference.

12.8 Appeal of Decision of the Board

The parent/guardian/adult student/student 16/17 years of age and withdrawn from parental control may appeal the board's decision to expel a pupil, whether the pupil is expelled from his or her school only or from all schools of the board, to the designated tribunal. The appellant has 30 days from the hearing date and decision to inform the designated tribunal of the intent. The designated tribunal has 30 days to hear the appeal. [ACT 311.7]

The "designated tribunal" means the Child and Family Review Board under section 207 of the Child and Family Services Act. O Reg. 472/07, s.1.

13. DEFINITIONS

13.1 Except as required by the context, in these Rules, in addition to the plain meaning of the words in each case:

13.2 "ACT" means *The Act*, R.S.O. 1990, c.E.2, as amended;

13.3 "BOARD" includes the Board of Trustees, a Committee of Trustees (Discipline Committee) to which the holding of a hearing is delegated, a Trustee designated by the CHAIR of the BOARD, or the DIRECTOR of Education or designate, as the context requires;

13.4 "CHAIR" means the CHAIR of the BOARD and includes his/her delegate;



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13.5 "DIRECTOR" means the Director of Education and includes his/her delegate;

13.6 "PARENT" includes one or both parents, and one or more guardians, of a pupil, as the case requires;

13.7 "PROCEEDING" includes

- (a) an appeal against a decision by a principal to impose a suspension;
- (b) a referral by the principal of a matter of a school or board expulsion of a pupil, and
- (c) a procedural or interlocutory matter as part of any one of the foregoing;

13.8 "PROCEEDING CHAIR" means the chair of the Discipline Committee assigned to hear the PROCEEDING;



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

OPERATIONAL PROCEDURES: Guidelines to Suspension Appeal Hearings

APPENDIX G F

Frequently Asked Questions for Suspension Appeal Hearings



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

APPENDIX G F

Operational Procedures: Guidelines to Suspension Appeal Hearings Frequently Asked Questions for Suspension Appeal Hearings

It is a fundamental principle of the common law that persons facing disciplinary consequences be treated fairly. Procedural fairness requires that the disciplinary consequences to a student be administered by a school administrator who conducts an investigation in an impartial and fair manner. Depending on the circumstances, fairness will include:

- giving the student reasonable notice of the rule involved;
- the opportunity to be heard—to tell his/her side of the story; and
- the right to know the case against him/her.

The following is a guideline regarding the rules of procedure for a suspension appeal.

1. If the suspension is appealed, what types of decisions can the Safe Schools Hearing Committee make?

Following the suspension appeal hearing, the Safe Schools Hearing Committee can make only one of the following decisions:

- confirm the suspension and the duration of the suspension;
- confirm the suspension, but shorten its duration and order that the record of suspension be amended accordingly; or
- quash the suspension and order that the record of suspension be expunged.

2. Does the appeal of a suspension delay the suspension?

No. Even if there is an appeal, the suspension must still be served by the student.

3. Who are the parties to the hearing? The parties to the hearing are:



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- ~~• the parent/guardian of a student under the age of 18;~~
- ~~• an adult student;~~
- ~~• a student who is 16 or 17 years old and has withdrawn from parental control; and~~
- ~~• the school principal.~~

~~4. Can the student who has been suspended attend the hearing even if he or she is not a party? Yes. The student named in the suspension has the right to be present at the hearing and to make a statement on his or her behalf.~~

~~5. Does every party have a right to representation?~~

~~Yes. A party to a proceeding may be represented by counsel or an agent. Counsel is a lawyer. An agent may be a trusted family friend, a religious advisor or other person who can assist with the presentation of the case.~~

~~6. What is the role of the Safe Schools Hearing Committee of the Board?~~

~~The Safe Schools Hearing Committee of the Board will consist of at least three members of the Board of Trustees. It will hear and determine an appeal. Members of the Discipline Committee who may have had any direct involvement in the matter prior to the commencement of the hearing will disqualify themselves and will not take part in the hearing, the deliberations, the decision or the reasons. Members of the Safe Schools Hearing Committee who have not been present through the whole of the hearing will not take part in the deliberations, the decision or the reasons.~~

~~7. Is there a requirement to provide disclosure?~~

~~Yes. Unless otherwise ordered by the Board, prior to the commencement of the hearing, each party will provide to the other party and to the Board the following information:~~

- ~~• a copy of all documents that a party intends to rely on at the hearing.~~



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8. Will the hearing be held in private?

~~Yes. The Safe Schools Hearing Committee will normally order that the hearing will be held in private session.~~

9. When will a suspension appeal hearing take place?

~~The Safe Schools Hearing Committee of the Board will hear and determine a suspension appeal within 15 school days of receiving the notice of appeal, unless the parties agree otherwise.~~

10. What is the order of presentation at the hearing?

~~When the Safe Schools Hearing Committee hears an appeal of the decision to suspend a student, the clerk or designate will provide a short summary of details related to the case. The parent or adult student will proceed first in the presentation of evidence and submissions, and the principal will proceed second, unless the parties agree otherwise.~~

11. How will the suspension appeal hearing be organized?

~~In hearing a suspension appeal, the following guidelines will apply:~~

~~(a) Five minute introduction of the parties and the Safe Schools Hearing Committee of the Board, with discussion on the issues to be addressed by the Safe Schools Hearing Committee including a short summary of the incident infraction and duration of suspension by the clerk or designate;~~

~~(b) Ten minute presentation by the parent or adult student in presenting evidence and submissions on behalf of the student;~~

~~(c) Ten minute presentation by the principal in presenting evidence and submissions on behalf of the School; and~~

~~(d) Five minute question and answer session by the Safe Schools Hearing Committee. Caucus, deliberations and decision by the Safe Schools Hearing Committee. The Safe Schools Hearing Committee has the power to reserve its decision.~~



~~POLICY SECTION: Safe Schools~~

~~SUB-SECTION:~~

~~POLICY NAME: Suspension and Expulsion Policy (Consolidated)~~

~~POLICY NO: S.S. 01~~

~~12. What if translation or interpretation services are required?~~

~~If translation or interpretation services are required, the time limit in each step may be amended at the discretion of the Safe Schools Hearing Committee.~~

~~13. What will the Discipline Committee of the Board consider in making a decision?~~

~~The Discipline Committee will assess the evidence as provided by the parties, and determine whether on a balance of probabilities, it is more probable than not that the student committed the infraction. Where the Safe Schools Hearing Committee determines that the student committed the infraction, the Safe Schools Hearing Committee will determine whether the principal considered any mitigating factors or other factors prescribed by the regulations. If the principal failed to consider the mitigating factors or other factors, then the Safe Schools Hearing Committee will do so in reaching their decision.~~

~~14. Can the Safe Schools Hearing Committee reserve its decision?~~

~~Yes. The Safe Schools Hearing Committee has the power to reserve its decision, that is, require further time for its deliberations and conclusions.~~

~~15. Will the Safe Schools Hearing Committee issue a decision in writing?~~

~~Yes. The decision of the Discipline Committee will be in writing and signed by the chair of the Discipline Committee. A copy of the decision will be sent to all parties to the proceeding who took part in the hearing at their respective addresses last known to the Board.~~

~~The Rules of Procedure for Suspension Appeals and Expulsion Hearings, which provide more detail about this process, are available on line at www.tedsb.org.~~

It is a fundamental principle of the common law that persons facing disciplinary consequences be treated fairly. Procedural fairness requires that the disciplinary consequences to a student be administered by a school administrator who conducts an investigation in an impartial and fair manner. Depending on the circumstances, fairness may include:

- giving the student reasonable notice of the rule involved;**
- the opportunity to be heard - to tell his/her side of the story; and**
- the right to know the case against him/her.**

Suspension Appeal Hearings will be conducted in accordance with the *Statutory Powers Procedure Act* (R.S.O. 1990, c. S.22). The following is a guideline regarding the rules of procedure for a suspension appeal.

1. If you decide to appeal the suspension, what types of decisions can the Committee make?

Following the suspension appeal hearing, the Committee can make only one of the following decisions:

- **confirm the suspension and the duration of the suspension;**
- **confirm the suspension, but shorten its duration and order that the record of suspension be amended accordingly; or**
- **quash the suspension and order that the record of suspension be expunged.**

2. Does the appeal of a suspension delay the suspension?

No. Even if there is an appeal, the suspension must still be served by the student.

3. Who are the parties to the hearing?

The parties to the hearing are:

- **the parent/guardian of a student under the age of 18;**
- **an adult student;**
- **a student who is 16 or 17 years old and has withdrawn from parental control; and/or**
- **the school principal.**

4. Can the student who has been suspended attend the hearing even if he or she is not a party?

Yes. The student named in the suspension has the right to be present at the hearing and to make a statement on his or her behalf.

