

# GOVERNANCE AND POLICY COMMITTEE REGULAR MEETING Public Session

**AGENDA**  
**June 4, 2019**

**Ida Li Preti, Chair**  
Trustee Ward 3

**Michael Del Grande**  
Ex-Officio

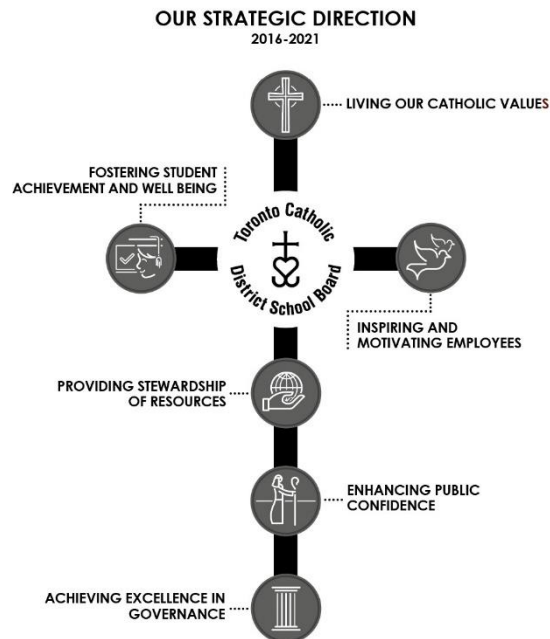
**Angela Kennedy, Vice-Chair**  
Trustee Ward 11

**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.

## OUR MISSION

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# **AGENDA THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE**

## **PUBLIC SESSION**

**Ida Li Preti, Chair**

**Angela Kennedy, Vice Chair**

Tuesday, June 4, 2019

7:00 P.M.

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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 May 7, 2019 for Public Session. 1 - 28
7. Delegations
8. Presentation
9. Notices of Motion
10. Consent and Review
11. Unfinished Business
12. Matters referred or deferred

Deferred from the May 7, 2019 Governance and Policy Committee Meeting

- 12.a Review of Purchasing Policy (F.P.01) 29 - 43

Deferred post the approval of the April 11, 2019 Corporate Services, Strategic Planning and Property Committee Minutes, Quadruple Session.

Referred from the May 7, 2019 Governance and Policy Committee Meeting to the May 15, 2019 Special Education Advisory Committee (SEAC) Meeting and Referred back from SEAC

- 12.b Update to Suspension and Expulsion Policy (S.S.01) 44 - 148

**13. Staff Reports**

- 13.a Update to Special Education Advisory Policy A.23 149 - 162

- 13.b Update to Business Cards Policy A.17 163 - 166

- 13.c Update to Freedom of Information and Protection of Privacy Policy A.38 167 - 177

- 13.d Update to Video Surveillance Policy B.M.07 178 - 193

**14. Listing of Communications**

**15. Inquiries and Miscellaneous**

**16. Updating of Pending Lists**

- 16.a Monthly Pending List 194 - 200

- 16.b 2019 Policy Priority Schedule 201 - 202

**17. Adjournment**

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

**HELD TUESDAY, MAY 7, 2019**

## **PRESENT:**

### **Trustees:**

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

### **Staff:**

L. Noronha  
A. Della Mora  
P. Aguiar  
N. Adragna  
C. Caldwell  
P. De Cock  
M. Farrell  
L. Maselli-Jackman  
B. Leoparati  
J. Shanahan  
S. Vlahos  
  
S. Harris, Recording Secretary  
S. Tomaz, Assistant Recording Secretary

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

MOVED by Trustee Crawford, seconded by Trustee Rizzo, that the Agenda, as amended to defer Item 12d) to the June 4, 2019 Governance and Policy Committee Meeting, be approved.

Results of the Vote taken, as follows:

##### **In Favour**

##### **Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED

#### **5. Declarations of Interest**

Trustee Del Grande declared an interest in Item 14a) Letter from Toronto Catholic Parent Involvement Committee (CPIC) regarding CPIC Policy P.04 due to a family relationship with the CPIC President. Trustee Del Grande indicated that he would neither vote nor participate in the discussion regarding the Item.

#### **6. Approval & Signing of the Minutes**

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that the Minutes of the Regular Meeting held April 9, 2019 for PUBLIC Session be approved with the following amendment:

Page 5 – Replace *Individual Trustees shall be consulted...* with *Individual Trustees shall consult...*

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED

**8 Presentations**

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that Item 8a) be adopted as follows:

- 8a) Policy Tracker, Peter Aguiar, Superintendent of Student Achievement and Well-Being – Area 4 and Governance and Policy (Verbal)** received and that Staff implement the online Policy tracker in September 2019.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED

**12 Matters Referred or Deferred**

MOVED by Trustee Kennedy, seconded by Trustee Rizzo, that Item 12a) be adopted as follows:

**12a) From the March 26, 2019 Catholic Education and Living Our Catholic Values Sub-Committee Meeting and approved at the April 4, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting**

*That the Student Achievement and Well Being, Catholic Education and Human Resources Committee refer to the Governance and Policy Committee that staff develop a policy on Catholic Curriculum in all subjects taught in all Toronto Catholic schools that Staff bring a report to the Governance and Policy (GAP) Committee stating Staff's position on a Policy on Catholic Curriculum.*

Trustee Rizzo left the table at 8:02 pm and returned at 8:03 pm.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Li Preti  
Kennedy  
Di Pasquale  
Rizzo

Crawford  
Del Grande  
Lubinski

The Motion was declared

CARRIED

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

**12b) From the March 18, 2019 Special Board Meeting**

WHEREAS: The Toronto Catholic District School Board (TCDSB) does not have a policy regarding refusing to admit special education students and students with complex needs; and

WHEREAS: The TCDSB should not refuse to admit special need students with disabilities on the basis that staff believe they cannot accommodate the student's needs, e.g. due to staff absences; and

WHEREAS: The TCDSB may ask or direct that a student not attend school; or that a student only attend school for part of the regular school day and that the student be removed from school in writing; and

WHEREAS: The TCDSB may excuse students from school who are suspended, expelled or for public health purposes according to legislation; and

WHEREAS: A refusal to admit students should only be imposed when necessary to protect health and safety; and

WHEREAS: Indefinite exclusions of students are not in the best interest of students; and

WHEREAS: The TCDSB should set out fair procedures that must be followed when refusing to admit a student.

THEREFORE BE IT RESOLVED: That the TCDSB establish a comprehensive policy regarding the refusal to admit special education students and those with special needs and disabilities to school; and

BE IT FURTHER RESOLVED: That a refusal to admit policy should depend on the TCDSB ensuring that students excluded from attending school are provided an equivalent educational program; and

BE IT FURTHER RESOLVED: That students should not be excused unless it can be demonstrated that the student presents an imminent risk to health or safety; and

BE IT FURTHER RESOLVED: That the policy include:

Circumstances when a refusal to admit is permitted, and when it is not permitted;

Procedures that must be followed when refusing to admit a student;  
Timelines dictating the maximum number of consecutive days a student can be excused from school;

An appeal process; and

Data documentation and process for reporting to SEAC and Board; and

BE IT FURTHER RESOLVED: That the policy should include where the TCDSB refuses to accommodate students with special education disabilities in regular classrooms without needed supports or services, the principal be required to provide written notice and rationale of this to the family and that the Superintendent be copied; and

BE IT FURTHER RESOLVED: That a refusal to admit policy be referred to the Governance and Policy Committee; and

BE IT FURTHER RESOLVED: That staff prepare a comprehensive report on the implementation of a refusal to report policy.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED

Trustee Kennedy left the table at 8:06 pm and returned at 8:08 pm.

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

- 12c) From the April 4, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting *that a policy be implemented that has direct instruction of cursive writing in Grade 3 (2019 Cursive Writing Update)* approved.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED

Staff provided updates regarding the following Recommendations:

- 1) That staff create a policy, and that it be presented to the Governance and Policy Committee for consideration (Forms of Acceleration for Gifted and Talented Students) currently being investigated; and*
- 2) That the policy and the regulations governing Admissions and French Programming be sent to the Governance and Policy Committee for revisions that more accurately reflect the delivery and availability of regional programs with equity in mind (St. Brigid Catholic School Admissions Inquiry: Junior Kindergarten French Immersion) the Policy will be brought to the GAP Committee in the Fall.*

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 12d) be adopted as follows:

- 12d) Review of Purchasing Policy (F.P.01)** deferred to the June 4, 2019 GAP Committee meeting, after the approval of the Quadruple Private Minutes of the April 11, 2019 Corporate Services, Strategic Planning and Property Committee Meeting.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED

Trustee Crawford left the table at 8:18 pm.

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that Item 12e) be adopted as follows:

- 12e) Revised Conflict of Interest Act and Integrity Commissioner Update**  
tabled until Trustee Crawford is available.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Del Grande  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED

Trustee Crawford returned to the table at 8:21 pm.

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

- 12f) Update to Suspension and Expulsion Policy (S.S.01)** that the Policy be amended to include the following:

Recommendation 1: Page 51, *Cross Reference: Include The Ontario Human Rights Code and The Ontario Human Rights Policy on Accessible Education for Students with Disabilities; and*

Recommendation 4: Page 132, *Regulation 13: include explanation of mitigating and other factors.*

And that Recommendations 2 and 3 not be included in the Policy:

Recommendation 2: Page 61: *Add not related to a disability after Item (2) Refractory conduct; and*

Recommendation 3: Page 62: *Add or the Pupil would benefit from one after ...an individual education plan has been developed; and*

That the Special Education Advisory Committee (SEAC) be consulted, after which the Policy should be brought back to the GAP Committee.

Trustee Lubinski disconnected via Teleconference at 8:48 pm.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that the GAP Committee recommend to Board that Recommendations 1 and 4 be approved and that Recommendations 2 and 3

be sent to SEAC with an explanation as to why the GAP Committee has not recommended them.

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

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

The Amendment was declared

CARRIED

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

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

The Motion, as amended, was declared

CARRIED

Trustee Rizzo left the table at 8:57 pm and returned at 9:01 pm.

Trustee Del Grande left the table at 9:12 pm and returned at 9:13 pm.

Trustee Del Grande left the table at 9:21 pm and returned at 9:22 pm.

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that Item 12e) Revised Conflict of Interest Act and Integrity Commissioner Update be lifted from the table.

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 Di Pasquale, that Item 12e) be adopted as follows:

**12e) Revised Conflict of Interest Act and Integrity Commissioner Update** received.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Rizzo, that the verbal update from Staff be received.

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

Trustee Kennedy left the table at 9:31 pm.

### 13. Staff Reports

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Item 13a) be adopted as follows:

- 13a) Update to Blessing and Official Opening of Schools Policy S. 08** that the GAP Committee recommend to Board that the Blessings and Official Opening of Schools Policy S.08, as proposed and amended in Report Appendix A, be adopted with the following amendments:

Page 157, Regulation 3: that *Local Trustee* be added as the new 3a);

Page 157, Regulation 3: that 3f) *Archbishop/bishop/parish priest (blessing)* be renumbered at the new Regulation 3c);

Page 158, Regulation 5: that *Local Trustee* be added as the new 5a);

Page 158, Regulation 5: that 5h) *Pastor* be renumbered as the new Regulation 5c);

Page 158, Regulation 5g): that *Advisory* be replaced with *Parent*; and

That *Councilor* be replaced with *Councillor* consistently throughout the Policy.

