

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA June 13, 2019

Maria Rizzo, Chair
Trustee Ward 5

Michael Del Grande, Vice Chair
Trustee Ward 7

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Markus de Domenico
Trustee Ward 2

Daniel Di Giorgio
Trustee Ward 10

Taylor Dallin
Student Trustee

Norman Di Pasquale
Trustee Ward 9

Angela Kennedy
Trustee Ward 11

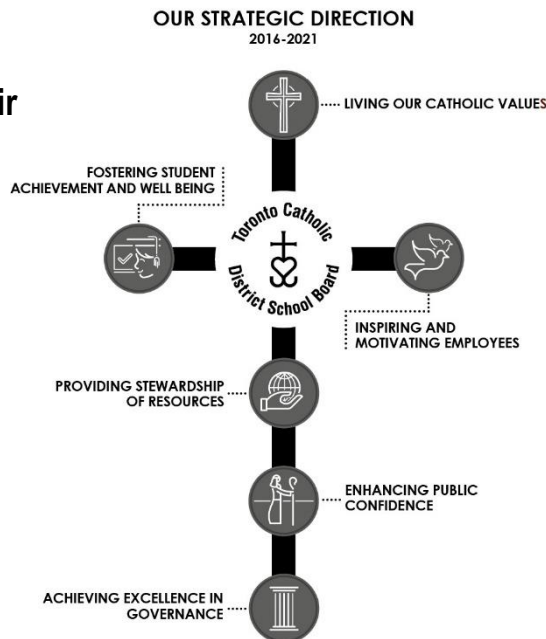
Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Joseph Martino
Trustee Ward 1

Garry Tanuan
Trustee Ward 8

Joel Ndongmi
Student Trustee



MISSION

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

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

VISION

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

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

Rory McGuckin
Director of Education

Maria Rizzo
Chair of the Board



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

Maria Rizzo, Chair

Michael Del Grande, Vice Chair

Thursday, June 13, 2019

7:00 P.M.

Pages

1. **Call to Order**
2. **Memorials and Opening Prayer**
Stella Maris Catholic School
3. **Singing of O Canada**
4. **Roll Call & Apologies**
5. **Approval of the Agenda**
6. **Reports from Private Session**
7. **Notices of Motions**
8. **Declarations of Interest**
9. **Approval and Signing of Minutes of the Previous Meetings**
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22. Closing Prayer

23. Adjournment

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MINUTES OF THE SPECIAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD

HELD THURSDAY, MAY 2, 2019

STUDENT ACHIEVEMENT

PRESENT:

Trustees:

G. Tanuan, Chair
F. D'Amico
M. Del Grande
D. Di Giorgio
N. Di Pasquale
A. Kennedy
I. Li Preti
T. Lubinski – via Teleconference
M. Rizzo

Student Trustees:

T. Dallin
J. Ndongmi

Staff:

R. McGuckin
D. Koenig
L. Noronha
P. Matthews
P. Aguiar
F. Cifelli
P. De Cock
N. D'Avella
G. Iuliano Marrello
L. Maselli-Jackman
J. Shanahan

S. Vlahos
J. Wujek
D. Yack

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

External Guest: A. Robertson, Parliamentarian

4. Roll Call and Apologies

Trustee Martino was absent in PRIVATE and PUBLIC Sessions.

An apology was extended on behalf of Trustee Crawford.

7. Declarations of Interest

Trustees Del Grande and Kennedy declared an Interest in PUBLIC Session, Delegations: Items 10a) Rebecca Cunningham regarding Supporting Student Success through Literacy Intervention; 10b) Carolina Artiga regarding Positive Impact of the 5th Block Program; 10c) Siobhan Mulcahy regarding Supporting the 5th Block Program is a Necessity; and 10d) Patricia Minnan-Wong, spokesperson for Toronto Elementary Catholic Teachers (TECT), regarding Proposed Reduction to Elementary Teacher Staffing as they have family members who are employees of the Board. Trustees Del Grande and Kennedy indicated that they would neither vote nor participate in any discussions regarding the Items.

There were none in PRIVATE nor DOUBLE PRIVATE Session.

Trustees Del Grande and Kennedy left the horseshoe at 8:29 pm. due to a Declaration of Interest, as earlier indicated.

The Items dealt with at the Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting in PRIVATE, DOUBLE PRIVATE and PUBLIC Sessions were deemed presented.

MOVED by Trustee Tanuan, seconded by Trustee Di Pasquale, that all matters discussed in PRIVATE, DOUBLE PRIVATE and PUBLIC Sessions be approved.

Trustee Di Giorgio returned to the horseshoe at 8:29 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour of the matters discussed in PRIVATE and PUBLIC Sessions.

(PRIVATE Session Minutes Distributed at the May 28, 2019 Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting)

Trustees Del Grande and Kennedy returned to the horseshoe at 8:30 pm.

MOVED by Trustee Li Preti, seconded by Trustee Di Pasquale, that the meeting resolve back into Student Achievement and Wellbeing, Catholic Education and Human Resources Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

SECRETARY

CHAIR

OUR MISSION

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MINUTES OF THE SPECIAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD

HELD THURSDAY, MAY 9, 2019

Corporate Services

Trustees: N. Crawford, Chair
N. Di Pasquale, Vice Chair
D. Di Giorgio
I. Li Preti
T. Lubinski
M. Rizzo
G. Tanuan

Staff: R. McGuckin
D. Koenig
L. Noronha
A. Della Mora
S. Camacho
P. De Cock
D. Friesen
M. Loberto
S. Vlahos

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

External Guest: A. Robertson, Parliamentarian

Roll Call and Apologies

An apology was received from Trustee Kennedy in PUBLIC Session.