5. Does every party have a right to representation?

Yes. A party to a proceeding may be represented by counsel or an agent. Counsel is a lawyer. An agent may be a trusted family friend, a religious advisor or other person who can assist with the presentation of the case.

6. What is the role of the Committee of the Board?

The Committee of the Board will consist of at least three members of the Board of Trustees. It will hear and determine an appeal. Members of the Committee who may have had any direct involvement in the matter prior to the commencement of the hearing will disqualify themselves and will not take part in the hearing, the deliberations, the decision or the reasons. Members of the Committee who have not been present through the whole of the hearing will not take part in the deliberations, the decision or the reasons.

7. Is there a requirement to provide disclosure?

Yes. Unless otherwise ordered by the Board, prior to the commencement of the Hearing, each party will provide to the other party and to the Board the following information:

- a copy of documents and summary of evidence that each party intends to rely on at the hearing.

Parties will exchange this information no later than 48 (forty-eight) hours in advance of the Hearing, unless there are extenuating circumstances preventing the exchange.

Any documents or evidence not disclosed 48 (forty-eight) hours in advance will be presented to the Committee of the Board for review to determine whether they can be referenced at the Hearing.

8. Will the hearing be held in private?

Yes. The Committee will order that the hearing will be held in private session.

9. When will a suspension appeal hearing take place?

The Committee of the Board will hear and determine a suspension appeal within 15 school days of receiving the notice of appeal, unless the parties agree otherwise.

10. What is the order of presentation at the hearing?

When the Committee hears an appeal of the decision to suspend a student, the parent or adult student will proceed first in the presentation of evidence and submissions, and the principal will proceed second, unless the parties agree otherwise.

11. How will the suspension appeal hearing be organized?

Subject to the discretion of the Committee hearing a suspension appeal, the following guidelines will apply:

- (a) Five minute introduction of the parties and the Committee of the Board;

- (b)
- i. Ten (10) minute presentation by the parent or adult student in presenting evidence and submissions on behalf of the student;
 - ii. Ten (10) minute cross-examination by the Principal (and/or Legal Counsel, if applicable) of the parent and the student [and their witnesses];
- (c)
- i. Ten (10) minute presentation by the principal in presenting evidence and submissions on behalf of the School;
 - ii. Ten (10) minute cross-examination by the Parent or adult student (and/or their Legal Counsel, if applicable) of the Principal [and his/her witnesses];
- (d) Five (5) minute closing arguments by parent or adult student (or their Legal Counsel, if applicable);
- (e) Five (5) minute closing arguments by the Principal (or their Legal Counsel, if applicable);
- (f) Five (5) minute questions and answer session by the Committee. Caucus, deliberations and decision by the Committee. The Committee has the power to reserve its decision.

12. What if translation or interpretation services are required?
If translation or interpretation services are required, the time limit in each step may be altered.

13. What will the Committee of the Board consider in making a decision?

The Committee will assess the evidence as provided by the parties, and determine whether on a balance of probabilities, it is more probable than not that the student committed the infraction. Where the Committee determines that the student committed the infraction, the Committee will determine whether the principal considered the mitigating factors or other factors prescribed by the regulations. If the principal failed to consider the mitigating factors or other factors, then the Committee will do so.

14. Can the Committee reserve its decision?

Yes. The Committee has the power to reserve its decision; that is, require further time for its deliberations and conclusions.

15. Will the Committee issue a decision in writing?

Yes. The decision of the Committee will be in writing and signed by the chair of the Committee. A copy of the decision will be sent to all parties to the proceeding who took part in the hearing at their respective addresses last known to the Board.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

OPERATIONAL PROCEDURES: Guidelines to Expulsion Hearings

APPENDIX H G

Frequently Asked Questions for Expulsion Hearings



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

APPENDIX G

Operational Procedures: Guidelines to Expulsion Hearings Frequently Asked Questions for Expulsion Hearings

It is a basic principle of the common law that persons facing disciplinary consequences be treated fairly. Procedural fairness requires that the disciplinary consequences to a student be imposed by a school administrator who conducts an investigation in an impartial and fair manner. This includes:

- the right to know what rule has been violated and what conduct he/she is being accused of; and
- the opportunity to respond to the allegations against him/her — to tell his/her side of the story.

The following is a guideline regarding the rules of procedure for an expulsion hearing. An expulsion hearing will be heard by the Board's Safe Schools Hearing Committee that will consist of at least three Trustees.

1. Who are the parties to the hearing?

A "party" to a hearing is a person who has a legal right to participate in the hearing. The parties to an expulsion hearing are:

- the parent/guardian of a student under the age of 18;
- an adult student;
- a student who is 16 or 17 years old and has withdrawn from parental control; and
- the school principal.

2. Can the student who has been suspended attend the hearing even if he or she is not a party? Yes. The student named in the expulsion referral has the right to be present at the hearing and to make a statement on his or her behalf.

3. Does every party have a right to representation?

Yes. A party to the hearing may be represented by counsel or an agent. Counsel is a lawyer. An agent may be a trusted family friend, a religious advisor or other person who can assist with the presentation of the case.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

4. What is the role of the Safe Schools Hearing Committee?

~~The Committee will hear and determine whether a student will be expelled. Members of the Committee who may have had any direct involvement in the matter prior to the Principal's decision to refer the matter for an expulsion hearing will disqualify themselves and will not take part in the hearing, the deliberations, the decision or the reasons. Members of the Committee who have not been present for the whole hearing will not take part in the deliberations, the decision or the reasons.~~

5. Is there a requirement for each party to provide its evidence to the Safe Schools Hearing Committee and to the other party before the hearing?

~~Yes. Unless otherwise ordered by the Committee, at least two school days before the hearing begins, each party will provide to the Committee and to the other party the following information:~~

- ~~• a list of the witnesses that the party intends to call to give evidence in the proceeding with consideration of age and exceptionality(s); and~~
- ~~• a copy of documents that the party intends to rely on at the hearing with names of witnesses and victims redacted.~~

6. Will the hearing be held in private?

~~The Committee will normally order that the hearing will be held in private session, unless there is an objection by one of the parties and the objection is approved by the Safe Schools Hearing Committee.~~

7. When will an expulsion hearing take place?

~~A hearing will be held by the committee within 20 school days from the first day of the suspension, unless the parties to the hearing agree otherwise. A decision to expel by the Safe Schools Hearing Committee may not take place if more than 20 school days from the first day of the suspension has lapsed, unless the parties to the hearing agree otherwise.~~



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~~8. What is the order of presentation at the hearing?~~

~~When the Committee hears a recommendation of a principal to expel a student, the principal will be the first party to call and examine witnesses, present evidence, and make submissions to the Safe Schools Hearing Committee. The parent or adult student will call and examine witnesses, present evidence, and make submissions to the Committee after the principal, unless the parties agree otherwise.~~

~~9. How will the expulsion hearing be organized?~~

~~The Chair of the Safe Schools Hearing Committee introduces the matter and the parties appearing. The Chair sets out the process for the Safe Schools Hearing Committee. The process includes:~~

- ~~• opening statement by the principal, counsel or agent;~~
- ~~• opening statement by the parent/guardian/adult student or counsel/representative;~~
- ~~• a presentation of evidence, including witnesses, by the principal, counsel or agent;~~
- ~~• cross-examination by the parent/guardian/adult student or counsel/representative;~~
- ~~• re-examination;~~
- ~~• questions or points of clarification, through the Chair, by the Committee, on the principal's presentation;~~
- ~~• a presentation of evidence, including witnesses, by the parent/guardian/adult student or counsel/representative;~~
- ~~• cross-examination by principal, counsel or agent;~~
- ~~• re-examination;~~
- ~~• questions or points of clarification, through the Chair, of the presentation of the student/parents;~~
- ~~• a statement by the student, if the student chooses to make a statement to the Safe Schools Hearing Committee, when the student is not a party and attends the hearing;~~
- ~~• reply by the principal, counsel or agent;~~
- ~~• summation by the principal, counsel or agent;~~
- ~~• summation by the parent/guardian/adult student or counsel/representative;~~



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- ~~•statement by legal counsel to the Discipline Committee on responsibilities of the Safe Schools Hearing Committee;~~
- ~~•The Safe Schools Hearing Committee debates the issue in private and comes to a decision;~~
- ~~•in the event that the recommendation for expulsion is accepted, any motion passed in the private session would be read to the parties in open session by the Chair of the Discipline Committee.~~

~~10. What will the Safe Schools Hearing Committee consider to make its decision?~~