Results of the Vote taken, as follows:

#### **In Favour**

#### **Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Li Preti  
Rizzo

The Motion was declared

CARRIED

Trustee Kennedy returned to the table at 9:48 pm.

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 13b) be adopted as follows:

- 13b) Update to Bullying Prevention and Intervention Policy S.S. 11** that after *Bullying behaviours*, page 165, Policy, line 7, delete *that has an adverse impact on the school climate*.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Di Pasquale  
Kennedy  
Li Preti  
Rizzo

Del Grande

The Motion was declared

CARRIED

MOVED by Di Pasquale, seconded by Trustee Del Grande, that the GAP Committee recommend to Board that the Bullying Prevention and Intervention Policy S.S.11, as amended and proposed in Report Appendix A be adopted, as amended.

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 Di Pasquale, seconded by Trustee Del Grande, that Item 13c) be adopted as follows:

- 13c) Update to Combined (Split) Grade Classes for Elementary Schools Policy S.24** received.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Del Grande, that *proceeding* be replaced with *preceding*, page 179, Regulation 3.

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

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Di Pasquale, that *there may be occasions due to enrollment pressures that split classes are required* be added to Purpose, page 177; and that *and* be deleted between *student and well-being*.

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

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Crawford, that *principals* be replaced with *principles*, Purpose, page 177; and

That *They will consider minimizing...* be replaced with *Efforts will be made to minimize...*, Regulation 4, page 179; and

That page references be included for cross-divisional splits.

Trustee Li Preti relinquished the Chair to Trustee Kennedy.

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

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Li Preti:

- 1) That *A parent pamphlet* be replaced with *Information* and that *in a timely manner* be added after *provided*, Regulation 6, page 180; and
- 2) That the GAP Committee recommend to Board that the Combined (Split) Grade Classes for Elementary Schools Policy S.24, as amended and proposed in Appendix A, be adopted.

Trustee Rizzo requested that the Motion be split.

Results of the Vote taken Part 1 of the Amendment, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Kennedy  
Li Preti  
Rizzo

Part 1 of the Amendment was declared

CARRIED

Results of the Vote taken Part 2 of the Amendment, as follows:

**In Favour**

**Opposed**

Trustees Crawford	Rizzo
Del Grande	
Di Pasquale	
Kennedy	
Li Preti	

Part 2 of 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 Di Pasquale, that Item 13d) be adopted as follows:

- 13d) Recommendation to Adopt a Partisan Activities and Campaigning Policy A.40** that the GAP Committee recommend to Board that Partisan Activities and Campaigning Policy A.40, as proposed in Report Appendix A, be adopted.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that *partisan* be replaced with *political* throughout the Policy including the title.

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

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale

Li Preti

Kennedy  
Rizzo

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Crawford:

That Regulation 3c), page 190: *The Board supports student awareness of the electoral process* be moved to a more appropriate section of the Policy; and

That *Catholic* be inserted after *Toronto*, Definitions, page 191.

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

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that a section be included in the Policy on potential consequences of violations of the Regulations.

MOVED in AMENDMENT to the AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that the section also includes that the Board may take appropriate action, if necessary, depending on circumstances and that discipline may be enforced by the Director.

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

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Kennedy  
Li Preti  
Rizzo

The Amendment to the Amendment was declared

CARRIED

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

Trustee Li Preti left the table at 10:49 pm and returned at 10:50 pm.

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

**In Favour**

**Opposed**

Trustees Crawford	Rizzo
Del Grande	
Di Pasquale	
Kennedy	
Li Preti	

The Motion, as amended, was declared

CARRIED

Trustee Crawford left the table at 10:54 pm. and returned at 10:57 pm.

MOVED by Trustee Del Grande, seconded by Trustee Di Pasquale, that Item 13e) be adopted as follows:

- 13e) Update to Admission and Placement of Elementary Pupils Policy S.A.01** that the GAP Committee recommend to Board that it approve the amendments to the Admission and Placement of Elementary Pupils Policy (S.A.01), as indicated in Appendix ‘A’.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Rizzo, that *where we redirect students, we will make best efforts to provide bus transportation to maintain those students in our system* be included in the Policy;

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

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that *Financial Impact and Legal Impact* be deleted, page 198.

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 Rizzo, seconded by Trustee Di Pasquale, that Item 13f) be adopted as follows:

**13f) Update to Elementary School Attendance Boundary Review Policy S.A.03 received.**

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that the GAP Committee recommend to Board that it approve the amendments to the Elementary School Attendance Boundary Review Policy (S.A.03) as indicated in Appendix 'A'.

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

Trustee Del Grande left the table at 11:22 pm due to a conflict of interest in the following Item, as earlier indicated.

**14. Listing of Communications**

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 14a) be adopted as follows:

- 14a) Letter from Toronto Catholic Parent Involvement Committee regarding Catholic Parent Involvement Committee Policy P.04** that the planned review of the Catholic Parent Involvement Committee (CPIC) Policy P.04 be placed on hold until CPIC's constitutional work is completed.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Di Pasquale  
Kennedy  
Li Preti  
Rizzo

The Motion was declared

CARRIED

## 17. Adjournment

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that the meeting be adjourned.

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

Trustees Crawford  
Di Pasquale  
Kennedy  
Li Preti  
Rizzo

The Motion was declared

CARRIED

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SECRETARY

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CHAIR



## REPORT TO

GOVERNANCE AND POLICY  
COMMITTEE

## REVIEW OF PURCHASING POLICY F.P.01

*“We can't have full knowledge all at once. We must start by believing; then afterwards we may be led on to master the evidence for ourselves.”*

**St. Thomas Aquinas**

Created, Draft	First Tabling	Review
March 5, 2019	March 19, 2019	<a href="#">Click here to enter a date.</a>

M. Farrell, Coordinator, Materials Management  
P. De Cock, Comptroller of Business Services & Finance  
P. Aguiar, Superintendent of Education

## RECOMMENDATION REPORT

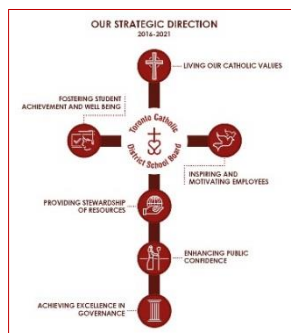
**Vision:**

*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 Purchasing Policy F.P. 01 has been revised and updated to better meet Board operational requirements and reflect changes in the area of public sector procurement.

The changes are consistent with the principles of the Multi Year Strategic Plan in terms of stewardship of resources, excellence in governance and financial accountability.

The policy is also being changed to ensure alignment to and compliance with the requirements outlined in the Broader Public Sector (BPS) Procurement Directive and the new inter provincial Canada Free Trade Agreement(CFTA) and the Canada-European Union Comprehensive and Economic Trade Agreement (CETA).

This report recommends the Governance and Policy Committee recommend to the Board of Trustees approval of the revised Purchasing Policy F.P.01.

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

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Governance Policy Committee for scheduled review.

## **C. BACKGROUND**

1. Purchasing Policy F.P.01 was last revised in November 2014. The revisions included a higher delegated approval limit for the Director of Education where a budget or project had been approved by the Board. The intent of this delegation was to streamline standard procurement awards, accelerate project start ups and remove reports on a Board agenda for an approval where the award had already been determined through a competitive bid process.
2. The revisions have made the policy more straightforward and easily understood by clearly delineating policy objectives and regulations. Procedural steps related to the policy and regulations have been included in a Purchasing Manual.

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

1. The delegation of approval for all contract awards has increased the operational effectiveness and administrative efficiency by facilitating faster contract awards and project initiation.
2. Elimination of procurement recommendation reports from the Board agenda has reduced the number of Board/Committee agenda items.
3. There are no changes to the Policy section while some Regulations have been revised. The revised version complete with mark-ups to highlight the changes appears in Appendix A and are listed below:
  - i. The Cross Reference section was updated to remove two deleted policies and to include two new trade agreements- the interprovincial Canada Free Trade Agreement (CFTA) and the Canada-European Union Comprehensive and Economic Trade Agreement (CETA).
  - ii. A minor change was made to the wording of Regulation 18 with respect to a sole source to include a reference to single sourcing which is now listed in the Definitions section.
  - iii. Regulation 21, the Supply Chain Code of Ethics, was amended to include a reference to the Procurement Directive.
4. The following two Regulations are recommended for deletion:
  - Regulation 10, which requires all contracts to be reviewed centrally, has been determined to be impractical to manage given the number of small value contracts that schools and departments have over the course of a year.
  - Regulation 17, that notes that a Purchasing Procedures Manual will provide direction and guidance to staff, is redundant and no longer required as the Manual is now listed an Appendix to this Policy.
5. After an initial review by the Governance and Policy Committee meeting of March 20,2019, further revisions were made and have now been included in policy in Appendix A:

- Regulation 7, the removal of duplicate wording “to any”.
  - Regulation 10, the addition of the word “strictly” to emphasize that lobbying during a competitive procurement is strictly prohibited.
  - Regulation 11 has been further amended to clarify the Board’s right to exclude a vendor or proponent from future procurements.
6. The 2014 Purchasing Policy revisions increased the delegated authority of the Director of Education to approve contract awards and expenditures where the budget, project or report have been approved by the Board and which are in compliance with the Procurement Directive. The intent was that such delegation would increase operational effectiveness and administrative efficiency by facilitating faster contract awards and project start-ups for traditional procurements and previously approved projects. In addition, removal of these recommendation reports would help to streamline Board agendas and meetings.
7. Additional rationale for this change was that the financial and fiscal responsibilities for school operations continues to be more clearly prescribed. The procurement environment has always been subject to evolving contract law and provincial and federal trade agreements. The introduction of the Procurement Directive in the Broader Public Sector has now introduced mandatory requirements, which must be followed in arriving at a recommendation for an award.
8. An award to other than the compliant low bid or highest scoring proponent could be construed as a breach of contractual obligations and result in a legal or trade agreement challenge with attached liability. In these circumstances, the Board would not reverse a recommendation that has followed contract law and the BPS mandatory requirements. Board approval would be more or less

a formality that was required only because of the then stipulated limit in the Purchasing Policy.

9. The 2014 policy stated three exceptions to the delegation authority of the Director of Education:

- new school construction and major school additions;
- contracts which have exceeded the approved budget;
- significant strategic initiative.

10. The term **significant strategic initiative** was introduced as a way of identifying new or non-standard procurements to the Board of Trustees. Such initiatives would be required to come to the Board of Trustees for approval. A significant strategic initiative is defined as a departure from traditional procurement activities, which has yet to receive Board approval and may commit the Board to long term expenditures based on new evidence or theory requiring a different strategy. This may include first-time partners or a new category of contract.

11. As a result of discussion at the Governance and Policy Committee, two additional Procurement Reporting mechanisms have been established:

- Procurement and tender awards will be posted on the Board's main webpage under the **Tendering Information** tab.
- A list of Sole and/or Single source purchases report will be provided to the Audit Committee on a quarterly basis.