Declarations of Interest

Trustees Del Grande and Kennedy declared an interest in PRIVATE Session Regarding a labour and budget matter.

There were none in DOUBLE PRIVATE Session.

In PUBLIC Session, Trustee Del Grande declared an interest in Items 15d) 2019-20 Budget Impacts and Grants for Student Needs Announcement – Overall and Instructional Related and 15e) 2019-20 Budget Impacts and Grants for Student Needs Announcement – Non-Instructional Related as he has a family member who is an employee of this Board. Trustee Del Grande indicated that he would neither vote nor participate in the discussions regarding the Items.

The Items dealt with at the Corporate Services, Strategic Planning and Property Committee Meeting in PRIVATE, DOUBLE PRIVATE and PUBLIC Sessions were deemed presented.

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the Items discussed in PRIVATE, DOUBLE PRIVATE and PUBLIC Sessions be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Crawford
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

**(PRIVATE and PUBLIC Sessions Minutes
Distributed at the June 6, 2019 Meeting)**

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the meeting resolve back into Corporate Services, Strategic Planning and Property Committee meeting.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Crawford
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

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MINUTES OF THE REGULAR MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

THURSDAY, MAY 16, 2019

Trustees:

M. Rizzo, Chair
M. Del Grande, Vice-Chair
N. Crawford
M. de Domenico
D. Di Giorgio
N. Di Pasquale
A. Kennedy
I. Li Preti
T. Lubinski
J. Martino
G. Tanuan

Staff:

R. McGuckin
L. Noronha
P. Matthews
A. Della Mora
P. Aguiar
M. Caccamo
S. Camacho
S. Campbell
F. Cifelli
N. D'Avella
P. De Cock
L. DiMarco
D. Friesen
G. Iuliano Marrello

M. Loberto
K. Malcolm
L. Maselli-Jackman
S. Vlahos
J. Wujek
D. Yack

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

External Guest: A. Robertson, Parliamentarian

4. Roll Call and Apologies

Trustee D'Amico was absent.

5. Approval of the Agenda

MOVED by Trustee Lubinski, seconded by Trustee Di Pasquale, that the Agenda, as amended to include the Addendum and to reorder Item 11a) Delegation: Jo-Ann Davis, Chair of the Catholic School Parent Council (CSPC) for St. Vincent de Paul Catholic School, regarding 2019-2020 Budget – Support for Playgrounds after Item 11c) Delegation: Francesco Martire, spokesperson for the CSPC Outdoor Sub-Committee for St. Vincent de Paul Catholic School, regarding Budget - Outdoor Revitalization Investment Proposed Educational Development Charge By-law Amendment 2019, be approved.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
de Domenico
Del Grande

Opposed

Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Di Giorgio left the horseshoe at 7:24 pm.

6. Reports from Private Session

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that the Items dealt with in PRIVATE, DOUBLE PRIVATE and TRIPLE PRIVATE Sessions be approved:

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Di Giorgio returned to the horseshoe at 7:30 pm.

8. Declarations of Interest

There were none in PRIVATE nor DOUBLE PRIVATE Session.

Trustee Kennedy declared an interest in TRIPLE PRIVATE Session.

Trustees Del Grande and Kennedy declared an interest in the following Items as they have members who are employees of the Board. Trustees Del Grande and Kennedy indicated that they would neither participate nor vote in discussions regarding the Items:

- 11a) Jo-Ann Davis, Chair of the CSPC for St. Vincent de Paul Catholic School, regarding 2019-2020 Budget – Support for Playgrounds;
- 11b) Clare Mcinerney Boniferro, Student Council Member at St. Vincent de Paul Catholic School, regarding Funding request for Schoolyard;
- 11c) Francesco Martire, spokesperson for the Catholic School Parent Council Outdoor Sub-Committee for St. Vincent de Paul Catholic School, regarding Budget re: Outdoor Revitalization Investment;
- 11d) Maria Bacalla regarding 5th Block at St. Maria Goretti Catholic School;
- 11f) Roseann Harris regarding A Day in the Life of 5th Block Students;
- 11g) Isabella Sinclair, Yulia Tesfamariam regarding 5th Block at St. Angela Catholic School; and
- 16a) 2019-2020 Budget Consultation Survey Results

Trustee Del Grande also declared an interest in Recommendations 2 and 3 in Item 14a) Approved Minutes of the Special Education Advisory Committee Meeting Held April 23, 2019.

9. Approval and Signing of Minutes of the Previous Meetings

MOVED by Trustee Martino, seconded by Trustee Kennedy, that Item 9a) be adopted as follows:

9a) Special Board (Student Achievement) held April 4, 2019 approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Kennedy, that Item 9b) be adopted as follows:

9b) Special Board (Corporate Services) held April 11, 2019 approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Di Giorgio, seconded by Trustee Crawford, that Item 9c) be adopted as follows:

9c) Regular Board held April 24, 2019 approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy

Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

10. Presentations

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that Items 10a), 10b) and 10c) be adopted as follows:

- 10a) Monthly Report from the Chair** received;
- 10b) Monthly Report from the Director** received; and
- 10c) Monthly Report from the Student Trustees** received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustees Del Grande and Kennedy left the horseshoe at 7:38 pm due to a Declaration of Interest in Items 11a), 11b), 11c) and 11d), as earlier indicated.