~~The Safe Schools Hearing Committee will assess the evidence as provided by the parties, and determine whether, on a balance of probabilities, it is more probable than not that the student committed the infraction. If the Committee determines that the student committed the infraction, the Committee will determine whether the principal considered any mitigating factors or other factors prescribed by the regulations. If the principal failed to consider the mitigating factors or other factors, then the Committee will do so in reaching its final decision.~~

~~The Safe Schools Hearing Committee will also consider the parties' submissions on whether the student should be expelled from his or her school only, or from all schools of the Board, and the parties' submissions on whether, if the student is not expelled, the Board should confirm the suspension, confirm the suspension but shorten its duration, or quash the suspension.~~

~~11. What types of decisions can the Safe Schools Hearing Committee make?~~

~~After completing the hearing, the Committee will decide whether to expel the student; and if the student is to be expelled, whether the student is expelled from his or her school only or from all schools of the Board.~~

~~12. What if the Safe Schools Hearing Committee decides to expel the student? If the Committee expels a student, Safe Schools will assign the student to:~~

- ~~(a) in the case of a student expelled from his or her school only, another school of the Board; and~~
- ~~(b) in the case of a student expelled from all schools of the Board, a program for expelled students.~~



~~POLICY SECTION: Safe~~

~~Schools SUB-SECTION:~~

~~POLICY NAME: Suspension and Expulsion Policy (Consolidated)~~

~~POLICY NO: S.S. 01~~

~~13. What if the Safe Schools Hearing Committee decides not to expel the student? If the Committee does not expel a student, with respect to the original suspension, it will:~~

- ~~(a) confirm the suspension and the duration of the suspension; or~~
- ~~(b) confirm the suspension, but shorten its duration, even if the suspension has already been served, and order that the record of the suspension be amended accordingly; or~~
- ~~(c) quash the suspension and order that the record of the suspension be expunged, even if the suspension has already been served.~~

~~14. Can the Safe Schools Hearing Committee reserve its decision?~~

~~Yes. The Committee has the power to reserve its decision to take more time for its deliberations and conclusions.~~

~~15. Will the Safe Schools Hearing Committee issue a decision in writing?~~

~~Yes. The decision of the Committee will be in writing and signed by the Chair of the Committee. When requested by a party, the Committee will give written reasons. Copies of the decision, along with written reasons, if requested, will be sent to all parties who took part in the hearing at their respective addresses last known to the Board.~~

~~16. Is the Safe Schools Hearing Committee's decision final?~~

~~No, not if the Committee decides to expel the student, either from his or her school only, or from all schools of the Board. There is a right of appeal to the Child and Family Services Review Board.~~

~~However, if the Committee decides not to expel the student, the Committee's decision regarding the suspension is final.~~

~~The Rules of Procedures for Suspension Appeals and Expulsion Hearings, which provide more detail about this process, are available on line at: www.tedsb.org~~

It is a fundamental principle of the common law that persons facing disciplinary consequences be treated fairly. Procedural fairness requires that the disciplinary consequences to a student be administered by a school administrator who conducts an investigation in an impartial and fair manner. Depending on the circumstances, fairness may include:

- giving the student reasonable notice of the rule involved;
- the opportunity to be heard - to tell his/her side of the story; and
- the right to know the case against him/her.

Expulsion Hearings are to be conducted in accordance with the *Statutory Powers Procedure Act* (R.S.O. 1990, c. S.22). The following is a guideline regarding the rules of procedure for an Expulsion Hearing:

1. If you decide to have an Expulsion Hearing, what types of decisions can the Committee make?

Following the Expulsion Hearing, the Committee can make only one of the following decisions:

- whether to expel the pupil; and
- if the pupil is to be expelled, whether the pupil is expelled from his/her school only or from all schools of the Board.

If the Board does not expel the pupil, the Board shall, with respect to the suspension originally imposed under Section 310 of the *Education Act*:

- confirm the suspension and the duration of the suspension;
- confirm the suspension, but shorten its duration and order that the record of suspension be amended accordingly; or
- quash the suspension and order that the record of suspension be expunged.

2. Does the Expulsion Hearing delay the 20-day suspension?

No. Even if there is a Hearing, the suspension must still be served by the student.

3. Who are the parties to the hearing?

The parties to the hearing are:

- the school principal;
- the pupil, if:
 - the pupil is at least 18 years old (an adult student); or
 - the pupil is 16 or 17 years old and has withdrawn from parental control;
- the pupil's parent/guardian, unless:
 - the pupil is at least 18 years old; or
 - the pupil 16 or 17 years old and has withdrawn from parental control.

4. Can the student who has been recommended for expulsion attend the hearing even if he or she is not a party?

Yes. The student named in the suspension pending expulsion has the right to be present at the hearing and to make a statement on his or her behalf.



GUIDELINES FOR AN EXPULSION HEARING

5. Does every party have a right to representation?

Yes. A party to a proceeding may be represented by legal counsel or an agent. Legal counsel is a lawyer. An agent may be a trusted family friend, a religious advisor or other person who can assist with the presentation of the case. If a pupil, or parent/guardian (in accordance with #3 above), intends to bring legal counsel to the Hearing, they must inform the Board's legal counsel of this intention at least 10 (ten) days in advance of the Hearing date.

6. What is the role of the Committee of the Board?

The Committee of the Board will consist of at least three members of the Board of Trustees. It will hear and determine the recommendation for expulsion. Members of the Committee who may have had any direct involvement in the matter prior to the commencement of the Hearing will disqualify themselves and will not take part in the Hearing, the deliberations, the decision or the reasons. Members of the Committee who have not been present through the whole of the Hearing will not take part in the deliberations, the decision or the reasons.

7. Is there a requirement to provide disclosure?

Yes. Unless otherwise ordered by the Board, prior to the commencement of the Hearing, each party will provide to the other party and to the Board the following information:

- a copy of documents and summary of evidence that each party intends to rely on at the hearing.

Parties will exchange this information no later than 48 (forty-eight) hours in advance of the Hearing, unless there are extenuating circumstances preventing the exchange. Any documents or evidence not disclosed 48 (forty-eight) hours in advance will be presented to the Committee of the Board for review to determine whether they can be referenced at the Hearing.

8. Will the hearing be held in private?

Yes. The Committee will order that the Hearing will be held in private session.

9. When will an Expulsion Hearing take place?

The Committee of the Board will hear and determine a recommendation for expulsion within 20 school days of the pupil's suspension pending expulsion under section 310 of the *Education Act*, unless the parties to the Expulsion Hearing have signed an Extension Form and/or the parties to the Expulsion Hearing agree on a later deadline.



GUIDELINES FOR AN EXPULSION HEARING

10. What is the order of presentation at the hearing?

When the Committee hears an Expulsion Hearing, the principal will proceed first in the presentation of evidence and submissions, and the parent or adult student will proceed second.

11. How will the Expulsion Hearing be organized?

In an Expulsion Hearing, the following guidelines will apply:

(a) Five (5) minute introduction of the parties and the Committee of the Board, with discussion on the issues to be addressed by the Committee;

(b) (i) Twenty (20) minute presentation by the principal/legal counsel in presenting evidence and submissions on behalf of the School, including any witness evidence*;

(ii) Ten (10) minutes total for parent or adult student (and/or legal counsel, if applicable) to ask questions of clarification of the principal (and/or legal counsel, if applicable);

(c) (i) Twenty (20) minute presentation by the parent or adult student (and/or legal counsel, if applicable) in presenting evidence and submissions on behalf of the student, including any witness evidence*;

(ii) Ten (10) minutes total for principal (and/or legal counsel, if applicable) to ask questions of clarification of the parent or adult student (and/or legal counsel, if applicable); and

(d) Five (5) minute closing arguments by the Principal (or their Legal Counsel, if applicable);

(e) Five (5) minute closing arguments by parent or adult student (or their Legal Counsel, if applicable);

(f) Ten (10) minute question-and-answer session by the Committee.

*Note: video evidence, if shown, does not count toward the 20-minute time limit

(g) Caucus, deliberations and decision by the Committee. The Committee has the power to reserve its decision.

12. What if translation or interpretation services are required?

If translation or interpretation services are required, the time limit in each step may be altered.



GUIDELINES FOR AN EXPULSION HEARING

13. What will the Committee of the Board consider in making a decision?

The Committee will consider:

- all submissions and views of the parties, including their views as to whether the pupil, if expelled, should be expelled from his or her school only or from all schools of the board;
- (b) any mitigating or other factors prescribed by the regulations and as outlined in TCDSB Policy S.S.01; and
- (c) any written response to the principal's report recommending expulsion that a person gave to the board under subsection 311.1 (10) of the *Education Act* before the completion of the hearing.

14. Can the Committee reserve its decision?

Yes. The Committee has the power to reserve its decision; that is, require further time for its deliberations and conclusions and give its decision at a later date/time.