## **E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

Board staff at school and departmental levels will receive in-servicing with respect to Policy and Regulation changes.

## **F. STAFF RECOMMENDATION**

That the Governance and Policy Committee recommend to the Board of Trustees approval of the proposed revisions to the Purchasing Policy F.P.01 in attached Appendix A.

POLICY SECTION: **Finance**

SUB-SECTION:

POLICY NAME: **Purchasing Policy**POLICY NO: **F.P. 01****Date Approved:**

November 5, 2014

**Date of Next Review:**

2018

**Dates of Amendments:****Cross References:**

- ~~F.P. 02 Book Purchase~~
- ~~F.P. 03 Border Brokers~~
- F.P. 04 Sweatshop-Free Purchasing Policy
- T.01 Conflict of Interest: Trustees
- H.M. 31 Conflict of Interest: Employees
- H.M. 33 Acceptance of Hospitality or Gifts
- A.24 Credit and Purchase Cards
- Broader Public Sector Procurement Directive (2011)
- **Canadian Free Trade Agreement (CFTA)**
- **Canadian-European Union Comprehensive Economic and Trade Agreement (CETA)**

**Appendix**

Purchasing Procedures Manual

**Purpose:**

The Board is committed to ensuring all goods and services are to be acquired through an open, transparent, and fair and competitive process whenever possible in order to obtain maximum value from the expenditure of public funds.

**Scope and Responsibility:****Scope and Responsibility:**

This policy, and these regulations and procedures applies apply to any employee or elected official who is involved in the acquisition of goods and /or services on behalf of the Board.



**POLICY SECTION: Finance**

**SUB-SECTION:**

**POLICY NAME: Purchasing Policy**

**POLICY NO: F.P. 01**

### **Alignment with MYSP:**

Fostering Student Achievement and Well Being

Achieving Excellence in Governance

Providing Stewardship of Resources

Strengthening Public Confidence

Inspiring and Motivating Employees

### **Evaluation and Metrics:**

#### **Financial Impact:**

~~Applies to the purchase of any goods, construction, and services, including consulting services made using Board funds.~~

~~Non-BPS compliance can affect Board funding~~

#### **Legal Impact:**

~~Compliance with Agreement on Internal Trade (1995) Compliance with Broader Public Sector Procurement Directive~~



**POLICY SECTION: Finance**

**SUB-SECTION:**

**POLICY NAME: Purchasing Policy**

**POLICY NO: F.P. 01**

**Policy:**

The Board shall purchase goods and services through a process consistent with the Mission and Vision statements of the Board and with the following objectives:

- (i) to provide a high level of service to all areas of the Board;
- (ii) to provide fair, competitive and transparent business practices for vendors and ensure equal treatment without preference;
- (iii) to obtain all goods and services at the lowest total end-user cost considering price, quality, function and delivery in an efficient, effective manner while maintaining the controls necessary for the expenditure of public funds;
- (iv) to encourage the acquisition of environmentally friendly products and the reduction of the impact of the Board's activities upon the environment.

The Board **of Trustees** delegates to the Director of Education, the authority to approve the award of all contracts and expenditures where the budget, project or report has been approved by the Board **of Trustees** with the exception of:

- new school construction and major school additions;
- contracts which have exceeded the approved budget;
- significant strategic initiative.



**POLICY SECTION: Finance**

**SUB-SECTION:**

**POLICY NAME: Purchasing Policy**

**POLICY NO: F.P. 01**

### **Regulations:**

1. This policy, **and these** regulations and procedures shall apply to any employee or elected official who is involved in the acquisition of goods and /or services on behalf of the Board.
2. All supervisory personnel shall be responsible for ensuring their immediate staff are properly informed of and comply with this policy, its regulations and procedures.
3. All purchasing activities will be carried out in accordance with all applicable Board policies and procedures and any other statutory acts or regulations.
4. Use of Board funds for personal purchases on behalf of an employee, elected official or family member is not permitted.
5. Purchases made without an authorized purchase order/purchase card are not permitted and will be considered an obligation of the person making the purchase and not an obligation of the Board.
6. Employees and elected officials shall not use their authority, influence or office for personal gain or to advance the interest of any particular party and shall seek to uphold and enhance the integrity of all Board business operations.
7. In accordance with the Education Act, no teacher, supervisory officer or other employee of the Board may promote or sell goods or services for compensation ~~to any~~ to any board, provincial school or teachers' college, or pupil enrolled therein except as permitted by the Act.
8. All goods and services are to be acquired through a publicly advertised competitive bidding process whenever possible in order to obtain maximum value from the expenditure of public funds.



POLICY SECTION: **Finance**

SUB-SECTION:

POLICY NAME: **Purchasing Policy**

POLICY NO: **F.P. 01**

9. Any arrangements which might prevent fair competition shall be avoided, in order to ensure open competition among qualified bidders.
10. Lobbying during a competitive procurement call is prohibited. ~~Any~~ Communication with anyone other than the official point of contact from the time of issuance, up to and including the time of award, is **strictly** prohibited.
11. A vendor/proponent who violates the lobbying prohibition will be subject to disqualification from the current, **and may be disqualified from** ~~or~~ future, procurements at the Board's discretion.
12. Awards will be given to the lowest bidder except where the best interests of the Board are served by accepting other than the lowest price.
13. Where an emergency situation exists, the approval requirements of the Purchasing Policy shall not apply, and administration shall take immediate necessary remedial action.
14. Where feasible, the Board may participate in cooperative purchasing with other school boards and public agencies.
15. Contracts for all goods and services will be limited to a maximum term of five years and renewals will be subject to a public competitive bidding process whenever possible.
16. Contracts or purchases shall not be divided to avoid the requirements of this policy, its regulations or procedures and the annual or total project cost shall be considered.
- ~~17. Contracts for the acquisition of products and services on behalf of the Board, regardless of the amount or term, must be reviewed centrally prior to execution.~~



POLICY SECTION: **Finance**

SUB-SECTION:

POLICY NAME: **Purchasing Policy**

POLICY NO: **F.P. 01**

18. Use of a sole **or single** source for an expenditure greater than \$10,000.00 will require completion of a Sole Source Declaration Form.
19. The Director of Education shall be responsible for the approval of all procurement awards except as noted in this policy and will provide trustees with a list of procurement awards on a regular basis.
20. The Materials Management Department shall be responsible for operating a centralized purchasing system for tenders, contracts and purchases and have general oversight of the procurement process and procedures.
21. **In accordance with the Broader Public Sector (BPS) Procurement Directives**, employees and elected officials involved in the procurement process are subject to a Supply Chain Code of Ethics which requires:
  - Personal Integrity and Professionalism;
  - Accountability and Transparency and;
  - Compliance and Continuous Improvement.
22. Consulting services which are intended to provide expert or strategic advice for purposes of consideration and decision making, must be acquired through a competitive process regardless of dollar value.
23. The Purchasing/Materials Evaluation and Approval Committee, **or as otherwise delegated by the Director of Education**, will review tenders, proposals and quotations before issue.
24. ~~A Purchasing Procedures Manual shall provide guidelines and direction to those individuals who have been delegated to purchase or approve the purchase of goods or services on behalf of the Board.~~



**POLICY SECTION: Finance**

**SUB-SECTION:**

**POLICY NAME: Purchasing Policy**

**POLICY NO: F.P. 01**

### **Definitions:**

**Acquisition** means the process for obtaining goods and services.

**Approval** means authorization to proceed with an award for acquisition of goods and/or services.

**Award** means the notification to a proponent of acceptance of a proposal, quotation or tender that brings a contract into existence

**Contract** means a binding agreement between two or more parties.

**Conflict of Interest** means a situation in which financial or other personal considerations have the potential to compromise or bias professional judgment and objectivity.

**Consultant** means a person or entity that under an agreement, other than an employment agreement, provides expert or strategic advice and related services for consideration and decision-making.

**Continuous Improvement** means an ongoing process for individuals involved in supply chain policies and practices to improve their supply chain knowledge and skill levels, and to share leading practices.

**Cooperative Purchasing** means the participation of two or more public agencies, in a request for quotation, tender or proposal.

**Delegation** means the assignment of specific responsibilities along with the necessary authority in order to discharge the responsibility properly.



**POLICY SECTION: Finance**

**SUB-SECTION:**

**POLICY NAME: Purchasing Policy**

**POLICY NO: F.P. 01**

**Lobbying** means an attempt to influence staff or elected officials with respect to decision or outcome related to a procurement activity.

**Procedure** means a set of instructions for carrying out a specific activity and the specific sequence of action.

**Procurement** means the combined functions of purchasing, contract administration and disposal of surplus equipment and supplies.

**Significant Strategic Initiative** is defined as a departure from traditional procurement activities, which has yet to receive Board approval and may commit the Board to long term expenditures based on new evidence or theory requiring a different strategy. This may include first-time partners or a new category of contract.

**Single Source** means the selection of a vendor to provide goods or services without utilizing a competitive process where there is more than one vendor capable of supplying the goods or services.

**Sole Source** means a vendor who due to patent, copyright or proprietary rights limits availability of a good or service.

**Supervisory Personnel** means one who is in charge of a particular department, school or unit and responsible for directing staff behavior.

**Supply Chain Code of Ethics** sets out the basic principles of conduct and defines acceptable behaviours for individuals involved with Supply Chain Activities.

**Vendor** means one who can reasonably be expected to provide satisfactory performance on the proposed contract based on reputation, references, performance on previous contracts, and sufficiency of financial and other resources.



**POLICY SECTION: Finance**

**SUB-SECTION:**

**POLICY NAME: Purchasing Policy**

**POLICY NO: F.P. 01**

### **Evaluation and Metrics:**

1. Streamlined Approval Process
2. Streamlined Board Agendas



## REPORT TO

GOVERNANCE AND POLICY  
COMMITTEEUPDATE 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 12, 2019	June 4, 2019

John Shain, Acting 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).

1. The policy was approved by the Governance and Policy Committee on February 27, 2019 and referred to the Regular Board meeting on April 24, 2019.
2. At the Regular Board meeting on April 24, 2019 the policy was referred to the Special Education Advisory Committee meeting on May 15, 2019.
3. At the Special Education Advisory Committee meeting on May 15, 2019 the policy was approved, with no revisions.

*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) previously approved by the Governance and Policy Committee on February 27, 2019, in Appendix A be referred to the Board of Trustees for their consideration.