11. Delegations

MOVED by Trustee Lubinski, seconded by Trustee Tanuan, that Item 11b) be adopted as follows:

- 11b) Clare Mcinerney Boniferro, Student Council Member at St. Vincent de Paul Catholic School, regarding Funding request for Schoolyard received and referred to staff.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Lubinski, seconded by Trustee Di Pasquale, that Item 11c) be adopted as follows:

- 11c) Francesco Martire, spokesperson for the Catholic School Parent Council Outdoor Sub-Committee for St. Vincent de Paul Catholic School, regarding Budget - Outdoor Revitalization Investment** received and referred to staff for a report.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Lubinski, seconded by Trustee Di Pasquale, that Item 11a) be adopted as follows:

- 11a) Jo-Ann Davis, Chair of the CSPP for St. Vincent de Paul Catholic School, regarding 2019-2020 Budget – Support for Playgrounds** received and referred to staff for a report.

Trustee Martino left the horseshoe at 8:15 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Martino returned to the horseshoe at 8:24 pm.

MOVED by Trustee Crawford, seconded by Trustee Martino, that Item 11d) be adopted as follows:

- 11d) Maria Bacalla regarding 5th Block at St. Maria Goretti Catholic School** received and referred to staff for consideration during the Budget discussions.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Giorgio
Di Pasquale
Li Preti

Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustees Del Grande and Kennedy returned to the horseshoe at 8:25 pm.

MOVED by Trustee Lubinski, seconded by Trustee Tanuan, that Item 11e) be adopted as follows:

- 11e) Lisa Valent regarding Board Policy regarding French Immersion Admissions Criteria** received and referred to staff to come back with a report following the October 8, 2019 Governance and Policy Committee meeting.

Results of the Vote taken, as follows:

In Favour

Trustees de Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo

Opposed

Crawford
Del Grande
Tanuan

The Motion was declared

CARRIED

Trustees Del Grande and Kennedy left the horseshoe at 8:42 pm. due to a Declaration of Interest in Items 11f) and 11g), as earlier indicated.

Trustee de Domenico left the horseshoe at 8:42 pm.

MOVED by Trustee Crawford, seconded by Trustee Li Preti, that Item 11f) be adopted as follows:

11f) Roseann Harris regarding A Day in the Life of 5th Block Students received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee de Domenico returned to the horseshoe at 8:50 pm.

MOVED by Trustee Martino, seconded by Trustee de Domenico, that Item 11g) be adopted as follows:

- 11g) Isabella Sinclair, Yulia Tesfamariam regarding 5th Block at St. Angela Catholic School** received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

Trustees Del Grande and Kennedy returned to the horseshoe at 8:52 pm.

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that Item 11h) be adopted as follows:

- 11h) Kerri Forfar regarding Admission Policy:**

- 1) Received; and
- 2) Referred to staff to come back with a report at the May 28, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting.

Trustee Martino requested that the Question be split.

Results of the Vote taken on Part 1 of the Motion, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

Part 1 of the Motion was declared

CARRIED

Trustee Di Giorgio left the horseshoe at 9:00 pm.

Results of the Vote taken on Part 2 of the Motion, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

de Domenico
Martino

Rizzo
Tanuan

Part 2 of the Motion was declared

CARRIED

Trustee Di Giorgio returned to the horseshoe at 9:01 pm.

Trustee de Domenico left the horseshoe at 9:01 pm.

14. Matters Recommended by Statutory Committees of the Board

Trustee Kennedy left the horseshoe at 9:08 pm due to a Declaration of Interest, as earlier indicated.

Trustee Di Giorgio left the horseshoe at 9:15 pm.

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

14a) Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held April 23, 2019 received and that the Board approve the following Recommendation:

5) Annual Report on the Accessibility Standards Policy (A.35) That the Ontario Human Rights Commission Policy on Accessible Education for Students with Disabilities be added to the Cross reference section of the Accessibility Standards Policy (A.35); and

That the following Recommendations be referred to staff for a report to come back to the June 13, 2019 Board meeting:

1. *From Sandra Mastronardi regarding 2019-2020 Special Education Budget that more opportunities be provided for Special Education Needs (SEN) Students to participate in Science, Technology,*

Engineering, and Math (STEM) / Science, Technology, Engineering, Art and Math (STEAM) special programs and extra-curriculars with a focus on providing equity-based skill learning based on their particular needs;

- 2) That funding be allocated to hire a Board Certified Behaviour Analyst (BCBA) to provide consultative services to schools, and to train and supervise resource staff in data collection as part of the current services offered to classrooms to assist teachers;*
- 3) That at the very least, the Board maintain the current level of support staff and provide funding for them to obtain Registered Behaviour Training (RBT) certification on, at least, a voluntary basis, including the 40 hours of training and the examinations. These support staff are to be supported by the BCBA;*
- 4) That an Inclusion Coach position be created to further support our Mission Statement, and the hiring/promotion of eight persons to the Inclusion Coach Position, focused on accommodating special education students in classrooms;*
- 6) Annual Report on the Accessibility Standards Policy (A.35): That a representative from SEAC be included in the Members of Accessibility Working Group;*
- 7) Motion from Trustee Li Preti regarding Emergency Plan for accommodating Special Education Students and/or Students with a Physical Disability that may be excused from regular hours of School: That the existing resources be trained and utilized more effectively in preemptive de-escalation to prevent behavioral based exclusions;*
- 8) That the school Board provide assistance for alternate arrangements instead of calling parents/caregivers; and*
- 9) That accurate data be collected to better assess the current impact and create a plan to move forward.*

Trustee Del Grande requested that Recommendations 2 and 3 be split from the Motion.

Results of the Vote taken on the Main Motion except Recommendations 2 and 3, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Lubinski
Martino
Rizzo
Tanuan

Li Preti

The Main Motion was declared

CARRIED

Trustee Di Giorgio returned to the horseshoe at 9:18 pm.

Trustee Del Grande left the horseshoe at 9:18 pm due to a Declaration of Interest in Recommendations 2 and 3, as earlier indicated.