15. Will the Committee issue a decision in writing?

Yes. The decision of the Committee will be in writing and signed by the chair of the Committee. A copy of the decision will be sent to all parties to the proceeding who took part in the hearing at their respective addresses last known to the Board.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

OPERATIONAL PROCEDURES: Principal Investigation Guideline

APPENDIX I H

Principal Investigation Guideline



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

APPENDIX H

Operational Procedures: Principal Investigation Guideline

We believe that those entrusted with leadership positions in the Catholic Schools must be conspicuous for their goodness, sincerity and attachment to the faith. In other words, they are men and women who demonstrate in practice the very reason for the Catholic school's existence: an integrated Christian maturity inspired by the Gospel and lived in authentic freedom and commitment. (Fulfilling the Promise: The Challenge of Leadership, 1993).

As outlined in the TCDSB Suspension and Expulsion Policy S.S.01, it is the policy of the Board that, whenever the principal suspends a student pending possible expulsion, the principal will conduct an investigation under the Board's Suspension and Expulsion Policy S.S. 01 to determine whether to recommend to the Board that the pupil be expelled. The student, and any other person who may reasonably be regarded as having been affected by such activity, shall be given a fair opportunity to promptly furnish information relevant to the principal's investigation, unless it is impractical to do so, eg. the student is in custody.

Guidelines:

- 1. In circumstances where there is police involvement regarding a school related incident and the principal has been given direction by police not to proceed with a school investigation, the principal may exclude the student for the duration of the police investigation according to *Education Act* Section 265 (1) (m). During this time, the principal shall continue to provide academic programming to the student. The principal will also maintain ongoing contact with police to determine when it is permissible for the principal to continue with the school investigation. Once the principal has been granted permission by police to proceed with the school investigation, the principal will conduct an investigation to determine appropriate next steps.**



POLICY SECTION: Safe Schools

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2. Where the principal believes that a student has engaged in activity for which expulsion must be considered, the principal shall suspend the student from school and from all school-related activities. The principal shall discuss with the student and parent/guardian (if minor) the TCDSB long-term suspension program (TIPSS) and will encourage the student's participation in this program. The principal shall conduct an investigation to determine whether to recommend to the Board that the student be expelled.
 - a. The investigation shall be considered as a matter of high priority and shall be conducted and completed as soon as reasonably possible. The principal shall **endeavor to** complete the school investigation within 5 school days from the start of the suspension. ~~unless the principal has been given direction by police not to proceed with a school investigation. In these cases where police prohibit investigation, the principal (i) will not begin an investigation and will contact Safe Schools or Corporate Services for consultation and direction, and (ii) will maintain ongoing contact with police to determine when it is permissible for the principal to continue with the school investigation.~~
 - b. The investigation shall be conducted by the principal who may request the assistance of a designate(s). It is recommended that interviews be conducted in the presence of another staff person designated by the principal.
 - c. The principal shall remain neutral in attitude and non-judgmental as to the matters disclosed to him/her during the investigation, and shall gather information from students, staff and other persons about the activity that has given rise to the investigation.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

- d. The principal shall inform a student what the allegations are, and shall give the accused student an opportunity to respond to those allegations prior to reaching a final determination unless it is impractical to do so, e.g. the student is in custody.
- e. During the investigation stage and before being interviewed further by the principal the subject student, and his/her parents if the student is a minor, shall be advised of the student's right to have one other adult present with the student ("accompanying person") during the interview. The principal, however, in his/her sole discretion may permit more than one accompanying person.
- f. The Principal will document information gathered from the school investigation in the Safe Schools Progressive Discipline Application, specifically the online Principal Investigation.
- g. Before making a final determination, the principal shall consider mitigating factors and other factors in accordance with the requirements of the Ministry of Education.
- h. Upon reviewing the school investigation and relevant mitigating and other factors, the principal shall make a final determination which will include one of the following:
 - i. Board Expulsion
 - ii. School Expulsion
 - iii. Confirmed Suspension
 - iv. Shortened or Reduced Suspension
 - v. Withdrawal of Suspension and Expungement of the Record



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

- i. The principal shall provide a written notice outlining details related to the principal's final determination to every person to whom he/she was required to give notice of suspension under Section 311 of *Education Act*. This written notice is entitled "Parent Report Package".

OPERATIONAL PROCEDURES: Search and Seizure Guideline

APPENDIX I

Search and Seizure Guideline



APPENDIX I

Operational Procedures: Search and Seizure Guideline

1. From time to time, proper investigation of an incident in a school may require a search of a student or his/ her property.

For example,

- a. a principal or a teacher may have reason to suspect that a student is carrying a concealed weapon, or
 - b. a student questioned with regard to a fight may blurt out that one of the antagonists sells drugs and keeps some in his/her locker, or
 - c. a student reports that his/her personal property has been stolen and indicates that he/she believes it was taken by another student and may be found in that student's knapsack.
2. The Toronto Catholic District School Board prohibits the possession, on school property or at school functions, of substances or objects which may threaten good order, discipline, decorum, and public safety. Such substances or objects may include, but are not limited to:
 - a) alcoholic beverages;
 - b) cannabis/cannabis products, unless the student is a medical cannabis user;
 - c) illegal or restricted drugs;
 - d) stolen property;
 - e) weapons, either restricted or prohibited by law;
 - f) any object which may be used as a weapon and which may cause serious injury; and
 - g) hate literature, racist material, pornography, etc.

What is the proper procedure to follow in circumstances such as these?

3. Section 8 of the *Canadian Charter of Rights and Freedom* provides that: "Everyone has the right to be secure against unreasonable search and seizure". However, a student's reasonable expectation of privacy is diminished at school because the student knows that principals and teachers are responsible for providing a safe environment and maintaining order and discipline in the school.
4. Principals and teachers may conduct a search if there are reasonable grounds to believe that a school rule has been violated and that evidence will be found in school property, in student property, or on the person searched. Staff must, where possible, consult with the principal or designate prior to conducting a search of school property, student property, or a person. School property includes, but is not limited to, student lockers, student desks, student cubbies, or any other place on school property. Student property includes, but is not limited to, knapsacks, purses, and personal electronic devices.
5. The following may constitute reasonable grounds:
 - a. information received from one student considered to be credible;
 - b. information received from more than one student;
 - c. a teacher's or principal's own observations; and
 - d. any combination of these pieces of information which the school authority considers to be credible.Random or arbitrary searches or searches on groundless suspicion are not reasonable and will likely be in contravention of the Charter.
6. All searches of property and persons may only be conducted in the presence of the principal or teacher and one other adult witness.
7. Where need for a personal search is indicated, and where it is safe to do so, all personal searches of a student should be conducted in the privacy of the principal's office or another suitable room.
8. The student involved should be given the opportunity to produce the substance or object which he or she is suspected of possessing before a search of the student is conducted. If the student is not cooperative in producing the substance or object, the principal or designate will immediately contact the police.

9. The principal or designate will make all reasonable efforts to contact the parent/guardian of the student (unless the student is 18 years of age and older or the student is 16/17 years of age and has withdrawn from parental control) once the search has been conducted, unless otherwise directed by Police. The principal will contact the parent/guardian when cleared by Police to do so. In all cases, the principal or designate will document all efforts/attempts to contact the parent/guardian and any instructions received from Police.

10. When a search is conducted, a record of all pertinent information, including action taken, witnesses present, the date, time and place of the search, and results of the search, will be documented as soon as possible. Documents will be filed appropriately and the Area Superintendent will be promptly advised. This information is subject to the provisions of Freedom of Information legislation. Confiscated property will be appropriately secured until removed from school premises by police or by other arrangement as determined by Principal and Area Superintendent.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

TRESPASS S.S.14

“But let all who take refuge in you be glad; let them ever sing for joy. Spread your protection over them, that those who love your name may rejoice in you.”

Psalm 5:11

Created, Draft	First Tabling	Review
February 7, 2019	February 27, 2019	Click here to enter a date.

Paul Matthews, Legal Counsel, Corporate Services

RECOMMENDATION REPORT

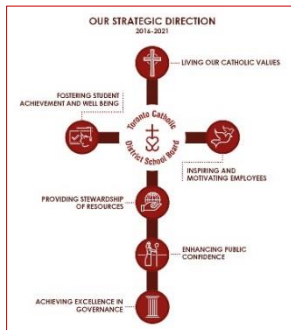
Vision:

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Mission:

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends amendments to the Trespass Policy S.S.14, as outlined in Appendix A. In particular, these amendments clarify when a trespass notice may be issued to a student and other procedures relating to trespassers.

The cumulative staff time required to prepare this report was 3 hours.