**POLICY SECTION:** Safe Schools

**SUB-SECTION:**

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

**POLICY NO:** S.S. 01

<b>Date Approved:</b> November 20, 2014	<b>Date of Next Review:</b> <del>September, 2019</del> <b>February, 2024</b>	<b>Dates of Amendments:</b> <del>August 25, 2016</del>
<p><b>Cross References</b></p> <ul style="list-style-type: none"> <li>• Education Act Part XIII, Behaviour, Discipline and Safety</li> <li>• S.S. 09 Code of Conduct</li> <li>• S.S. 11 Bullying Prevention and Intervention</li> <li>• S.S. 10 Progressive Discipline</li> <li>• S.S. 04 Access to School Premises</li> <li>• S. 15 Access to Pupils</li> <li>• S. 16 Access to Pupil Information</li> <li>• S. 17 Suspected Child Abuse Reporting Police/School Board Protocol</li> <li>• Statutory Powers Procedure Act</li> <li>• Program/Policy Memorandum 141, <i>School Board Programs for Students on Long-Term Suspension</i></li> <li>• Program/Policy Memorandum 142, <i>School Board Programs for Expelled Students</i></li> <li>• Program/Policy Memorandum 144, <i>Bullying Prevention and Intervention</i></li> <li>• Program/Policy Memorandum 145, <i>Progressive Discipline and Promoting Positive Student Behaviour</i></li> <li>• Program/Policy Memorandum 128, <i>Provincial Code of Conduct and School Board Codes of Conduct</i></li> <li>• Program/Policy Memorandum 120, <i>Reporting Violent Incidents to the Ministry of Education</i></li> <li>• <b>Human Rights Code, R.S.O. 1990, c. H.19</b></li> <li>• <b>Ontario Policy on Accessible Education for Students with Disabilities</b></li> </ul>		



**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**

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**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)



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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



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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.



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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~~ 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](http://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 20<sup>th</sup> 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.



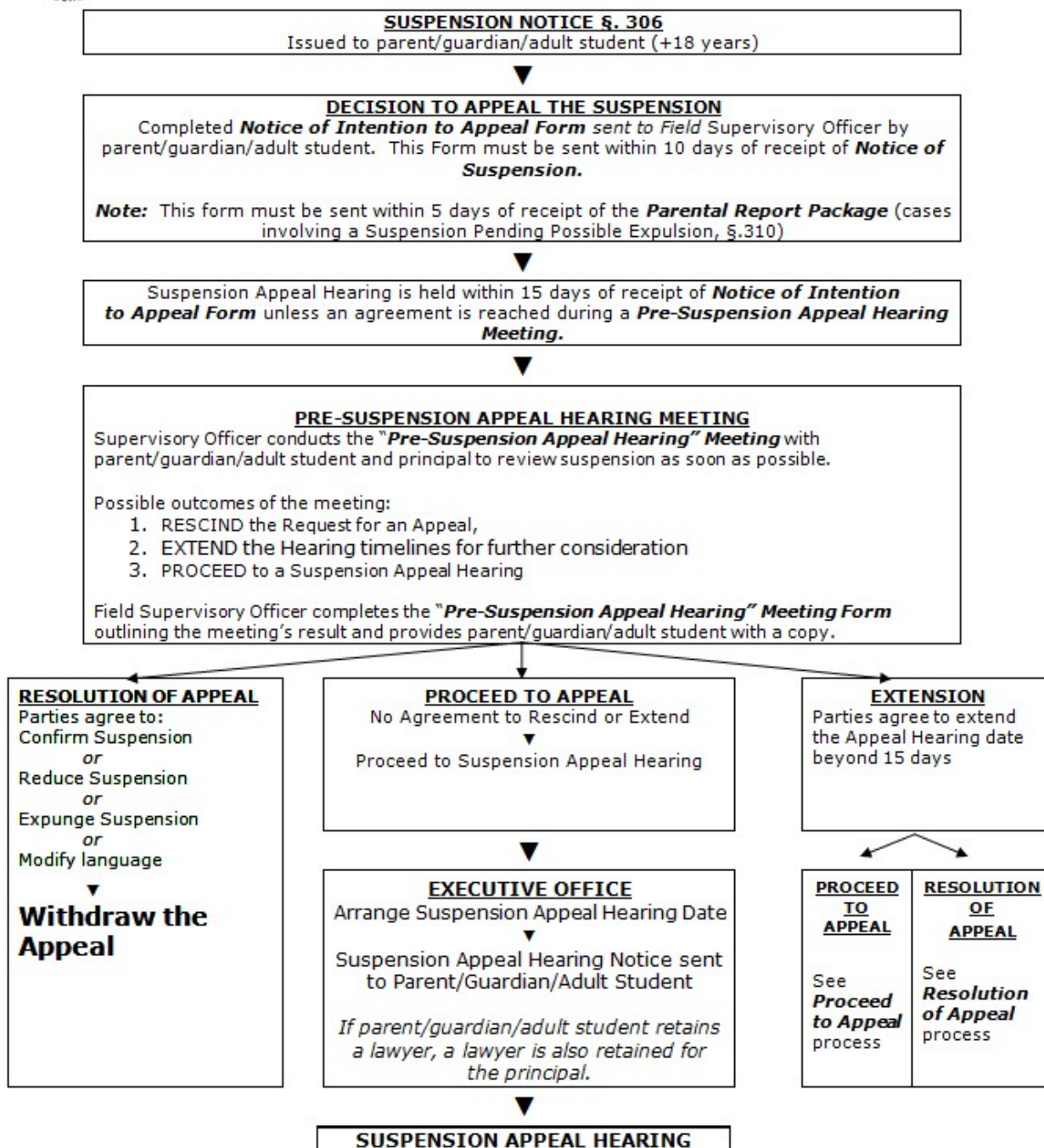
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**Safe Schools Department  
SUSPENSION APPEAL PROCESS**



**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 6<sup>th</sup> 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 6<sup>th</sup> 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.

#### **Minutes of Settlement**

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

#### **Expulsion Hearing**

Scheduled by the 20<sup>th</sup> 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.

#### **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.

#### **Suspension Appeal**

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

#### **Expungement**

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



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**OPERATIONAL PROCEDURES: Statutory Powers Procedure Act**

# APPENDIX F E

## Statutory Powers Procedure Act



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### **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 from 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 from 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;



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**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.~~



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~~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](http://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.

Mitigating factors to be considered are as follows:

- 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 to be considered are as follows:

- 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,
  - whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan.
  - whether appropriate individualized accommodation has been provided, and
  - whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

**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.



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~~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:~~

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~~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](http://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.

### **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.

### **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**

**SUB-SECTION:**

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

**POLICY NO: S.S. 01**

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".

# 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

UPDATE TO SEAC POLICY A.23

*"So now, you Israelites, all of you, give your advice and counsel here." (Judges 20:7)*

Created, Draft	First Tabling	Review
May 27, 2019	June 4, 2019	<a href="#">Click here to enter a date.</a>

Linda Maselli-Jackman, Superintendent of Education, Special Services  
Paul Matthews, General Legal Counsel  
Nick D'Avella, Superintendent of Equity, Diversity, Indigenous Education, and Community Relations  
Peter Aguiar, Superintendent of Student Achievement and Wellbeing and Governance and Policy Development.

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**

Provide a brief overview of the content of the report.

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

## **B. PURPOSE**

1. Recommended in this report is a revision to Policy A.23 Special Education Advisory Committee (SEAC).
2. This report is on the Order Paper for the 4 June 2019 Governance and Policy (GAP) Committee as a result of the mandated timeline for revision of Policy A.23 SEAC.

## **C. BACKGROUND**

1. The Special Education Advisory Committee (SEAC) A.23 Policy was approved in March 2014 and revised most recently in January 2016.
2. Updates to this policy reflect current legislation and committee protocols through the lens of equity and inclusion.

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

This policy has been amended in consultation with the Equity, Diversity, Indigenous Education, and Community Relations Department, and Corporate Services.

## **E. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report will be monitored by the Director, with the support of the Superintendent of Special Services.
2. Further reports will be brought to the Board in accordance with the policy review schedule.

## **F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. The updated policy, as approved, will be posted on the TCDSB policy register.
2. All involved stakeholders will be updated regarding changes to this policy at their upcoming meetings.

## **G. STAFF RECOMMENDATION**

Staff recommends that the revised policy on the Special Education Advisory Committee A.23 be adopted.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE

POLICY NO: A. 23

**Date Approved:**

March 27, 2014

**Date of Next Review:**~~January 2019~~**January 2024****Dates of Amendments:**~~January 20, 2016~~**June 2019****Cross References:***Education Act, Section 57.1(1)**Ontario Regulation 464/97, Special Education Advisory Committees TCDSB**Special Education Plan (current)***Provincial Parent Associations Advisory Committee (PAAC) on SEAC****TCDSB Operating By-Law Number 175****Purpose:**

This policy describes the process for the appointment of members to the Special Education Advisory Committee and, its composition, **and its terms of reference.**

**Scope and Responsibility:**

This Policy ~~extends~~ **applies** to Toronto Catholic District School Board (TCDSB) School Trustees and all external institutions, organizations and individuals seeking to ~~represent~~ **advise the Board on** the achievement and well-being of students with ~~s~~Special eEducation needs in the TCDSB. The Director of Education is responsible for this Ppolicy.

**Alignment with MYSP:**

Living Our Catholic values

Strengthening **Enhancing** Public

Confidence

Fostering Student Achievement and Well-Being

**Achieving Excellence in Governance**



**POLICY SECTION:** ADMINISTRATION

**SUB-SECTION:**

**POLICY NAME:** SPECIAL EDUCATION ADVISORY COMMITTEE

**POLICY NO:** A. 23

**Policy:**

The Toronto Catholic District School Board (TCDSB) shall establish a Special Education Advisory Committee (SEAC) at the Inaugural Meeting of the Board during the year that it is elected. The selection and composition of SEAC members shall adhere to the regulations, **parameters, and scope** outlined in this policy **in order to make purposeful and effective advisory decisions that promote the enhancement of TCDSB Special Education Programs and Services. The TCDSB will strive to ensure that committee membership is, to every extent possible, representative of the diverse community it serves.**

**Regulations:**

1. Local Associations Membership:

- a. Appointments shall hold office during the term of office of the members of the Board and until a new Board is elected and organized.
- b. Appointments from local associations shall not exceed 12 members representing these five broad categories of exceptionalities as defined by the Ontario Ministry of Education:
  - i. Behaviour
  - ii. Communication
  - iii. Intellectual
  - iv. Multiple Exceptionalities
  - v. Physical
- c. All nominations shall be made in writing by the executive of the local chapter to the Director of Education/Secretary of the Board no later than October 31 in the year of the Board's election.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE**

**POLICY NO: A. 23**

- d. The Superintendent of Special Services shall present the names of all nominees and the associations they represent to the Student Achievement and Well Being, Catholic Education and Human Resources Committee along with an appointments recommendation.
- e. The appointment of members will be made at the Inaugural Meeting of the Board.
- f. In the event a member is unable to complete the full term **(4 years)**, the association represented will be requested to nominate a replacement within two months.
- g. If requests for membership occur during the term of office, then a recommendation will be made to the Board through SEAC.
- h. A local association may not be represented by more than one member.

**i. A SEAC “member vacates his/her seat if he or she:**

**(a) is convicted of an indictable offence;**

**(b) absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee; or**

**(c) ceases to hold the qualifications to be appointed to the committee.” 464/97 7 (1).**

## **2. First Nations Representative:**

- a. **Regulation 464/97 Section 2 (3) and Section 4 requires that boards appoint one or two representatives for “Indian pupils” if the school board or school authority has a Trustee representing “Indian pupils.” The regulation also says that the representative shall be nominated by the councils of the bands with which the**



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE

POLICY NO: A. 23

**board has agreements. First nations representatives are voting members of SEAC and do not fill one of the 12 local association SEAC memberships.**

3. TCDSB Trustee Membership:

- a. The Board will appoint three Trustees who shall serve during the term of office of the members of the Board at its Inaugural Meeting.