Results of the Vote taken on Recommendations 2 and 3, as follows:

In Favour

Opposed

Trustees Crawford
Di Giorgio
Di Pasquale

Li Preti
Lubinski
Martino
Rizzo
Tanuan

Recommendations 2 and 3 were declared

CARRIED

Trustee Del Grande returned to the horseshoe at 9:20 pm.

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

- 14b) Approved Minutes of the Catholic Parent Involvement Committee Meeting Held April 8, 2019** received and that the Board approve the following Recommendation:

That the Toronto Catholic District School Board (TCDSB) Communications Team investigate the creation of a monthly summary of relevant matters that come before the Board of Trustees and the decisions that they made, as well as a listing of the upcoming TCDSB Policies that are scheduled for review.

MOVED in AMENDMENT by Trustee Di Giorgio, seconded by Trustee Li Preti, that SEAC be included.

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

In Favour

Trustees Crawford
Del Grande
Di Giorgio

Opposed

Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Amendment was declared

CARRIED

Trustees de Domenico and Kennedy returned to the horseshoe at 9:24 pm.

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

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

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

14c) Approved Minutes of the Audit Committee Meeting Held March 26, 2019 received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Consent and Review

The Chair reviewed the Order Paper and the following Items were held:

- 15a) Trustee Rizzo;
- 16a) Trustee Crawford;
- 17c) Trustee Tanuan;
- 17d) Trustee Rizzo; and

17k) Trustee Kennedy

MOVED by Trustee Del Grande, seconded by Trustee Martino, that the Items not held be received and that the staff recommendations be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
De Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanan

The Motion was declared

CARRIED

ITEMS AS CAPTURED IN THE ABOVE MOTION

17a) Dante Alighieri Academy and Regina Mundi Catholic School Capital Project Consultant Award (Ward 5) that a contract be awarded to CS&P Architect's Inc. to provide consulting services for the construction of a replacement school for Dante Alighieri Academy and renovations to the existing Dante building to accommodate Regina mundi Catholic Elementary School and a child care centre, for a fee of \$2,647,250, plus net HST of \$57,180.60 for a total cost of \$2,704,430.60, including allowances and expenses;

- 17b) From the Governance and Policy Committee: Update to Blessing and Official Opening of Schools Policy (S.08)** that the Blessings and Official Opening of Schools Policy S.08, as amended and proposed in Appendix A, be approved;
- 17e) From Governance and Policy Committee: Recommendation to Approve Political Activities and Campaigning Policy (A.40)** that the Political Activities and Campaigning Policy A.40 as proposed in Appendix A, be approved; and
- 17g) From the Governance and Policy Committee: Update to Elementary School Attendance Boundary Review Policy (S.A.03)** that the Elementary School Attendance Boundary Review Policy S.A.03, as amended and proposed in Appendix A be approved.

Trustee Rizzo relinquished the Chair to Trustee Del Grande.

Trustee Kennedy left the horseshoe at 9:28 pm.

Trustee Li Preti left the horseshoe at 9:29 pm and returned at 9:30 pm.

15. Matters Referred/Deferred

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Item 15a) be adopted as follows:

- 15a) From Governance and Policy Committee (GAP): Update to Trespass Policy (S.S.14)** that the Trespass Policy (S.S.14) as amended and proposed in Appendix A, be approved; and

That members of the public charged with trespassing on school property, as per our Trespass Policy, may make a delegation to the Board of Trustees.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
De Domenico
Del Grande
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Rizzo reassumed the Chair.

Trustee Del Grande left the horseshoe at 9:34 pm due to a Declaration of Interest in Item 16a) as earlier indicated.

16. Reports of Officials for the Information of the Board of Trustees

Trustee de Domenico left the horseshoe at 9:40 pm and returned at 9:52 pm.

Trustee Rizzo relinquished the Chair to Trustee Tanuan.

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that Item 16a) be adopted as follows:

16a) 2019-2020 Budget Consultation Survey Results received.

MOVED in AMENDMENT by Trustee Di Giorgio, seconded by Trustee Crawford, that:

WHEREAS: The International Language (IL) program is currently an unfunded program;

BE IT RESOLVED: That the Preliminary Budget Estimates for the 2019-2020 school years remove the IL program.

Negative Impacts of Prov. Announcements	-33.7	-33.7
Positive Impacts of Prov. Announcements	10.08	10.08
Enrolment Impacts	1.2	1.2
IL Program Extended Day Elimination	-8.9	
Total	-31.32	-22.42

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

In Favour

Trustees Crawford
Di Giorgio
Tanuan

Opposed

de Domenico
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo

The Amendment was declared

LOST

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Rizzo, that the Board request a meeting with the Minister of Education to discuss the results of this survey, as well as our unique budgetary challenges, and that the Board submit a response to the education consultation on class size currently underway at the Ministry prior to May 31, 2019.

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

In Favour

Opposed

Trustees Crawford
De Domenico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanan

The Amendment was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
De Domenico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino

Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

Trustee Rizzo reassumed the Chair.

Trustees Del Grande and Kennedy returned to the horseshoe at 10:20 pm.

Trustee Rizzo relinquished the Chair to Trustee Del Grande and left the horseshoe at 10:21 pm.

Trustee Crawford left the horseshoe at 10:21 pm.

Trustee de Domenico left the meeting at 10:21 pm.

Trustees Di Giorgio and Di Pasquale left the horseshoe at 10:23 pm.

Quorum was lost and the Chair declared a recess.

PRESENT: (Following Recess)

Trustees:	M. Del Grande, Acting Chair
	N. Crawford
	N. Di Pasquale
	A. Kennedy
	I. Li Preti
	T. Lubinski
	J. Martino
	M. Rizzo
	G. Tanuan

17. Reports of Officials Requiring Action of the Board of Trustees

MOVED by Trustee Tanuan, seconded by Trustee Lubinski, that Item 17c) be adopted as follows:

- 17c) From the Governance and Policy Committee: Update to Bullying Prevention and Intervention Policy (S.S.11)** referred to the Catholic Education and Living our Catholic Values Sub-Committee.