B. PURPOSE

1. The purpose of this report is to highlight proposed amendments to the Trespass Policy following a review of this policy.

C. BACKGROUND

1. This policy was edited for clarity and a provision was added that in limited circumstances a trespass notice may be issued to a student.

D. METRICS AND ACCOUNTABILITY

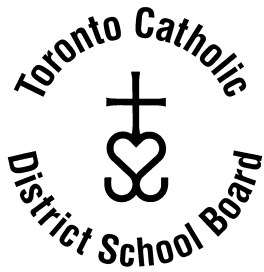
1. This policy will be reviewed at least every five years. The Board of Trustees shall be notified of the review and any recommended revisions through a formal report to a Committee or Board meeting.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The amended Trespass Policy will come into force following the Board of Trustees adoption of same.
2. Once approved, the Trespass Policy in Appendix A will be posted on the TCDSB Policy Register website.

F. STAFF RECOMMENDATION

That the amended Trespass Policy S.S.14 provided in Appendix A be adopted.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: TRESPASS

POLICY NO: S.S.14

Date Approved: August 27, 2015	Review Cycle: May 2018 February 2024	Dates of Amendment: December 6, 2011; September 11, 2014; August 27, 2015
Cross Reference: <i>Trespass to Property Act</i> O. Reg.474/00, Access to School Premises S.S. 04 Access to School Premises		

Purpose

This policy affirms the need for students, teachers and other staff to feel safe in their school community. The purpose of this policy is to outline the steps followed in those circumstances where an individual may be trespassing on school property. The policy also describes an appeal process available to an individual who wants to contest a trespass notice.

Scope and Responsibility

This Policy extends to all **students, staff**, visitors, ~~organizations~~ or other individuals accessing or seeking access to Toronto Catholic District School Board schools or other TCDSB premises. The Director of Education, supported by the Superintendent of Safe Schools and school principals, is responsible for this policy.

Alignment with MYSP:



POLICY SECTION: SAFE SCHOOLS
SUB-SECTION:
POLICY NAME: TRESPASS
POLICY NO: S.S.14

Living Our Values
 Fostering Student Achievement and Well Being
 Inspired and Motivated Employees
 Strengthening Public Confidence

Financial Impact

Generally, there is no significant financial impact on the TCDSB.

Legal Impact

~~The Education Act requires school boards and all schools of a board to maintain a positive and safe learning environment. When the safety of a school community or other TCDSB community may be compromised by the presence of a visitor or other individual, all reasonable steps must be taken to protect the safety of students, teachers, school staff, and other members of the school community.~~

Policy

All Toronto Catholic District School Board personnel are authorized by the Board of Trustees to exercise the rights and responsibilities of the Board as a person who has responsibility for, and control over, Board premises for the purposes of the provisions of the *Trespass to Property Act*.

Regulations

1. The Toronto Catholic District School Board is committed to ensuring that schools be an example of Christian Community that promote, maintain, and



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: TRESPASS

POLICY NO: S.S.14

encourage responsibility, respect, civility, equity, inclusivity, academic excellence, and well-being in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted, and is supported through a whole-school approach. The Trespass Policy will be applied in a manner consistent with the TCDSB's Catholic values.

2. The principal, teachers and support personnel shall safeguard the students in regard to trespassers on school property.
3. Unknown visitors ~~may~~ will be requested to produce proper identification as per Policy S.S. 04 Access to School Premises and to follow locally established school visitor procedures.
4. A person is not permitted to remain on school premises if his or her presence is detrimental to the safety or well-being of a person on the premises, in the judgment of the principal, a vice-principal or another person authorized by the board to make such a determination. Failure to leave the premises when asked will result in the visitor being considered a trespasser.
5. A person is not permitted to remain on school premises if a policy of the board requires the person to report his or her presence on the premises in a specified manner and the person fails to do so. Failure to leave the premises when asked will result in the visitor being considered a trespasser.
6. **Under the authority of the *Trespass to Property Act*, a trespass notice may be issued to a student when the student is under court order, police conditions, a school suspension or expulsion which prohibits the student from being on school property.**
7. A person identified as a trespasser shall be warned and asked to leave the property by the principal, vice-principal, or another person authorized by the



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: TRESPASS

POLICY NO: S.S.14

Board as a person who has responsibility for, and control over, the condition of Board premises or the activities being carried on at Board premises.

8. ~~Where there is an element of danger with respect to a trespass situation, the police shall be contacted.~~ **If the trespasser does not leave the property when directed to, police will be contacted.**
9. Where the identity and address of the trespasser is known and the Principal does not wish the individual to re-enter Board premises, the superintendent shall be consulted and a "Trespass Notice" may be sent by the school principal or designated official.
10. A Principal shall consider issuing a "Cease and Desist Letter" to a person prior to issuing a Trespass Notice. A Cease and Desist Letter may be a sufficient response to encourage the person to stop acting in a way that is detrimental to the safety or well-being of other persons on the premises.
11. Where a Trespass Notice is sent, a copy shall be retained at the workplace and a copy shall be forwarded to the local police division.
12. When a Trespass Notice has been issued, the Principal will review the issues that gave rise to the Trespass Notice being issued and make a determination whether present circumstances warrant the Trespass Notice being rescinded. The Principal will conduct such review once every ninety (90) days after the Trespass Notice was issued.
13. A record of any trespassing notices will be kept by the Principal and by the Safe Schools Department. The Safe Schools Department will present a quarterly update report to the Board of Trustees.
14. An individual who wishes to appeal a trespass notice has available the following appeal process. The appeal process must be followed in the order



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: TRESPASS

POLICY NO: S.S.14

prescribed:

- i. ~~Communicate in writing directly~~ **The trespasser will write to** with the school principal and provide reasons why the trespass notice should be rescinded. The principal will respond within 14 days upon receipt of the **notice of** appeal.
- ii. **If the principal does not agree to rescind the trespass notice, the trespasser may** ~~Communicate~~ verbally or in writing with the school superintendent, advising why the trespass notice should be rescinded. The school superintendent will discuss the appeal with the school principal.
- iii. **If the principal after consulting with the superintendent does not rescind the trespass notice, the trespasser may** ~~Communicate~~ verbally or in writing with the Associate Director of Education (~~Academic Affairs~~). The Associate Director will discuss the appeal with the school superintendent.
- iv. The Associate Director of Education (~~Academic Affairs~~) will discuss the appeal with the Director of Education, as required.

At every stage of the appeal process, the views of both the school principal and the individual subject to the trespass notice will be considered.

The school principal, after having given reasonable consideration to the basis of the appeal and the advice of the area superintendent, (and the ~~a~~Associate ~~d~~Director, where applicable), will render a decision within ~~2~~ **two** business days ~~with respect to the appeal~~ **of receipt of the notice of appeal.**

Definitions



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: TRESPASS

POLICY NO: S.S.14

School Climate

The learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviors and interactions.

Metrics

1. Annual Safe Schools Climate surveys administered to representative groups of TCDSB students.
2. Anonymous school climate surveys conducted with Parents and Staff at least every two years.
3. Safe Schools data: Reporting Forms – Part I, Trespass Notices, Violent Incidents Form.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

UPDATE TO FILLING A TRUSTEE VACANCY POLICY (T.18)

Therefore, brothers and sisters, be all the more eager to confirm your call and election, for if you do this, you will never stumble. (2 Peter 1:10)

Created, Draft	First Tabling	Review
September 4, 2018	September 11, 2018	February, 2024

Paul Matthews, General Legal Counsel

RECOMMENDATION REPORT

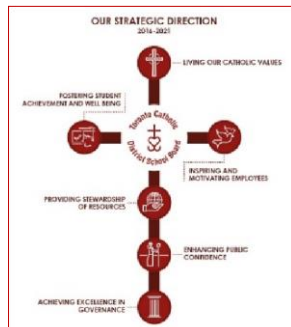
Vision:

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Rory McGuckin
 Director of Education

D. Koenig
 Associate Director of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends updating the Filling a Trustee Vacancy Policy (T.18) to reformat in meta policy format.

The cumulative staff time required to prepare this report was 1 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance Policy Committee as it recommends policy revision.

C. BACKGROUND

The Filling a Trustee Vacancy Policy (T.18) was considered at the October 9, 2018 Governance and Policy Committee meeting and was referred to staff to make specified revisions.

D. METRICS AND ACCOUNTABILITY

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

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

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

F. STAFF RECOMMENDATION

Staff recommends that the revised Filling a Trustee Vacancy Policy (T.18) provided in Appendix A be adopted.