4. TCDSB (Community) Members-at-Large:

- a. The Board shall appoint a minimum of 4 and/or up to a maximum calculated as 50 percent of the total number of sitting Local Association Members according to its own discretion on the advice of SEAC and in accordance with O. Reg. 464/97-(2)(5). **2 (5).**
- b. Recommendations for (community) membership will be made to the Board through SEAC and satisfy the requirements of the definition for Members at Large included with this policy, Definitions (2). **2.**

**5. SEAC Alternate Members:**

- a. **The Board shall appoint alternate members for SEAC members who are local association representatives, Trustees and First Nations representatives. Alternate members can ensure that a voting member is available in the absence of the SEAC member, and can assist the SEAC member in preparing for meetings and connecting with the local association and provincial parent association.**

- ~~6. SEAC will be regularly allotted time on the order paper of the Regular Board meeting to address the board and provide information and advice on special education programs and improving student achievement and well-being. The Board will inform SEAC of its response to the advice given.~~



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE

POLICY NO: A. 23

6. Information, recommendations, and advice to the Board will be ~~augmented through~~ **recorded in** the minutes of SEAC ~~received at the~~ **and placed on the Order Paper of** the Regular Board meeting.
7. The Board will annually determine the meeting dates for SEAC (minimum of 10), as per the process for its Standing and Statutory committees, at its regular meeting in December. All regular Committee meetings will take place at the TCDSB's Catholic Education Centre and are open for the public to attend. The Board shall ensure ~~all members are able to participate fully in committee meetings by electronic means~~ **that all meetings meet mandated AODA accessibility compliance standards.**
8. The Board will ensure that SEAC agendas and associated backup materials are distributed to members, trustees and associations at least 72 hours prior to SEAC's meeting and minutes of the meetings are recorded.
9. SEAC operations will conform to TCDSB ~~Bylaws~~ **Operating by-law Number 175** pertaining to statutory committees where they are not in conflict with governing legislation.
10. That the Chair and Vice-Chair of the Committee shall be a member of the committee.
11. ~~That the associations be advised that they could appoint an alternate and that the alternates are provided with the same materials.~~
11. That SEAC be governed by Robert's Rules of Order and the ~~approved~~ **operating By-laws of the TCDSB;** and that **all SEAC members shall attend an orientation and training pertaining to a variety of areas including: purpose and scope, roles and responsibilities, legislation, regulations, policy, budget, school board obligations, and Special Education an-**



POLICY SECTION: ADMINISTRATION  
 SUB-SECTION:  
 POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE  
 POLICY NO: A. 23

~~appropriate in-service be provided to SEAC on an annual basis.~~

**12. That the term of the Chair be for one year and an election of the Chair be conducted annually.**

### Definitions:

1. The five broad categories of exceptionalities as defined by the Ontario Ministry of Education **are the following:**

**A. Behaviour** - A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- a. an inability to build or to maintain interpersonal relationships;
- b. excessive fears or anxieties;
- c. a tendency to compulsive reaction;
- d. an inability to learn that cannot be traced to intellectual, sensory, or other health factors;
- e. or any combination thereof.

### **B. Communication**

- a. ~~Autism~~ **Autism**: A severe learning disorder that is characterized by disturbances in:
  - i. rate of educational development;
  - ii. ability to relate to the environment;



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE**

**POLICY NO: A. 23**

- iii. mobility;
- iv. perception, speech, and language; and
- a. ~~Learning disability~~ **Learning Disability**- A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:
  - i. Is not primarily the result of:
    - 1. impairment of vision;
    - 2. impairment of hearing;
    - 3. physical disability;
    - 4. developmental disability;
    - 5. primary emotional disturbance; or
    - 6. cultural difference.
  - ii. Results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
    - 1. **receptive language (listening, reading);**
    - 2. **language processing (thinking, conceptualizing, integrating);**



POLICY SECTION: ADMINISTRATION  
 SUB-SECTION:  
 POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE  
 POLICY NO: A. 23

3. **expressive language (talking, spelling, writing); or**

4. mathematical computations.

iii. And may be associated with one or more conditions diagnosed as:

1. a perceptual handicap;
2. a brain injury;
3. minimal brain dysfunction;
4. dyslexia; or
5. developmental aphasia.

## B. Intellectual

- a. ~~Giftedness~~ **Giftedness** - An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.
- b. ~~Mild intellectual disability~~ **Mild Intellectual Disability** - A learning disorder characterized by:
  - i. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
  - ii. an inability to profit educationally within a regular class because of slow intellectual development; or



## POLICY SECTION: ADMINISTRATION

### SUB-SECTION:

**POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE**

**POLICY NO: A. 23**

- iii. a potential for academic learning, independent social adjustment, and economic self-support.
- c. ~~Developmental disability~~ **Developmental Disability** - A severe learning disorder characterized by:
  - i. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
  - ii. an ability to profit from a special education program that is designed to accommodate slow intellectual development; or
  - iii. a limited potential for academic learning, independent social adjustment, and economic self-support.

### C. Physical

- a. ~~Physical disability~~ **Physical Disability** - A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or development level.
- b. ~~Blind and low vision~~ **Blind and Low Vision** - A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE**

**POLICY NO: A. 23**

**D. Multiple eExceptionalities** - A combination of learning or other disorders, impairments or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments or disabilities.

**2. Local Associations - In Regulation 464/97, Section (1) a “local association” is defined as:** *“an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.”*

**3. Members-at-Large Members-at-Large** – Members drawn from the TCDSB community who demonstrate to the satisfaction of the Board, through SEAC, an interest and background in sSpecial eEducation and/or one or more of the categories of exceptionality.

### **Evaluation and Metrics:**

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

1. ~~The annual Special Education Plan will serve as an assessment of the committee’s work to support students with special education needs at the TCDSB.~~ **Compliance with the key requirements of SEAC’s composition and purpose:**
  - i) the process for the appointment of its members,
  - ii) the composition of this committee, and
  - iii) this committee’s terms of reference.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: SPECIAL EDUCATION ADVISORY  
COMMITTEE**

**POLICY NO: A. 23**

2. Advice provided to the Board of Trustees and the Director of Education and any action arising out of this advice will be monitored, assessed and reported back to SEAC in a timely fashion.



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### BUSINESS CARDS POLICY A.17

*“What kind of work do you do? Where do you come from? What is your country?  
From what people are you?” Jonah 1:8*

Created, Draft	First Tabling	Review
May 7, 2019	June 4, 2019	<a href="#">Click here to enter a date.</a>

Shazia Vlahos, Chief of Communications and Government Relations

### RECOMMENDATION REPORT

**Vision:**

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

**Mission:**

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

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



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**

To ensure that all individuals representing the Toronto Catholic District School Board are doing so in a manner that is professional, consistent and transparent with the use of business cards.

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

## **B. PURPOSE**

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

## **C. BACKGROUND**

1. The Business Card Policy A.17 was approved in March 1987 and last amended on January 29, 2015.
2. This policy applies to Trustees, board officials, employees and long-term contractors.
3. The policy describes the layout of business cards.

## **D. METRICS AND ACCOUNTABILITY**

The effectiveness of the policy will be determined by ensuring the printing department keep records of all billing related to the distribution of business cards.

## **E. STAFF RECOMMENDATION**

Staff recommends that the Business Card Policy A.17, as amended and proposed in Appendix A, be adopted.



POLICY SECTION: **Administration**

SUB-SECTION:

POLICY NAME: **Business Cards**

POLICY NO: **A. 17**

<b>Date Approved:</b> January 29 <sup>th</sup> , 2015 <b>March 1987</b>	<b>Date of Next Review:</b> 2019	<b>Dates of Amendments:</b> March 1987 January 29 <sup>th</sup> , 2015
<b>Cross References</b> <ul style="list-style-type: none"> <li>• <b>11</b> Copyright Policy A.11</li> <li>• <b>26</b> Letterhead</li> <li>• <b>Logo Use Policy T.16</b></li> </ul>		
<b>Appendix</b>		

## Purpose

To ensure that all those individuals representing the Toronto Catholic District School Board are fulfilling their duties in a manner that allows for professionalism, **consistency** and transparency.

## Scope and Responsibility

This policy applies to **T**rustees, board officials, employees and long-term contractors. The **E**ducation is responsible for this policy.

## Alignment with MYSP:

Providing Stewardship of Resources  
Inspiring and Motivating Employees

## Policy

The standard business card shall be provided to **T**rustees, board officials and other employees, who meet the public on a regular basis on behalf of the Toronto Catholic District School Board.



POLICY SECTION: **Administration**

SUB-SECTION:

POLICY NAME: **Business Cards**

POLICY NO: **A. 17**

## **Regulations**

1. The layout of the card shall be that approved by the Board of Trustees.
2. (a) The card shall contain ~~burgundy colour for the~~ **employee name** lettering **and the Toronto Catholic District School Board** ~~with a gold logo using font in burgundy colour for.~~ **All other text including contact information, title and department name shall contain black lettering.** ~~and a gold line across the bottom on white paper.~~  
(b) The variables shall be the name of the person, ~~and position,~~ **department** ~~the address and~~ **work** telephone number.
3. (a) Provision of business cards to trustees shall be through the Director of Education.  
(b) Provision of business cards to staff shall be through the respective Associate Director or designate.
4. The source of funding will be identified from the originator's existing Departmental operating expenditure budget.

## **Definitions**

### **Evaluation and Metrics:**

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

The printing department shall keep records of all billing related to the distribution of business cards.



## REPORT TO

GOVERNANCE AND POLICY  
COMMITTEEUPDATE TO FREEDOM OF INFORMATION AND  
PROTECTION OF PRIVACY POLICY A. 38

*And you will have confidence, because there is hope; you will be protected  
and take your rest in safety. Job 11:18*

Created, Draft	First Tabling	Review
May 17, 2019	June 4, 2019	<a href="#">Click here to enter a date.</a>

Paul Matthews, General Legal Counsel

Bryan Shannon, Senior Manager of Archives, Records Management, and Freedom of Information

## RECOMMENDATION REPORT

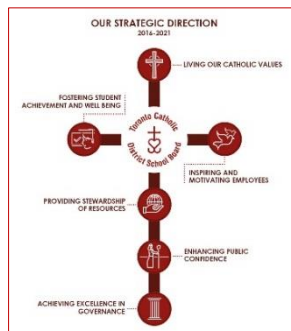
**Vision:**

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Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report recommends updating the current Municipal Freedom of Information and Protection of Privacy Policy to reformat in meta policy format and to align with current legislation, practices and procedures.

*The cumulative staff time required to prepare this report was 2 hours*

## **B. PURPOSE**

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

## **C. BACKGROUND**

1. The Freedom of Information and Protection of Privacy Policy A. 38 was last revised in January 2015.
2. This policy revision includes amendments to ensure consistency with current legislation, recommendations of the Information and Privacy Commissioner of Ontario, and TCDSB practice.

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

1. The effectiveness of this policy will be evaluated on an as needed basis.
2. Further reports will be brought to Board in accordance with the policy review schedule.
- 3.