Trustee Di Giorgio returned to the horseshoe at 10:43 pm.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
Del Grande
Di Giorgio
Kennedy
Lubinski
Martino
Tanuan

Opposed

Di Pasquale
Li Preti
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that Item 17d) be adopted as follows:

- 17d) From the Governance and Policy Committee: Update to Combined (Split) Grade Classes for Elementary Schools Policy** that the Combined (Split) Grade Classes for Elementary Schools Policy S.24 as amended and proposed in Appendix A, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Tanuan

Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Item 17f) be adopted as follows:

17f) From the Governance and Policy Committee: Update to Admission and Placement of Elementary Pupils Policy (S.A.01):

Page 151, Priority 1: that it include *siblings who are in boundary*;
Page 151, Priority 2: that it include *students who are in boundary*; and
Page 151, Priority 3: that it include *siblings who are out of boundary*.

MOVED in AMENDMENT by Trustee Li Preti, seconded by Trustee Di Pasquale, that the policy be referred back to the Governance and Policy Committee.

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

In Favour

Opposed

Trustees Del Grande
Di Pasquale
Li Preti
Lubinski
Tanuan

Crawford
Di Giorgio
Kennedy
Martino
Rizzo

The Amendment to Refer was declared

LOST ON A TIE

Time for business expired and the Chair called for an extension, as per Article 12.6, to complete the Agenda, the vote of which was carried unanimously, as follows:

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

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

In Favour

Opposed

Trustees Del Grande
Di Giorgio
Kennedy
Rizzo
Tanuan

Crawford
Di Pasquale
Li Preti
Lubinski
Martino

The Main Motion was declared

LOST ON A TIE

(N.B. There were no votes taken on the Staff Recommendation).

23. Adjournment

MOVED by Trustee Kennedy, seconded by Trustee Martino, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

CHAIR'S REPORT

MAY 17 TO JUNE 12



Students, parents and staff took part in Proudly Pinoy at James Cardinal McGuigan Catholic Secondary School on Saturday June 1st to celebrate Filipino Heritage Month at TCDSB. Thanks to Trustee Ida LiPreti for bringing greetings from the TCDSB. I took the second shift - lunch with students from St Pascal Baylon Catholic School (above).



Trustee Mike Del Grande, Director Rory McGuckin, Executive Superintendent Adrian Della Mora met with Toronto Elementary Catholic Teacher's (TECT).



Letters from Director and Chair celebrating special days.

MAY 17 TO JUNE 12

May 21

ROOTED IN CHRIST

WE BELONG, WE BELIEVE, WE BECOME

Celebration of the first year of the TCDSB Pastoral Plan with Mass and amazing presentations by students.

Trustee Del Grande and I will communicate and consult with trustees about any local issues within 24 hours of becoming aware of them.

Any invitations to events will be directed from our offices directly to the local trustee.

CHAIR'S REPORT

MAY 17 TO JUNE 12



Father Michael brings words of wisdom at mass and celebration in the first year of TCDSB Pastoral Plan - We Belong.



Outstanding presentation by St. John XXIII Catholic School exposing the myths about the Flemington community. Standing ovation from all present - brought Trustee Crawford and I to tears.

TCDSB Pastoral Plan-We Belong Excerpt from Speech:

"Every human life is loved without limits by the God who made us. Weaknesses are not signs of unworthiness or failure. They're invitations to depend on each other and become more than ourselves by making sure we embrace those different than ourselves and give them strength and belonging to our faith."



St. Joseph Morrow Park Catholic School Band at WeBelong Presentation.



A glimpse of 2nd year of TCDSB Pastoral Plan - We Believe from Michael Power/St. Joseph's C.S.S.

CHAIR'S REPORT

MAY 17 TO JUNE 12

May 21

Attended Living Our Catholic Values Committee

Attended trustee budget workshop

May 22

Attended school community playground meeting



Deaf and Hard of Hearing 30th Anniversary Family Picnic.

May 24

Attended Deaf and Hard of Hearing 30th Annual Family Picnic with Associate Director Dan Koenig and Superintendent Linda Maselli-Jackman



TCDSB declares May 24, as Brain Cancer Awareness Day across board and City. Congratulations, Isabel Andrews and Trustee Lubinski.

CENTRO SCUOLA ITALY-AMO



Good representation of trustees and senior staff from TCDSB at Annual Italy-Amo Dinner that donates \$200,000 annually to International Language program.



Award Recipients - our very own Ana Lisa Crudo- Perri OAPCE President (above) and Caroline DiGiovanni, author and former TCDSB chair (below)



CHAIR'S REPORT

MAY 17 TO JUNE 12

May 27

Attended parent council meeting at St. Agnes about portables and budget.

May 28

Attended TCDSB Labour Relations Committee.

Attended Student Achievement and Well Being Committee

Greetings from TCDSB Chair at Youth, and Indigenous communities in Toronto at Toronto City Hall.

May 29

Secondary School Student Special Olympic Day 2019 attended by Trustee Frank D'Amico at the Hangar.



Trustee Frank D'Amico and hundreds of secondary students and staff attend Secondary School Student Special Olympics 2019 Loretto College students (above) and Madonna Catholic School (below)



May 29

Visioning for school communities in Dufferin and Lawrence with students, staff and neighbours.



May 31

Councillor James Pasternak, parents, staff, Superintendent Caccamo and myself working together for the school community and neighbourhood.