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: FILLING A TRUSTEE VACANCY
POLICY NO: T. 18

Date Approved: September 26, 2012	Date of Next Review: February, 2024	Dates of Amendments:
Cross References: Education Act, R.S.O. 1990, c. E.2 Municipal Elections Act, 1996,		
Appendix		

Purpose:

The policy outlines the options available to the board when choosing to fill a trustee vacancy that has occurred prior to the end of the term of the trustee.

Scope and Responsibility:

The Board of Trustees is responsible for this policy and will be supported by staff when called upon. The policy extends to the filling of the vacancy of a trustee position when the vacancy occurs during the term of the trustee.

Alignment with MYSP:

Living Our Catholic Values
 Strengthening Public Confidence
 Achieving Excellence in Governance



POLICY SECTION: TRUSTEES
 SUB-SECTION:
 POLICY NAME: FILLING A TRUSTEE VACANCY
 POLICY NO: T. 18

Policy:

The Toronto Catholic District School Board (TCDSB) is committed to a transparent, fair and equitable process in filling the vacancy of a trustee when that vacancy occurs during the term of the trustee.

The Board of Trustees will retain unfettered discretion in determining whether to appoint or to hold a by-election at the time the trustee vacancy occurs, subject to the relevant provisions of the Education Act.

The Board of Trustees assert that the holding of a by-election is the generally advisable method for filling a trustee vacancy in a democratic society.

Regulations:

1. The secretary of the Board shall report the cause of a trustee vacancy at the first regular meeting of the Board or Standing Committee comprised of all Trustees after the cause is known.
2. The remaining trustees shall pass a resolution declaring the office vacant.
3. A communication will be sent to the vacant ward **ratepayers'** schools and parishes advising them of the vacancy and the go forward process.

Any other Trustee will be authorized to act on behalf of ratepayers in the vacant ward.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: FILLING A TRUSTEE VACANCY

POLICY NO: T. 18

4. A by-election may be held to fill a trustee vacancy, **unless circumstances do not allow for it**, and the cost of the election shall be funded through an identified source.

5. If at the time a trustee vacancy occurs and the Board resolves to appoint an individual to fill the trustee vacancy by appointment, a variety of methods could be used including, but not limited to, the invitation and ratepayer consultation. **While not legally binding, the potential appointee will be asked to declare that he/she will not be a candidate for Trustee in the next municipal election.**

6. Ratepayer Survey:
 - a) Eligible voters in the vacant ward will be invited to attend at a school to cast a preferential vote or other electronic means.
 - b) The survey will be conducted by an independent third party.
 - c) The Board in its absolute discretion could resolve to appoint or not appoint the individual who received the most preferential votes. The Board will determine the minimum criteria at the time.

7. ~~Appointment by Invitation~~ **Outlined Below are Potential Methods for Appointments:**
 - a) The Board will invite applications eligible to serve as a Catholic School Board Trustee from the City of Toronto.
 - b) Eligible candidates will appear before a special meeting of the Board of Trustees and interviewed.
 - c) The Board could invite applications eligible to serve only from residents in the ward where the vacancy occurs.
 - d) The Board could open the position to nominations from the Trustees of the Board. Once nominations of individuals who are eligible to serve have been made and closed, those nominated would be invited to declare their interest and submit relevant information about themselves.



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: FILLING A TRUSTEE VACANCY
POLICY NO: T. 18

- e) The Board will decide if all eligible candidates who submit a completed package by the determined deadline will be invited to present and be interviewed by the Board of Trustees at a Special Board meeting to be scheduled through the Chair of the Board.
- f) Only those eligible candidates selected through a pre-screening of completed packages submitted by the deadline date will be invited to present and be interviewed by the Board of Trustees. In the event that the Board chooses to use a screening process; the screening committee will be determined by the Board and may include parents, clergy and staff or other stakeholders.
- g) The secretary of the Board will inform by use of social media, posting on the Board's website and by email; the Catholic Parent Involvement Committee (CPIC), Catholic School Parent Council (CSPC) and principals of the name of the person selected to fill the vacancy**

Relevant Sections of the Education Act

Vacancies

221. (1) Subject to section 224, if the office of a member of a board becomes vacant before the end of the member's term,

(a) the remaining elected members shall appoint a qualified person to fill the vacancy within 90 days after the office becomes vacant, if a majority of the elected members remain in office; or

(b) a by-election shall be held to fill the vacancy, in the same manner as an election of the board, if a majority of the elected members do not remain in office. 1997, c. 31, s. 112; 2009, c. 25, s. 26.



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: FILLING A TRUSTEE VACANCY
POLICY NO: T. 18

Optional election

(2) Despite clause (1) (a), if members of the board are elected under the Municipal Elections Act, 1996, the remaining elected members may by resolution require that an election be held in accordance with that Act to fill the vacancy if the vacancy occurs,

- (a) in a year in which no regular election is held under that Act;
- (b) before April 1 in the year of a regular election; or
- (c) after the new board is organized in the year of a regular election. 2002, c. 18, Sched. G, s. 10. Same

(3) The secretary of the board shall promptly send to the clerk of the appropriate municipality a certified copy of the resolution under subsection (2). 1997, c. 31, s. 112.

Notice re clause (1) (b)

(4) Where clause (1) (b) applies, the secretary of the board shall promptly send to the clerk of the appropriate municipality a notice that clause (1) (b) applies and the notice shall be deemed to be a resolution indicating a by-election is required for the purposes of section 65 of the Municipal Elections Act, 1996. 1997, c. 31, s. 112.

Term of office

(5) A member appointed or elected to fill a vacancy shall hold office for the remainder of the term of the member who vacated the office. 1997, c. 31, s. 112.



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: FILLING A TRUSTEE VACANCY
POLICY NO: T. 18

Vacancies near election times

224. Where a vacancy occurs on a board,
- (a) within one month before the next election, it shall not be filled; or
 - (b) after the election, but before the new board is organized, it shall be filled immediately after the new board is organized in the same manner as for a vacancy that occurs after the board is organized. 1997, c. 31, s. 112.

Tie vote

227. If two or more candidates receive an equal number of votes at a meeting held under clause 221 (1) (a) to appoint a person to fill a vacancy or at a meeting to elect a person to fill a vacancy, the chair of the meeting shall provide for the drawing of lots to determine which of the candidates shall be appointed or elected. 1997, c. 31, s. 112.

Definitions:

Evaluation and Metrics:

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

An evaluation of the process will occur upon completion to ensure that it was transparent, fair and equitable.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

UPDATE TO SMOKE FREE SPACE POLICY (B.B.04)

*Dear friend, I pray that you may enjoy good health and that all may go well with you, even as your soul is getting along well.
3 John 1:2*

Created, Draft	First Tabling	Review
February 7, 2019	February 27, 2019	
Casey (Catherine) Caldwell, Legal Counsel, Employee Relations		

RECOMMENDATION REPORT

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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends updates to the current Smoke Free Space Policy B.B.04. Revisions to this policy are necessary to comply with recent amendments to legislation following the legalization of recreational cannabis in Ontario. Appendix A includes a draft of the updated policy, which this report recommends renaming the Smoke & Vapour Free Space Policy. The proposed draft in Appendix A is subject to further consultation with employee groups at the TCDSB.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy revision.

C. BACKGROUND

1. The policy was originally approved on January 2, 1987 and was amended in 1991 and most recently in 1995.
2. The *Smoke-Free Ontario Act, 2017* and the *Ontario Cannabis Control Act, 2017* came into force on October, 17 2018.
3. As a result of the *Smoke-Free Ontario Act, 2017*, no person shall do any of the following in a school, as defined by the *Education Act*, or in any public area within 20 metres of a school, as defined:
 - (1) smoke or hold lighted tobacco;
 - (2) smoke or hold lighted cannabis;
 - (3) use an electronic cigarette;
 - (4) consume a prescribed product or substance, in a prescribed manner as set out in the *Smoke-Free Ontario Act, 2017*.

4. Employers are also required to ensure that employees and the public are aware that smoking and the use of electronic cigarettes is prohibited in an enclosed workplace, place or area by posting prescribed signs.
5. Further, pursuant to the *Ontario Cannabis Control Act, 2017*, persons under the age of 19 are prohibited from buying, possessing, cultivating, consuming or distributing cannabis.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Upon review of other school boards' policies regarding smoke, vapour, cannabis and tobacco free environments, the other boards' have in-depth policies in compliance with the legislation.
2. The requirement of signage under the *Smoke-Free Ontario Act, 2017* will pose both a financial and operational cost as new signs will have to be placed at all entrances and exits of TCDSB buildings.
3. Training on this policy may also be required.
4. This policy aligns with the "Strengthening Public Confidence" and "Fostering Student Achievement and Well-Being" components of the MYSP. It also supports a healthy workplace for all students, staff and visitors.
5. The Facilities and Operations and Maintenance departments will ensure appropriate signage is posted in accordance with the *Smoke-Free Ontario Act, 2017*.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff as well as through the Facilities and Operations and Maintenance Department.
2. Further reports will be brought to the Board as necessary.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Implementation will occur through the Facilities and Operations and Maintenance departments.
2. Stakeholder engagement will include ensuring individuals responsible for TCDSB buildings enforce the policy.