## **E. STAFF RECOMMENDATION**

Staff recommends that the revised Freedom of Information and Protection of Privacy Policy A. 38 be adopted.



POLICY SECTION: **Administration**

SUB-SECTION:

POLICY NAME: **Freedom of Information and Protection of Privacy**

POLICY NO: **A. 38**

<b>Date Approved:</b> January 29, 2015	<b>Date of Next Review:</b> 2019	<b>Dates of Amendments:</b>
<p><b>Cross References:</b></p> <ul style="list-style-type: none"> <li>• <i>Municipal Freedom of Information and Protection of Privacy Act</i> (<b>R.S.O. 1990, c. M. 56</b>)</li> <li>• <i>Education Act</i> (<b>R.S.O. 1990, c. E. 2</b>)</li> <li>• Information and Privacy Commissioner of Ontario – <i><del>A Guide to the Ontario Legislation Covering the Release of Students' Personal Information</del>, 2011</i> – <b>A Guide to Privacy and Access to Information in Ontario Schools, 2019</b></li> <li>• Information and Privacy Commissioner of Ontario – <i>Privacy Breach Protocol: Guidelines for Government Organization</i>, 2014</li> <li>• <b>Records Management &amp; Archives Policy (A.20)</b></li> </ul>		

## Purpose

The purpose of this policy is to ensure that **Toronto Catholic District School Board** (TCDSB) complies with the provisions of the *Municipal Freedom of Information and Protection of Privacy Act* (“MFIPPA” or the “Act”) and all other applicable legislation with respect to privacy and access to information.

## Scope and Responsibility

This policy extends **applies** to all information in the custody or under the control of the TCDSB. **The persons responsible for purposes of the Act are referred to as “Head by delegation”**. Head by delegation is joint between the Chair of the



POLICY SECTION: **Administration**

SUB-SECTION:

POLICY NAME: **Freedom of Information and  
Protection of Privacy**

POLICY NO: **A. 38**

Board and the Director of Education. The Director of Education is responsible to oversee **for TCDSB's** compliance **with the Act.** , ~~in consultation with TCDSB legal counsel, and to delegate administration of statutory requirements to a designated staff member.~~

### **Alignment with MYSP:**

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Inspiring and Motivating Employees

### **Financial Impact**

~~Compliance with the provisions of the *Municipal Freedom of Information and Protection of Privacy Act* will eliminate the possibility of incurred financial penalty under the *Act*, or financial penalty as a result of litigation.~~

### **Legal Impact**

~~The *Municipal Freedom of Information and Protection of Privacy Act* requires that Ontario public institutions protect the privacy of an individual's personal information, and gives individuals the right to request access to general non-confidential information within the custody and under the control of the institution, as well as records containing their own personal information.~~



POLICY SECTION: **Administration**

SUB-SECTION:

POLICY NAME: **Freedom of Information and Protection of Privacy**

POLICY NO: **A. 38**

### Policy

The TCDSB will collect, use, retain and disclose personal and confidential information in accordance with the ~~statutory responsibilities provided in the~~ *Municipal Freedom of Information and Protection of Privacy Act* (“*MFIPPA*”) and any other applicable legislation. ~~and will make g~~ General information within its **TCDSB’s** custody and control that is not confidential, **will be made** accessible to the public as prescribed by the *Act* and any other applicable legislation.

### Regulations

1. TCDSB is **legally** responsible, in accordance with *MFIPPA*, for personal information under its custody or control and delegates the authority relative to *MFIPPA* to the Director of Education and Chair of the Board to be the Head **by delegation** ~~in compliance with *MFIPPA* and to be accountable for compliance with privacy legislation.~~ **and to be accountable for compliance with the Act.** The Director shall appoint a staff designate who shall, ~~pursuant to applicable legislation,~~ be responsible for:
  - a. Administering and ensuring compliance with respect to the collection, use, disclosure and retention of personal information in accordance with *MFIPPA*;
  - b. Administering all requests for access or correction to personal information in accordance with *MFIPPA*;



POLICY SECTION: **Administration**

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POLICY NAME: **Freedom of Information and Protection of Privacy**

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- c. Ensuring that procedures are in place, **with regard to** ~~regarding~~ third party service providers who have custody of personal information on behalf of TCDSB, **to ensure that the third party service providers comply with** ~~whom are held accountable under MFIPPA;~~
  - d. Providing access ~~by~~ **to** the public to privacy policies and procedures prepared by the TCDSB;
  - e. Administering all requests for access to general non-confidential information in accordance with *MFIPPA*;
  - f. Where necessary, preparing for and defending decisions made under *MFIPPA* at an appeal;
  - g. Establishing and overseeing protocols and procedures ~~in terms of~~ **to** managing any privacy breaches that may occur in accordance **with** the Information **and** Privacy Commissioner of Ontario's Guidelines;
  - h. Communicating **with** and providing training opportunities to staff, as required, with respect to ~~their~~ **ir** obligations under *MFIPPA* and other applicable legislation; and
  - i. ~~Any other requirements and responsibilities that may arise with respect to the TCDSB's obligations under MFIPPA and other applicable legislation.~~
2. The Board of Trustees shall be advised before disclosures of information under *MFIPPA* that relate to matters of widespread public interest, and shall be advised of any significant breaches of personal information.



**POLICY SECTION: Administration**

**SUB-SECTION:**

**POLICY NAME: Freedom of Information and  
Protection of Privacy**

**POLICY NO: A. 38**

3. TCDSB shall identify the purpose(s) for which personal information is collected, and individuals shall be notified at or before the time personal information is collected, as prescribed by law.
4. TCDSB shall ensure an individual's informed consent is obtained, where practicable, for the collection, use, or disclosure of personal information, or that an individual is notified of the collection, use or disclosure of personal information, as prescribed by law.
5. TCDSB shall limit the collection of personal information to that which is necessary for its specified purposes in accordance with its statutory duties and responsibilities.
6. TCDSB shall ensure personal information may only be used or disclosed for the purposes for which it was collected, other purposes consented to, or as prescribed by law. It may only be retained for as long as is necessary to satisfy the purposes for which it was collected, as prescribed by law, or in accordance with retention guidelines prescribed by TCDSB.



POLICY SECTION: **Administration**

SUB-SECTION:

POLICY NAME: **Freedom of Information and Protection of Privacy**

POLICY NO: **A. 38**

7. TCDSB shall ensure any personal information that is collected, used or disclosed should be as accurate, complete and up-to-date as is necessary in order to fulfill the specified purpose for its collection, use, disclosure and retention.
8. TCDSB shall ensure personal information shall be protected from unauthorized access, use, disclosure, and inadvertent destruction by adhering to safeguards appropriate to the sensitivity of the information.
9. TCDSB shall ensure an individual has the right to request his or her personal information and will be given access to that information in accordance with *MFIPPA*, subject to any mandatory or discretionary exceptions. An individual has the right to challenge the accuracy and completeness of the information and to request that it be amended as appropriate or to have a letter/statement of disagreement retained on file. An individual shall be advised of any third party service provider requests for his/her personal information in accordance with **MFIPPA**. ~~privacy legislation, subject to what is permitted under law.~~ All requests for access to personal information from individuals other than the individual **to** whom the information relates ~~to~~, will be administered in accordance with TCDSB's privacy policy, *MFIPPA*, and **any other relevant** ~~associated~~ legislation.



POLICY SECTION: **Administration**

SUB-SECTION:

POLICY NAME: **Freedom of Information and  
Protection of Privacy**

POLICY NO: **A. 38**

10. TCDSB shall ensure an individual has the right to request access to general non-confidential information in the custody, or under the control of, the Board in accordance with *MFIPPA*. Access to general records shall be administered, subject to prescribed exemptions, in accordance with *MFIPPA*.

11. TCDSB shall ensure an individual has the right to address or challenge compliance with these principles through the appeal processes provided for under *MFIPPA*, and shall be informed of the process by which to appeal, as prescribed by *MFIPPA*.

12. **TCDSB shall ensure that reasonable measures respecting the records in its custody or under its control are developed, documented and put into place to preserve the records in accordance with its records retention policies.**

13. **TCDSB shall ensure that records within its custody or under its control are not altered, concealed, or destroyed with the intention of denying a right under *MFIPPA* to access the record or the information contained in the record.**

## Definitions

### Personal Information:

Refers to recorded information about an identifiable individual, including:



**POLICY SECTION: Administration**

**SUB-SECTION:**

**POLICY NAME: Freedom of Information and Protection of Privacy**

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- a. Information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual,
- b. Information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved,
- c. Any identifying number, symbol or other particular assigned to the individual,
- d. The address, telephone number, fingerprints or blood type of the individual,
- e. The personal opinions or views of the individual except if they relate to another individual,
- f. Correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence,
- g. The views or opinions or another individual about the individual, and
- h. The individual's name as it appears with other personal information relating to the individual, or where the disclosure of the name would reveal other personal information about the individual.



**POLICY SECTION: Administration**

**SUB-SECTION:**

**POLICY NAME: Freedom of Information and Protection of Privacy**

**POLICY NO: A. 38**

### **General Information:**

Refers to recorded information in the Board's custody or under its control that is not of a personal nature, and is not exempt from public access under MFIPPA.

### **Evaluation and Metrics:**

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

Compliance with the provisions and principles of MFIPPA will be measured by means of annual reporting to the Ontario Information and Privacy Commissioner. Additionally, it is the mandate of the Ontario Information and Privacy Commissioner to monitor compliance with the provisions of MFIPPA and to investigate instances of non-compliance.



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### UPDATE TO VIDEO SURVEILLANCE POLICY B.M. 07

*"I CAN DO ALL THIS THROUGH HIM WHO GIVES ME STRENGTH."  
PHILIPPIANS 4:13 (NIV)*

Created, Draft	First Tabling	Review
May 28, 2019	June 4, 2019	<a href="#">Click here to enter a date.</a>
Bryan Shannon, Senior Manager, Archives, Records and Freedom of Information Joe Di Fonzo, Sr. Coordinator, Technical Services K. Elghabawy, Sr. Coordinator, Maintenance Deborah Friesen, (Acting) Executive Superintendent, Facilities Peter Aquiar, Superintendent of Student Achievement & Well-Being – Area 4 & Governance & Policy Development J. Shain, Acting Superintendent, Safe Schools		

### RECOMMENDATION REPORT

#### Vision:

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

#### Mission:

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



Dan Koeing

Associate Director of Academic Affairs

Lloyd Noronha

Associate Director, Finance, Planning and Facilities

Rory McGuckin

Director of Education

## **A. EXECUTIVE SUMMARY**

This report identifies and recommends that the Video Surveillance Policy Policy B.M. 07 be updated as proposed in Appedix A and reformatted in meta policy format.

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 a policy revision.

## **C. BACKGROUND**

1. This policy was originally approved in June, 2007 and previously amended on January 29, 2015.
2. As part of the regular policy review cycle, Facilities Services, Technical Services, Safe Schools and Freedom of Information departments have jointly updated the policy to reflect current *Municipal Freedom of Information and Protection of Privacy Act* expectations with respect to use, disclosure, and retention of video surveillance footage.
3. The majority of the Board's security surveillance systems are located at secondary schools and at Msgr Fraser facilities. There are smaller (four to eight) camera systems located at some elementary schools. The Board's administration buildings - CEC, East and West Facilities - also have security surveillance systems.