June 1



Proudly Pinoy celebrating Filipino Heritage Month at James Cardinal McGuigan Catholic School

CHAIR'S REPORT

MAY 17 TO JUNE 12

JUNE CELEBRATIONS



June 1

Proudly Pinoy Filipino Heritage Month at James Cardinal McGuigan Catholic School with Director McGuckin, superintendents, students, families, staff and Trustee Ida LiPreti.



CHAIR'S REPORT

MAY 17 TO JUNE 12

Children Believe, honoured to attend exhibition (presented by TCDSB alumni) of images that reveals children overcoming hardship to thrive in school, dream, and realize their right to be heard, included, and empowered.

June 2 Fun Fair Season



June 3 Attended OAPCE meeting.



Indigenous Education Week
Kick-off Celebration with St Mother Teresa and Dante Alighieri Academy Catholic Schools participating.



2019 Italian Canadian Heritage Month Mass and Cultural Expo'
at St. Simon Catholic School.



CHAIR'S REPORT

MAY 17 TO JUNE 12

June 3
2019 Italian Canadian Heritage
Month Mass and Cultural Expose'
at St. Simon Catholic School.



Superintendent Nick D'Avella stole the show and got the audience on their feet dancing the tarantella to music by Loretto Abbey twins.

June 4
Indigenous Education Week
Mini Pow-Wow at the CEC



Student from Sts Cosmas and Damian dances at Pow-Wow

Attended Governance and Policy Committee

June 5
TDSB Chair and Vice Chair Mike Del Grande attended #KeepKidsInSchool Merit Awards Ceremony. 193 TCDSB and TDSB students received awards ranging from \$500 to \$5,000. Thanks to Brian Smeenck, President of Fasken Law Firm for their generous gifts.

CHAIR'S REPORT

MAY 17 TO JUNE 12

June 5



Attended Annual Appreciation and Awards Dinner of the Toronto Catholic Principal and Vice Principal Association

June 6

Attended Corporate Services Committee

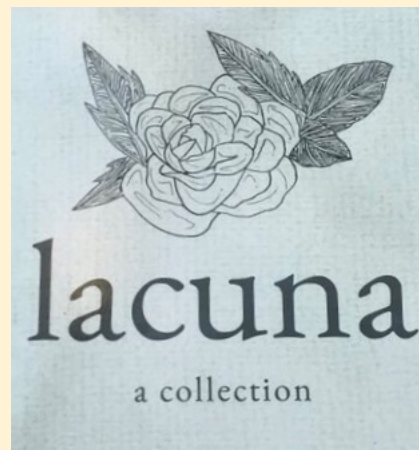
June 9

Happy to join Portuguese community on Dundas St for Portugal Parade



Indigenous Education Week

A Collection by TCDSB Students as part of What we Have Learned So Far - Native Studies English Classes



June 11

Attended TCDSB Environment Summit

Attended Catholic Education Committee

Attended Special Board Meeting on Budget

June 12

Attended Filipino Heritage Day at St. Roberts Catholic School

Wear your Raptors jerseys on Monday!

Raptor Fever at TCDSB





Director's Monthly Report May – June 2019

Following are highlights for the period of **May 16 – June 28**

May 16

- Attended the Multiple Exceptionalities classes Blowing League Banquet at St. Roch Parish Hall
- Attended part of the Principals Retreat for Areas 1- 2

May 17

- Attended the Science Fair at Cardinal Leger Catholic School
- Attended the official blessing of the new addition at St. Paschal Baylon Catholic School

May 21

- Along with the Chair delivered greetings for TCDSB schools at the we Belong Celebration at Cardinal Carter Academy for the Arts Catholic Secondary School

May 22

- Delivered greetings at the 30th Anniversary celebration at Bishop Allen Academy

May 23

- Attended the Elementary Track and Field City Finals at Varsity Stadium
- Attended part of the Principals retreat for Areas 3-4

May 24

- Along with Trustee Lubinski, delivered greetings at the Brain Awareness Assembly at St. Cecilia Catholic Elementary School

- Along with Principal Auciello, Superintendent Di Marco, and Trustee Di Pasquale attended a site visit of the newly-constructed Bishop Macdonell Catholic School

May 26

- Along with Trustees and Senior Staff had the pleasure of attending the annual Italy –Amo Gala at the Venetian Event Centre

May 27

- Attended the Digital Literacy kick-off week with students from St. Cyril at the North York Public Library

May 29

- Along with Staff and Trustees celebrated the TCDSB Secondary School Special Olympics at the Hanger in Downsview Park
- Delivered remarks at the City Wide Digital Parent Forum at the CEC

May 30

- Participated in a Town Hall meeting at St. Clement Catholic School with Trustee de Domenico

May 31

- Attended and delivered remarks at the E-PAN Plenary event focusing on Equity of Opportunity, Access and Outcomes at St. Bonaventure Church Hall

June 1

- Along with Trustee LiPreti, Superintendent D’Avella and Community Relations staff had the pleasure to attend the Proudly Pinoy-Filipino Heritage Month event at James Cardinal McGuigan Catholic Secondary School
- Along with Trustee de Domenico attended the annual BBQ and Fun Fair at All Saints Catholic School

June 3

- Attended the 2nd Annual Elementary Golf Tournament with Trustee de Domenico
- Along with the Chair and Trustee LiPreti attended the Italian Heritage Day celebration at St. Simon Catholic School

- Had the pleasure of listening to secondary students from St. Mother Teresa Academy and Dante Alighieri Academy recite stories, literature and music at the Indigenous Education Week event at the CEC

June 5

- Had the pleasure to meet and thank many volunteers at the Volunteer Tea Celebration at St. Agatha Catholic School
- Along with the Chair delivered remarks at the annual Toronto Catholic Principal and Vice Principal Association Appreciation and Awards Dinner at Sala Caboto