G. STAFF RECOMMENDATION

That Trustees approve the updated Smoke & Vapour Free Space policy B.B.04, attached hereto as Appendix A, for further consultation with relevant TCDSB employee groups.



POLICY SECTION: BUILDINGS/PLANT/GROUNDS
 SUB-SECTION: BUILDINGS
 POLICY NAME: SMOKE & VAPOUR FREE SPACE
 POLICY NO: B.B.04

Date Approved: January 2, 1987	Date of Next Review: February 2024	Dates of Amendments: January 16, 1995 July 18, 1991 May 19, 2016-Board
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Cross References:

Smoke-Free Ontario Act, 2017

Federal Cannabis Act

Ontario Cannabis Control Act, 2017

Ontario Human Rights Code

Ontario Occupational Health and Safety Act

Ontario Regulation 48/06

Electronic Cigarettes Act

City of Toronto Municipal Code Chapter 709, Smoking (smoking bylaw)

Education Act, Section 302(1)

TCDSB Code of Conduct

Purpose:

The Toronto Catholic District School Board (the “Board”) recognizes the benefits of a smoke, vapour, **cannabis** and tobacco free environment for learning, playing and working. This is achieved by prohibiting the smoking, vaping or usage of tobacco **and cannabis** products anywhere on Board **premises, in accordance with the Regulations outlined below.** ~~property, in Board premises and all locations where Board or School sanctioned activities take place.~~



POLICY SECTION:	BUILDINGS/PLANT/GROUNDS
SUB-SECTION:	BUILDINGS
POLICY NAME:	SMOKE & VAPOUR FREE SPACE
POLICY NO:	B.B.04

Scope and Responsibility:

This policy applies to all ~~employees of the Toronto Catholic District School Board~~ and individuals who use **on Board premises, including all students, employees and Trustees of the Board.** ~~buildings, facilities or Board-owned property.~~ The Director is responsible for this policy.

Alignment with MYSP:

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Policy:

The Toronto Catholic District School Board is committed to the provision of a smoke, vapour, **cannabis** and tobacco free environment **on** ~~in~~ all **Board** premises.

Regulations:

1. **This policy is subject to human rights law and will be applied in accordance with the Ontario *Human Rights Code*. The Board is committed to providing accommodation in accordance with applicable human rights law.**
2. **Subject to exceptions provided for at law, no person shall do any of the following on Board premises or in any public area within 20 metres of Board premises:**
 - (1) **smoke or hold lighted tobacco;**
 - (2) **smoke or hold lighted cannabis;**
 - (3) **use an electronic cigarette;**



POLICY SECTION: BUILDINGS/PLANT/GROUNDS
 SUB-SECTION: BUILDINGS
 POLICY NAME: SMOKE & VAPOUR FREE SPACE
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(4) consume a prescribed product or substance, in a prescribed manner as set out in the *Smoke-Free Ontario Act, 2017*.

3. **In accordance with the *Ontario Cannabis Control Act, 2017*, youth under the age of 19 are prohibited from buying, possessing, cultivating, consuming or sharing recreational cannabis on Board premises.**
4. ~~The Board bans the sale and promotion of tobacco products on Board property.~~
5. The sale and use of tobacco products, **vapour products and cannabis products** is legally prohibited **in on** all Board **premises**. ~~owned and/or operated school facilities and the Board owned and/or operated outdoor areas surrounding them. This includes while on educational excursions, in board vehicles or in personal vehicles parked on board property.~~
6. **All employees of the Board have a duty to report to their supervisor the existence of any hazard of which he or she knows in accordance with the *Ontario Occupational Health and Safety Act*, including when another employee may be impaired. Impairment or being under the influence which comprises safety and ability to perform duties is unacceptable and will be dealt with accordingly.**
7. ~~It is against the law to smoke within 9 metres of an entrance or exit of any building that is used by the public.~~
8. ~~Failure of students, employees, visitors and those who use board facilities to comply with the requirements of the *Smoke-Free Ontario Act, 2017* or other relevant legislation,~~ **Breach of this policy** may result in legal action (i.e. being charged and/or fined). **Employees who breach this policy may be subject to discipline up to and including termination. Students who breach this**



POLICY SECTION:	BUILDINGS/PLANT/GROUNDS
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policy may be subject to discipline in accordance with the *Education Act* and Board policies S.S.01 and S.S.03.

9. “No smoking/**No vaping**” signage shall be placed at each entrance and exit of **an** the enclosed workplace, place or area **on Board premises over which the Board exercises control. These signs will be posted** in appropriate locations and in sufficient numbers to ensure that employees, **students, Trustees** and the public are aware that ~~no smoking~~ **and the use of electronic cigarettes is prohibited in these areas** ~~or vaping is permitted in the enclosed workplace, place or area.~~
10. In accordance with the *Smoke-Free Ontario Act*, **2017** exceptions are made for the traditional use of tobacco that forms part of ~~Aboriginal~~ **Indigenous** culture and spirituality, when used for such purposes.

Definitions

Board Premises and Property

Includes all administrative buildings of the Board, Board operated buildings including schools, and **any land, premises, location or thing at, in or near where a student learns or a Board employee works.** ~~all locations where Board or School sanctioned educational activities are taking place.~~ **Incudes** Board-owned, **leased or rented** vehicles and machinery **and personal vehicles located on Board premises.** ~~are also considered to be Board property.~~

Cannabis

Has the same meaning as in subsection 2 (1) of the *Cannabis Act*.



POLICY SECTION:	BUILDINGS/PLANT/GROUNDS
SUB-SECTION:	BUILDINGS
POLICY NAME:	SMOKE & VAPOUR FREE SPACE
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Cannabis Product

Any product that contains cannabis, and includes the package in which cannabis is sold.

Electronic Cigarette means ~~any of the following:~~

- ~~1. A vaporizer or inhalant-type device, whether called an electronic cigarette or any other name, that contains a power source and heating element designed to heat a substance and produce a vapour intended to be inhaled by the user of the device directly through the mouth, whether or not the vapour contains nicotine.~~
- ~~2. A component of a device described in paragraph 1.~~
- ~~3. Any other prescribed device or product; (“cigarette électronique”)~~

E-substance

A substance that is manufactured or sold to be used in an electronic cigarette.

~~Individuals on Board Premises~~

~~Includes students, staff, trustees, contractors, parents/guardians, volunteers, permit holders and all others who are invited to or who work on Board property and in Board-operated buildings.~~

Medical Cannabis User

An individual who is authorized to possess cannabis for the individual’s own medical purposes in accordance with the *Education Act* or other applicable legislation.



POLICY SECTION: BUILDINGS/PLANT/GROUNDS
SUB-SECTION: BUILDINGS
POLICY NAME: SMOKE & VAPOUR FREE SPACE
POLICY NO: B.B.04

Smoke, & Vapour, Cannabis and Tobacco Free Environment

An environment that is free of smoke caused by smoking or lit tobacco product, **cannabis product or vapour product.**

Tobacco product

Any product that contains tobacco, and includes the package in which tobacco is sold

Vapour Product

An electronic cigarette, an e-substance, or any component of an electronic cigarette and includes the package in which the electronic cigarette, e-substance or component is sold.

Evaluation and Metrics:

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

A report will be brought to Board by staff on an annual basis detailing compliance and infractions of this policy.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

RECOMMENDATION TO RESCIND AIDS (ACQUIRED IMMUNE DEFICIENCY SYNDROME) POLICY H.M.27

The Lord God is watching over us and in truth has compassion on us... (2 Maccabees 7)

Created, Draft	First Tabling	Review
February 5, 2019	February 27, 2019	Click here to enter a date.
Peter Aguiar, Superintendent of Student Achievement and Wellbeing & Governance and Policy		

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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

Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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



A. EXECUTIVE SUMMARY

The AIDS (Acquired Immune Deficiency Syndrome) Policy H.M. 27 was approved in October 1987 out of an abundance of caution, and has not been revised since. Since the policy was created the medical community has learned a great deal more about Human Immunodeficiency Virus (HIV) transmission, as well as medical treatment of the virus. Consequently, this policy is no longer required.

The cumulative staff time required to prepare this report was 4 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance Policy Committee as it recommends policy rescinded.