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

The current policy reflects relevant legislation and guidelines related to the report's subject matter.

- *Municipal Freedom of Information and Protection of Privacy Act, R.R.O. 1990*
- *Municipal Freedom of Information and Protection of Privacy Act, R.R.O. 1990, Regulation 823*
- *Information and Privacy Commissioner of Ontario - Guidelines for the Use of Video Surveillance (2015)*
- *Freedom of Information and Protection of Privacy Policy A.38*

## **E. METRICS AND ACCOUNTABILITY**

1. Through a system-wide technical audit, ensure that the Board's surveillance security systems meet the requirements defined in Policy B.M. 07 Video Surveillance.
2. Identify funding within the School Renewal program to undertake upgrades to security surveillance systems, based on system-wide needs analysis.

## **F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. Technical Services and maintenance staff will continue to undertake a system-wide audit of all existing security surveillance systems for the purpose of assessing; video retention capacity, working condition, and age of the equipment.
2. The Archives, Records and Freedom of Information department will advise all senior staff, principals and vice principals as to current privacy expectations with regard to use and disclosure of video surveillance footage - to law enforcement, to individuals requesting footage in which they appear - and will communicate appropriate logging practices (Report Appendix C).
3. Communications will be provided to all senior staff, principals and vice principals advising them of the change in retention practices related to video surveillance footage and disclosing of personal information to police (Report Appendix B).
4. Clearly written signage will be prominently displayed at the perimeter of the building to provide adequate warning that surveillance systems are in operation (Appendix D).
5. The Board's Maintenance department will issue a yearly memorandum to all school principals and vice principals, as well as head caretakers advising them of the security surveillance equipment audits, repairs and maintenance schedules.

## **G. STAFF RECOMMENDATION**

That Board approve the revised Video Surveillance Policy B.M. 07 per Report Appendix A.



POLICY SECTION: Building

SUB-SECTION: Plants/Grounds/Miscellaneous

POLICY NAME: Video Surveillance

POLICY NO: B.M.07

Date Approved:

January 29, 2015

June 2007

Date of Next Review:

2019

Dates of Amendments:

June 2007

January 29, 2015

#### Cross References:

- *Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990, c. m. 56)*
- *~~Municipal Freedom of Information and Protection of Privacy Act, Ontario Regulation 823, Section 5~~ R.R.O 1990*
- *~~Ontario Information and Privacy Commission, Guidelines for Using Video Surveillance Cameras in Schools, December 2003, Revised July 2009~~ Ontario Information and Privacy Commission, Guidelines for the use of Video Surveillance Cameras in Public Places, 2007*
- **Information and Privacy Commissioner of Ontario – *Guidelines for the Use of Video Surveillance* (2015)**
- **Freedom of Information and Protection of Privacy Policy (A.38)**

#### Appendix

- **Appendix A: Record of Accessed Surveillance Camera Footage**
- **Appendix B: Police Disclosure Guideline**
- **Appendix C: TCDSB Video Surveillance Signage**

#### Purpose:

~~To ensure that TCDSB assists in maintaining a safe and secure learning environment for students, staff and community members, by providing appropriate storage and access to video surveillance records.~~



POLICY SECTION: Building

SUB-SECTION: Plants/Grounds/Miscellaneous

POLICY NAME: Video Surveillance

POLICY NO: B.M.07

**This policy describes the Toronto Catholic District School Board's video surveillance protocol designed to assist in maintaining a safe and secure learning environment for students, staff, trustees, and community members.**

### **Scope and Responsibility:**

This policy extends **applies** to all schools and buildings of the TCDSB that have video surveillance equipment. The Director of Education is responsible for this policy.

### **Alignment with MYSP:**

**Fostering** Student Achievement and Wellbeing

Strengthening **Enhancing** Public Confidence

Inspired**ing** and Motivated**ing** Employees

### **Financial Impact**

~~There is some minimal cost implication involved in retaining Digital Video Recordings (DVRs) and the need to update hard drives. These costs are potentially off-set by improvements in technology which allow for longer retention periods of video data and for more memory space on each DVR.~~

### **Legal Impact**

~~The *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* Regulation 823, Section 5 requires that requested video surveillance footage must be retained for a period of one year.~~



POLICY SECTION: Building

SUB-SECTION: Plants/Grounds/Miscellaneous

POLICY NAME: Video Surveillance

POLICY NO: B.M.07

### Policy:

The Toronto Catholic District School Board ~~and its schools~~ will strive to maintain safe and secure learning environments for students, staff, **trustees**, and community members ~~involved in school programs or the general operation of the Board,~~ through an effective management of video surveillance **systems and** records.

### Regulations:

~~1. Video surveillance will occur seven days per week, 24 hours per day.~~

1. The Board will maintain control of and responsibility for ~~the~~ **its** video surveillance system ~~at all times.~~

~~2. The Board will maintain control of and responsibility for the video surveillance system at all times.~~

2. Video surveillance systems may only be used in public spaces – hallways, entrances, open general offices, cafeterias and building perimeters.

3. Video surveillance systems will operate seven days per week, twenty-four hours per day.

4. ~~The retention period for recorded information which has been requested for review, shall be a minimum of one (1) year. The recordings shall be retained in a controlled access location.~~



POLICY SECTION: Building

SUB-SECTION: Plants/Grounds/Miscellaneous

POLICY NAME: Video Surveillance

POLICY NO: B.M.07

Recorded video surveillance footage may be accessed and used for the following purposes:

- To assist an authorized administrator's investigation;
- To provide lawful disclosure to an authorized individual; or
- To disclose video footage as a result of a freedom of information request or for other prescribed legal purposes
- ~~recordings shall be retained in a controlled access location.~~

5. Personal information that has been recorded by a video surveillance system that has been accessed by a school or site administrator must be retained for a minimum of one year. School or site administrators shall maintain a disclosure log for all accessed footage (Appendix A)

6. ~~The retention period for recorded information, which has not been requested or viewed, shall be a minimum of thirty (30) calendar days~~ Personal information that has been recorded by a video surveillance system that has not been accessed by a school or site administrator must be retained for a maximum period of thirty (30) calendar days.

7. ~~External Requests for footage by law enforcement will be granted as permitted by *Municipal Freedom of Information and Protection of Privacy Act*, Section 32 (f).~~ Disclosure of video surveillance footage may be made to an



POLICY SECTION: Building

SUB-SECTION: Plants/Grounds/Miscellaneous

POLICY NAME: Video Surveillance

POLICY NO: B.M.07

institution or law enforcement agency as permitted by the *Municipal Freedom of Information and Protection of Privacy Act* (“MFIPPA”).

8. ~~For an impacted individual, a request must be made through the Freedom of Information Officer.~~ **All video surveillance footage disclosed to law enforcement must be recorded in a disclosure log as described in “Disclosing Personal Information to Police: Guidelines for TCDSB Schools (Appendix B).”**
9. **All requests for disclosure of video surveillance footage, made under MFIPPA must be made by an official MFIPPA request to the Board’s Senior Manager of Archives, Records Management, and Freedom of Information.**
10. ~~Every~~ **All** video surveillance systems shall be inspected annually as ~~part of the~~ maintenance program.
11. ~~In designing and~~ **When** planning ~~for the potential use~~ **installation** of a **new** video surveillance **system** in an elementary **or secondary** school, ~~or in revising the plan in a secondary school,~~ the Board will ensure that a consultation process ~~will~~ occurs with relevant stakeholders at the schools level.



POLICY SECTION: Building  
 SUB-SECTION: Plants/Grounds/Miscellaneous  
 POLICY NAME: Video Surveillance  
 POLICY NO: B.M.07

**12.** Video surveillance shall not be used for monitoring staff performance.

**13.** Using clearly written signs, prominently displayed at the perimeter of the video surveillance area, students, **staff, trustees, community members**

**and the** public ~~shall be~~ **are** notified of video surveillance equipment locations; such that each person has, reasonable and adequate warning that **video** surveillance is or may be in operation **(Appendix C)**.

~~Schools will make video recordings available to police upon written request for the purposes of law enforcement.~~

**14.** The Director **of Education** may delegates to ~~Principals, Facility Managers and other employees at Board schools and facilities,~~ **school and site administrators,** **as well as designated TCDSB employees** the authority to operate the **Board's video surveillance** systems. Board employees and service providers are requested to review and comply with; the *Municipal Freedom of Information and Protection of Privacy Act*, ~~with~~ this policy, and with administrative procedures in performing their duties and functions related to the operation of video surveillance systems.



POLICY SECTION: Building  
 SUB-SECTION: Plants/Grounds/Miscellaneous  
 POLICY NAME: Video Surveillance  
 POLICY NO: B.M.07

**15. It is correspondingly Board policy to employ video surveillance systems at board schools and facilities only as deemed necessary by the Director of Education. Every secondary school and all Monsignor Fraser College campuses shall have a video surveillance system where feasible.**

#### Definitions:

**Retention Period:** The length of time video **surveillance footage** will be saved for potential future use.

~~**Reviewed Video:** When a video surveillance footage request is made by an authority (police request), a member of the , or anytime the footage is “used”, i.e. when it is referred to by a school administrator to clarify an incident.~~

**Controlled Access Location:** A secure (locked) location with limited access, provided solely to **authorized** TCDSB staff.

#### Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following: ~~It is correspondingly Board policy to employ video surveillance systems at board schools and facilities only as deemed necessary by the Director of Education, based~~



POLICY SECTION: Building

SUB-SECTION: Plants/Grounds/Miscellaneous

POLICY NAME: Video Surveillance

POLICY NO: B.M.07

~~on available information regarding need and a prudent course of action. Every secondary school shall have a video surveillance system where feasible.~~

**The Senior Manager of Archives, Records Management, and Freedom of Information will monitor the system wide compliance with this policy.**



## Appendix A

### Record of Accessed Surveillance Camera Footage

This form is to be completed by the school principal/vice principal
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Details of Accessed Surveillance Footage
Date and time range of accessed footage (Must match the time stamp from the Video Surveillance System):
Description of footage accessed:
Reason footage accessed:
Has the accessed footage been requested by police? Yes/ No
Has the accessed footage been requested via a Freedom of Information request? Yes/ No

Viewer Details
Name of Principal/Vice Principal
School
Date footage accessed by Principal/Vice Principal

Declaration Regarding Viewed Footage
<p>I understand that <b>TCDSB Policy B.M. 07 - Video Surveillance</b> requires that accessed video footage be retained for a minimum of one (1) year, and stored confidentially in a secure access location. The principal and/or vice-principal of the school is responsible for the footage during its retention period.</p> <p>Signature of Principal/Vice Principal: _____</p>

The information contained in this form is collected under the authority of the *Education Act*, and in accordance with the *Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56*. It will only be used for the purpose for which the information has been collected. This form shall be retained along with the viewed video surveillance footage for the current school year plus **a minimum of** one year.