June 6

- Along with the Ministry of Education, principals, superintendents and Resource/Research staff had the pleasure of attending the year-end review of TCDSB school's urgent critical learning needs

June 7

- Delivered opening remarks at the Equity In-Service for TCDSB secretaries and clerk typists

June 11

- Attended the year end K-12 Principals Meeting and Mass at Blessed Cardinal Newman Catholic Secondary School

June 12

- Participated in the TCDSB Filipino Heritage Day Event at St. Robert Catholic Elementary School
- Attended mass and delivered greetings at the TCDSB Filipino Parents and Educations Evening with Cardinal Collins at the CEC

June 14

- Will attend mass and deliver greetings at St. Victor's Catholic School 50th Anniversary celebration

June 20

- Will attend mass for the graduating Grade 8 students at Holy Family Catholic school

June 21

- Will attend the community barbeque at St. Bernard Catholic School

June 24

- Will deliver greetings to the graduating class of St. Margaret Catholic School

June 26

- Will attend the Year End CEC Mass and Tom Leon and Catherine Temple Award ceremony at the CEC
- Will deliver greetings to the graduating class of Cardinal Carter Academy for the Arts Catholic Secondary School

June 27

- Will deliver greetings to the graduating class of Monsignor Fraser College School
- Will deliver greetings to the graduating class of James Cardinal McGuigan Catholic Secondary School



JUNE STUDENT TRUSTEE REPORT

Update from the Student Trustees:

- Both Student Trustees have attended the 1-week Leadership Indigenous Program in Manitoulin Island.
- Both Students Trustees and Student Trustee-elect have attended the Annual General Meeting at the Ontario Student Trustees' Association (OSTA-AECO).
- The Student Trustees have concluded their Student-led Collaborative Inquiry by writing a recommendation report.

CSLIT Updates:

Elementary CSLIT

The ECSLIT 2019-2020 Year will officially end on Thursday, June 6 with a full-day fishing retreat. Reflecting the teachings of the Bible, the activity of fishing together is a symbolism of the importance of Jesus and his works. By representing the beliefs of our faith, this retreat will close off the year with the understanding of community and teamwork through leadership.

The outgoing Directors of Elementary Affairs have prepared documents for the future incoming members of this position. These transition steps will ensure that necessary measures are taken for the next ECSLIT school year.

Public Relations

During this month, the Public Relations team has continued to connect through CSLIT's various social media platforms. Social media was used to raise awareness about the May General Assembly, the last one of the 2019-2020 academic year. At the assembly, students were introduced to the incoming student trustee, Kathy Nguyen, and she discussed her goals for the upcoming year. To end the year, the Public Relations team will be using various social media and the Catholic Student Leadership website to promote the annual CSLIT gala and the CSLIT BBQ - both events will take place in late June.

Angel Foundation For Learning

The Angel Council is looking forward to supporting the end of the year CSLIT Gala through organizing a raffle in which all proceeds will be donated to AFL.

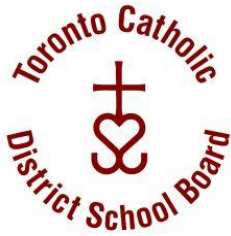
Faith



This month the Faith Ambassador wrote the CSLIT General Assembly prayer about Compassion. The prayer also included Mother Mary and how she manifests her love and compassion for others. Moving forward, the Faith Ambassador has laid a transition plan with the hope of helping next year's Faith Ambassador to hold a Faith Camp.

Social Affairs

The Social Affairs Subcommittee is working diligently to prepare CSLIT's annual gala, an event aimed at celebrating the achievements of CSLIT from throughout the school year. CSLIT Gala will take place on Friday, June 21st, 2019 at The Warehouse Venue in Downsview Park. In addition, the subcommittee is actively planning CSLIT's annual barbeque.



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

**PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use
Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3)
 Minutes

Name	Elana Balaura	
Committee	Regular / Special Board	
Date of Presentation	6/13/2019	
Topic of Presentation	Saving the IL Program	
Topic or Issue	Why it is important for the three eastern rite schools to be able to incorporate the Ukrainian language in regular school days	
Details	will provide the day of the meeting	
Action Requested	to speak on the topic of budget cuts	
I am here as a delegate to speak only on my own behalf	{ 1) I am here as a delegation to speak only on my own behalf }	
I am an official representative of the Catholic School Parent Committee (CSPC)	{ 2) I am an official representative of the Catholic School Parent Committee (CSPC) } St Josaphat Secretary	
I am an official representative of student government		
I am here as a spokesperson for another group or organization		
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T.14.	I Agree	
Submittal Date	6/4/2019	



REPORT TO

REGULAR BOARD

CHILD CARE PROJECTS STATUS UPDATE (ALL WARDS)

*"I can do all things through HIM who strengthens me."
Philippians 4:13 (NRSVCE)*

Created, Draft	First Tabling	Review
June 4, 2019 S. Campbell, Superintendent, Early Years M. Loberto, Superintendent, Planning and Development Services D. Friesen, (Acting) Executive Superintendent of Facilities Services	June 13, 2019	

INFORMATION REPORT

Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

As a result of Ministry of Education Memorandum 2019:EYCC3, issued on April 26, 2019, nineteen TCDSB child care projects in existing schools are on hold, pending confirmation from the City of Toronto that multi-year operating funding will be available for these projects once completed.

Memorandum 2019:EYCC3 confirmed provincial multi-year funding for child care projects that are part of major Capital projects (new schools or additions/renovations). TCDSB has eight such projects that are proceeding with no impact resulting from the memorandum.