C. BACKGROUND

1. HIV, if left untreated, can develop into AIDS.
2. HIV was first widely identified in the 1980s. At the time, little was known about the virus and how it was transmitted.
3. Out of an abundance of caution, many medical facilities, workplaces and schools took measures to protect those infected with HIV. Measures were also taken to protect others from coming into contact with someone infected with HIV in fear the infection could be spread.
4. Current medical knowledge of HIV and AIDS makes it clear that infection through casual contact is impossible, hence the previously-designed measures were unnecessary.
5. In Ontario, procedures on how to deal with all communicable diseases is now governed by The Health Protection and Promotions Act.
6. The Occupational Health and Safety and Legal Departments were consulted on this report's recommendation.

D. METRICS AND ACCOUNTABILITY

All schools have duty to report any communicable diseases to Toronto Public Health.

E. STAFF RECOMMENDATION

Staff recommends that the AIDS (Acquired Immune Deficiency Syndrome) Policy H.M. 27, provided in Appendix A, be rescinded.

~~TCDSB Policy Register~~

~~AIDS (Acquired Immune Deficiency Syndrome) H.M.27~~

Policy

~~Recognizing the right of students to an education and of staff to gainful employment, the Toronto Catholic District School Board shall respond to individuals suffering from AIDS in a compassionate manner consistent with the gospel message of Jesus Christ.~~

Regulations:

- ~~1. The Toronto Catholic District School Board acknowledges the right to privacy of any student or employee with AIDS.~~
-
- ~~2. If it becomes necessary for a student with AIDS to request delivery of educational service in a way other than the current classroom placement, appropriate arrangements will be made, taking into consideration the needs of that student and the health of other students.~~
-
- ~~3. Only those teachers who agree to do so will be placed on such special assignments.~~
-
- ~~4. Every effort will be made to allow employees with AIDS to work as long as they are able within the Toronto Catholic District School Board's Retirement Policy, provided that they do not pose a health hazard to themselves or to others. If a particular work situation is considered dangerous to the AIDS sufferer, efforts will be made to place the person in a less threatening situation.~~
-

~~BM p 210, 15 Oct 87.~~

**GOVERNANCE AND POLICY COMMITTEE
PENDING LIST TO FEBRUARY 27, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Mar-2017 Governance and Policy	TBC	Governance and Policy	Report regarding consultations with CLSIT and conversations with the Archdiocese in regards to the content of the policy (Update to Chaplaincy Program Policy)	Legal Counsel
2	June-2017 GAP	TBC	Governance and Policy	Staff to bring back after the Ministry of Education's Transportation report is considered (Update to Transportation Policies S.T.01, 03, 04 and 05)	Legal Counsel
3	Sep-2017 Governance and Policy	TBC	Governance and Policy	Staff to look at options to improve efficiencies for Trustees, staff and the public to gain greater Order Paper, report and back-up materials (Inquiry from Trustee Crawford regarding Gaining greater Order Paper, Report, and Backup Materials Efficiencies with e-Scribe)	Director of Education
4	Jan-2018 Corporate Services	TBC	Governance and Policy	That the report and related policy be referred to the Governance and Policy Committee for consideration (Non-Qualifying Transportation Students by Trustee Ward (All Wards))	Legal Counsel

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
5	Jan-2018 Governance and Policy	TBC	Board	That staff look at various lobbying policies of the City of Toronto and other school Boards and draft a lobbying policy for the TCDSB (Policy Priority Update January 2018)	Legal Counsel
6	Mar-2018 Regular Board	TBC	Governance and Policy	That the matter be referred to the Governance and Policy Committee (Photographing and Filming of Individuals at Board and Committee Meetings)	Legal Counsel
7	May-2018 Governance and Policy	TBC	Governance and Policy	Staff was requested to add the policy to the Governance and Policy Committee work plan for the development of an Omnibus policy (Update to School Events Communications and Invitee Protocols Policy (S.02)).	Legal Counsel
8	Jun-2018 Corporate Services	TBC	Governance and Policy	That the Pupil Accommodation Review Policy and Operating Procedures be referred to the Governance and Policy Committee to be updated to reflect changes to the Pupil Accommodation Review Guidelines with extensive community and Section E Implementation, Strategic Communications and Stakeholder Engagement Plan (Ministry Memo 2018: B10 – Final Pupil	Legal Counsel

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				Accommodation Review Guidelines and Updated on Integrated Planning and Supports for Urban Education)	
9	Oct-2018 Governance and Policy	Mar-2019	Governance and Policy	<p>That the Director, or designate, engage in a consultation / dialogue with our union and non-union partners regarding wearing Identification (photo ID) tags to identify staff for safety and security reasons;</p> <p>That staff come back with the costing of plastic photo ID cards with name, for all staff who do not currently possess an access card; and</p> <p>That staff come back to the Committee with the results of the consultation by February 2019 (Staff Identification Badges)</p>	Director of Education
10	Dec-2018 Student Achievement	TBC	Governance and Policy	That the policy regarding Combined Grade Classes be referred to the Governance and Policy Committee, to be dealt with this school year (Policy S.24 – Combined Grade Classes and September Reorganization for Elementary Schools)	Legal Counsel
11	Dec-2018 Student Achievement	TBC	Governance and Policy	That the cost of the International Program be reviewed by the Governance and Policy Committee (International Languages Elementary (ILE) Program)	Legal Counsel

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
12	Jan-2019 Governance and Policy	Mar-2019	Governance and Policy	Report regarding introducing Service Animal Policy at TCDSB (Delegation: Adelina Cotognini)	Legal Counsel
13	Jan-2019 Governance and Policy	Jan-2020	Governance and Policy	Review the Director Performance Appraisal policy in one year, including the challenges during an election year and the “parked” items from the November 21, 2018 Special Board meeting, TRIPLE PRIVATE Session	Legal Counsel
14	Jan-2019 Governance and Policy	TBC	Governance and Policy	That all existing and new policies be reviewed to reflect the Ontario Human Rights Commission (OHRC) Accessible Education for Students with Disabilities Policy Document and that once completed, that they be brought back to GAP Committee; and That staff develop a policy reflective of the OHRC Accessible Education for Students with Disabilities Policy Document (SEAC Minutes, 2018-09-19, Item 9g) Ontario Human Rights Commission (OHRC) Policy Document Article on Special Education Inclusion)	Legal Counsel

Governance and Policy Committee 2018-19 Policy Priority Schedule

GAP Date	Policy	Policy #
16-Jan	Alcohol and Other Drugs	S.S.03
	Concussion Policy	S.26
	Religious Accommodation	S.22
	Fresh Start	S.S. 12
	Copyright and Fair Dealing Guidelines	A.15
12-Feb	Victim's Rights	S.S.13
	Suspension and Expulsion Policy	S.S.01
	Filling a Trustee Vacancy	T. 18
	Trespass	S.S.14
	Smoke & Vapour Free Space	B.B.04
	AIDS (Acquired Immune Deficiency Syndrome)	H.M.17
	Year-End Celebrations for Kindergarten Children S.M.18	S.M.18
	Employee PhotoIdentification (ID) Cards	B.B.06
19-Mar	Trustee Services & Expenditures	T.17
	Code of Conduct Policy	S.S.09
	Progressive Discipline	S.S.10
	Permits	B.R.05
	Environmental Practice--Waste Management and Purchasing	B.M.06
	Purchasing Policy	F.P.01
09-Apr	School Excursions	S.E.01
	Catholic Parent Involvement Committee	P.04
	Catholic School Parent Councils	S.10
	Communications Policy	A.37
	Good Neighbour	S.25
07-May	Bullying Prevention and Intervention	S.S.11
	Blessing and Official Opening of Schools	S.08
	Combined (Split) Grade Classes for Elementary Schools	S.24
	Elementary Admission and Placement Policy	S.A.01
	Elementary School Attendance Boundary Review Policy	S.A.03
04-Jun	Special Education Advisory Committee	A.23
	Business Cards	A.17
	Guidelines for Trustees, Parents and Staff in Addressing School Related Cor	A.33

Governance and Policy Committee 2018-19 Policy Priority Schedule

	Freedom of Information and Privacy	A.38
	Video Security Surveillance	B.M.07
10-Sep	Food and Beverage Sold in Schools	S.M.08
	Trustees Code of Conduct	T.04
	Awards, Funds and Scholarships	F.F.01
	Community Planning and Partnerships	B.R.07
	Board Vehicles	B.G.04
08-Oct	Student and Program Assessment	S.P.13
	Effective Financial Management and Control Operations	F.M.08
	Elementary French Programing	S.P. 02
	Accessibility Standards for Services and Facilities	A.36
	Governance	T.20
12-Nov	Guidelines For Trustees, Parents and Staff in Addressing School Related Co	A.33
	Pupil Accommodation Review	S.09
	Workplace Accommodation for Employees with Disabilities	H.M.38