## APPENDIX B

### Disclosing Personal Information to Police: Guidelines for TCDSB Schools

The *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* defines personal information as recorded information in any form that identifies an individual. As TCDSB schools collect and maintain a great deal of students' personal information, we are required by law to securely protect this information, and to only disclose it under specific circumstances. One circumstance in which schools may disclose student personal information is to aid police in an ongoing criminal investigation. However, within this circumstance, there are practices that school administrators must be aware of to ensure disclosure is carried out lawfully and responsibly.

Please note the following guidelines for school administrators regarding the release of student information to police:

1. All requests must be documented and retained in the principal/vice principal's private file at the school for ~~the current year plus~~ **a minimum of** one year: Refer to *Appendix A: Police Requests for Personal Information*.
2. Before any student information can be released, police must confirm that the specific information needed is in aid of an ongoing criminal investigation.
3. Any personal information can be disclosed immediately to police if you deem it to be an **exigent circumstance** where disclosure would directly prevent **imminent** harm to an ~~endangered~~ individual. This determination should be made by the school principal/vice principal.
4. In **non-exigent** circumstances, Police should request information in person or in writing (Toronto Police Service e-mail address is acceptable). If information must be disclosed over the phone, it should only be disclosed once you have determined that you are speaking with **the Toronto Police Service (TPS)**.
5. Normally, only basic personal information specific to an individual student should be released (i.e., ~~name~~ name, date of birth, address and telephone number, name of parent or guardian, attendance information). The disclosure of detailed or sensitive personal information, such as information contained in the student's OSR, may require a court order appropriate to the situation (e.g. production order). In cases where you are unsure about the disclosure request, contact ~~Bryan Shannon~~ **the Senior Manager of Archives, Records Management and Freedom of Information**.
6. Student information should normally be disclosed verbally, not copied and distributed, unless it is necessary to the investigation. Original copies of records must never be released.
7. Requests must target information about students who are directly related to the investigation. A court order is necessary for broad requests for information about large groups of students, or requests pertaining to students not directly related to the investigation. If you are unsure about the breadth of the request, contact ~~Bryan Shannon~~ **the Senior Manager of Archives, Records Management and Freedom of Information**.

## Report Appendix C

8. Any information can be released with written consent from parents of students up to 18 years of age. Students 18 years of age or older must provide their own consent. Students who are between 16 and 18 years of age who have officially withdrawn from parental control must provide their own consent.

Determining whether personal information should be released to police can be a difficult process. For assistance, school administrators are encouraged to contact **Bryan Shannon, the Senior Manager of Archives, Records Management and Freedom of Information**. Bryan Shannon — Sr. Manager of Archives, Records Management and Freedom of Information at 416-222-8282, ext. 2162. Bryan Shannon

## Appendix A: Police Requests for Personal Information

[illegible]

## Report Appendix C

Information Provider	
Name of Principal/Vice Principal	
School	
Signature	
Date Information Provided	

The information contained in this form is collected in accordance with the *Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56* and the *Toronto Police Services/Toronto Catholic District School Board Protocol*. It will only be used for the purpose for which the information has been collected. This form shall be retained for the current school year plus **a minimum of** one year.

# THIS FACILITY IS MONITORED BY 24 HOUR VIDEO SURVEILLANCE

Security cameras are in operation for the safety of students, staff and the school community and for the protection of Board property.



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The information is collected under the authority of the Education Act in compliance with the Municipal Freedom of Information and Protection of Privacy Act. For additional information, please contact the Principal/Manager of this site or contact the Board Office at 416-222-8282 ext.2162.



## GOVERNANCE AND POLICY COMMITTEE

### PENDING LIST TO JUNE 4, 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 ( <b>Update to Chaplaincy Program Policy</b> )	Superintendent Aguiar, Student Achievement and Well Being
2	June-2017 GAP	TBC	Governance and Policy	Staff to bring back after the Ministry of Education's Transportation report is considered ( <b>Update to Transportation Policies S.T.01, 03, 04 and 05</b> )	Superintendent Aguiar, Student Achievement and Well Being
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 ( <b>Inquiry from Trustee Crawford regarding Gaining greater Order Paper, Report, and Backup Materials Efficiencies with e-Scribe</b> )	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 ( <b>Non-Qualifying Transportation Students by Trustee Ward (All Wards)</b> )	Superintendent Aguiar, Student Achievement and Well Being

#	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 ( <b>Policy Priority Update January 2018</b> )	Superintendent Aguiar, Student Achievement and Well Being
6	Mar-2018 Regular Board	TBC	Governance and Policy	That the matter be referred to the Governance and Policy Committee ( <b>Photographing and Filming of Individuals at Board and Committee Meetings</b> )	Superintendent Aguiar, Student Achievement and Well Being
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 ( <b>Update to School Events Communications and Invitee Protocols Policy (S.02).</b> )	Superintendent Aguiar, Student Achievement and Well Being
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 ( <b>Ministry Memo 2018: B10 – Final Pupil</b>	Superintendent Aguiar, Student Achievement and Well Being

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
9				<b>Accommodation Review Guidelines and Updated on Integrated Planning and Supports for Urban Education)</b>	
	Oct-2018 Governance and Policy	TBC	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 (<b>Staff Identification Badges</b>)</p>	Director of Education
10	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 ( <b>Review of the Director Performance Appraisal</b> )	Superintendent Aguiar, Student Achievement and Well Being

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
11	Jan-2019 Governance and Policy	TBC	Governance and Policy	<p>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</p> <p>That staff develop a policy reflective of the OHRC Accessible Education for Students with Disabilities Policy Document (<b>SEAC Minutes, 2018-09-19, Item 9g) Ontario Human Rights Commission (OHRC) Policy Document Article on Special Education Inclusion</b>)</p>	Superintendent Aguiar, Student Achievement and Well Being
12	Mar-2019 Special Board	TBC	Governance and Policy	<p>That the TCDSB establish a comprehensive policy regarding the refusal to admit special education students and those with special needs and disabilities to school; and</p> <p>That a refusal to admit policy should depend on the TCDSB ensuring that students excluded from attending school are provided an equivalent educational program; and</p> <p>That students should not be excused unless it can be demonstrated that the student</p>	

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				<p>presents an imminent risk to health or safety; and</p> <p>That the policy include:</p> <p>Circumstances when a refusal to admit is permitted, and when it is not permitted;</p> <p>Procedures that must be followed when refusing to admit a student;</p> <p>Timelines dictating the maximum number of consecutive days a student can be excused from school;</p> <p>An appeal process; and</p> <p>Data documentation and process for reporting to SEAC and Board.</p> <p>That the policy should include where the TCDSB refuses to accommodate students with special education disabilities in regular classrooms without needed supports or services, the principal be required to provide written notice and rationale of this to the family and that the Superintendent be copied; and</p>	

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
13				That a refusal to admit policy be referred to the Governance and Policy Committee; and that staff prepare a comprehensive report on the implementation of a refusal to report policy.	
	Apr-2019 Student Achievement	TBC	Governance and Policy	That staff create a policy regarding Forms of Acceleration for Gifted and Talented Students and that it be presented to the Governance and Policy Committee for consideration	Superintendent Aguiar, Student Achievement and Well Being
14	Apr-2019 Student Achievement	Nov-2019	Governance and Policy	That the policy and the regulations governing Admissions and French Programming be sent to the Governance and Policy Committee for revisions that more accurately reflect the delivery and availability of regional programs with equity in mind (St. Brigid Catholic School Admissions Inquiry: Junior Kindergarten French Immersion).	Superintendent Aguiar, Student Achievement and Well Being
15	Apr-2019 Student Achievement	TBC	Governance and Policy	That a policy be implemented that has direct instruction of cursive writing in Grade 3 (2019 Cursive Writing Update)	Superintendent Aguiar, Student Achievement and Well Being

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
16	May-2019 Governance and Policy	TBC	Governance and Policy	Report stating Staff's position on a policy on Catholic Curriculum (Recommendation from the March 26, 2019 Catholic Education and Living Our Catholic Values Sub-Committee Meeting)	Superintendent Aguiar, Student Achievement and Well Being

## Governance and Policy Committee 2019 Policy Priority Schedule

<b>GAP Date</b>	<b>Policy</b>	<b>Policy #</b>
<b>January 16</b>	<u>Alcohol and Other Drugs</u>	S.S.03
	<u>Concussion Policy</u>	S.26
	<u>Religious Accommodation</u>	S.22
	<u>Fresh Start</u>	S.S. 12
	<u>Copyright and Fair Dealing Guidelines</u>	A.15
<b>February 12</b>	<u>Victim's Rights</u>	S.S.13
	<u>Suspension and Expulsion Policy</u>	S.S.01
	<u>Filling a Trustee Vacancy</u>	T. 18
	<u>Trespass</u>	S.S.14
	<u>Smoke &amp; Vapour Free Space</u>	B.B.04
	<u>AIDS (Acquired Immune Deficiency Syncrome)</u>	H.M.17
	<u>Year-End Celebrations for Kindergarten Children</u>	S.M.18
	<u>Employee PhotoIdentification (ID) Cards</u>	B.B.06
<b>March 19</b>	<u>Code of Conduct Policy</u>	S.S.09
	<u>Progressive Discipline</u>	S.S.10
	<u>Permits</u>	B.R.05
	<u>Environmental Practice--Waste Management and</u>	B.M.06
	<u>Purchasing Policy</u>	F.P.01
<b>April 9</b>	<u>School Excursions</u>	S.E.01
	<u>Communications Policy</u>	A.37
	<u>Good Neighbour</u>	S.25
	<u>Trustee Services &amp; Expenditures</u>	T.17
<b>May 7</b>	<u>Bullying Prevention and Intervention</u>	S.S.11
	<u>Blessing and Official Opening of Schools</u>	S.08
	<u>Combined (Split) Grade Classes for Elementary</u>	S.24
	<u>Elementary Admission and Placement Policy</u>	S.A.01
	<u>Elementary School Attendance Boundary Review</u>	S.A.03
	<u>Partisan Activities and Campaigning</u>	TBD

<b>June 4</b>	<u>Special Education Advisory Committee</u>	A.23
	<u>Business Cards</u>	A.17
	<u>Freedom of Information and Privacy</u>	A.38
	<u>Video Security Surveillance</u>	B.M.07
<b>September 10</b>	<u>Food and Beverage Sold in Schools</u>	S.M.08
	<u>Trustees Code of Conduct</u>	T.04
	<u>Awards, Funds and Scholarships</u>	F.F.01
	<u>Community Planning and Partnerships</u>	B.R.07
	<u>Board Vehicles</u>	B.G.04
	<u>Catholic Parent Involvement Committee</u>	P.04
	<u>Catholic School Parent Councils</u>	S.10
<b>October 8</b>	<u>Student and Program Assessment</u>	S.P.13
	<u>Effective Financial Management and Control</u>	F.M.08
	<u>Elementary French Programing</u>	S.P. 02
	<u>Accessibility Standards for Services and Facilities</u>	A.36
	<u>Governance</u>	T.20
<b>November 12</b>	<u>Guidelines For Trustees, Parents and Staff in</u>	A.33
	<u>Pupil Accommodation Review</u>	S.09
	<u>Workplace Accommodation for Employees with Disabi</u>	H.M.38
	<u>Service Animal Policy</u>	TBD
	<u>Acceleration and Retention</u>	TBD