A decision by Toronto City Council on operating funding for the nineteen addition/retrofit projects is expected in July. Stand-alone child care projects that are confirmed to receive operating funding from the Consolidated Municipal Service Manager (CMSM) will be able to proceed. Child care projects that do not have dedicated multi-year operating funding committed by either the province or the City of Toronto will be deferred or cancelled, as determined jointly by the school board and Toronto Children's Services.

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

B. PURPOSE

This report provides an update to the status of Child Care Capital projects currently in design and the impact of Ministry of Education (EDU) Memorandum 2019:EYCC3.

C. BACKGROUND

1. ***TCDSB currently has nineteen Ministry of Education funded child care additions/retrofits in design phase.*** On January 20, 2017, funding approval was received under EDU Memorandum 2016:B11 in the amount of \$9,279,248 for five (5) stand-alone child care projects (3 additions and 2 retrofits). On December 21, 2017, TCDSB received funding approval under EDU Memorandum 2017:B06 in the amount of \$18,293,826 for fourteen (14) stand-alone child care projects (12 additions and 2 retrofits).

2. ***The Ministry of Education has also approved funding for child care centres in eight new schools that are in design phase as follows:***

• Memorandum 2015:B11	St. Fidelis	\$ 988,568
• Memorandum 2015:B16	St. Raymond	\$1,556,995
	St. Leo	\$1,512,510
• Memorandum 2016:B11	Dante/Regina Mundi	\$1,512,510
	St. Antoine Daniel	\$2,571,267
• Memorandum 2017:B7	St. Margaret	\$1,542,762
	Holy Angels	\$2,571,270
	St. Matthias	\$2,571,270

3. ***The Ministry of Education has introduced a new requirement for Approval to Proceed to tender (ATP) for stand-alone child care projects.*** On April 26, 2019, EDU released Memorandum 2019:EYCC3 on the subject of *Previously Approved School-Based Child Care Capital Projects*. The memo stated that for stand-alone child care projects that have not yet received EDU ATP, school boards must receive confirmation from the Consolidated Municipal Service Manager (CMSM) that any required operating funding for the new child care spaces will be provided by the CMSM from its existing operating budget. The CMSM for Toronto is City of Toronto Children's Services.

4. ***None of the TCDSB's nineteen stand-alone projects currently in design have received ATP.*** Appendix A lists all of the board's school-based child care stand-alone projects, all of which are at the costing stage, in preparation for submittal to EDU for ATP. Five of these projects include proposed gym additions as approved by Board. The next step for these five projects is submittal of the costing to EDU for approval to use Proceeds of Disposition (POD) for the gyms. These projects can now only proceed if the CMSM can provide the required multi-year operating funding.

5. ***The eight TCDSB child care centres that are part of new school or addition projects will proceed.*** Memorandum 2019:EYCC3 states that the Province will provide dedicated multi-year operating funding for school-based child care projects that are part of a new school or major addition/renovation.

D. EVIDENCE/RESEARCH/ANALYSIS

1. ***Work has been paused on the Board's nineteen stand-alone child care projects pending confirmation of operating funding from the City of Toronto.*** TCDSB Planning, Facilities and Early Years staff have been in conversation with Toronto Children's Services staff about Memorandum 2019:EYCC3. Operating funding is required in order to provide fee subsidies for low-income families and also to ensure affordable child care for full-fee families. The City of Toronto CMSM will not enter into service agreements for child care centres that do not provide fee subsidies.
2. ***The requirement to provide operating funding for new child care centres in existing schools puts an unexpected pressure on the City's budget.*** Between the four Toronto school boards, there are 51 stand-alone child care projects that have not received ATP. City staff have indicated that provision of operating funding for all projects would cost the City approximately \$68M per year.
3. ***Toronto City Council must approve the new operating funding required for school-based child care projects in existing schools.*** Toronto Children's Services staff have carried out an analysis of the need for child care spaces across the City, taking into account projects that will be completed in new schools and major additions. Based on this analysis and in consultation with the four school boards, City staff have ranked the projects in order of priority and are developing a financial model. A report with the staff recommendation will go to Council in July.
4. ***Stand-alone child care projects that are confirmed to receive operating funding from the Toronto CMSM can proceed.*** Projects that do not have dedicated multi-year operating funding committed by either EDU or the City of Toronto will be either deferred or cancelled. This decision is made jointly by the school board and Toronto Children's Services.

E. METRICS AND ACCOUNTABILITY

1. ***A "Joint Confirmation – Previously Approved School-Based Child Care Capital Projects" form must be submitted to EDU by August 31, 2019.*** For each project that does not have ATP, a confirmation as to whether the project

will proceed, be deferred or be cancelled must be indicated. The form must be signed by both the school board and the CMSM. (Refer to Appendix A).

2. ***Staff will provide a follow-up report to Board.*** A report to September 2019 Corporate Services Committee will outline which stand-alone child care projects will be proceeding, deferred and cancelled. A project status update for projects proceeding will also be provided.
3. ***Six child care projects funded by City of Toronto Capital are not affected by Memo 2019:EYCC3.*** Three of these are retrofits which have recently been completed and three are additions which will be tendered shortly.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. School principals have been advised that child care addition and retrofit projects are on pause until July. Project status updates have been issued for distribution to parents and posted on the Board website.
2. Following City Council's decision in July and signing of the Joint Confirmation Form, updates for each project will be posted on the schools' websites and project status updates will be issued in September.

G. CONCLUSION

This report is for consideration of the Board.

APPENDIX A

Joint Confirmation – Previously-Approved School-Based Child Care Capital Projects

City of Toronto & Toronto Catholic DSB

The City of Toronto and Toronto Catholic DSB confirm whether to proceed with, defer or not proceed with (cancel) the previously-approved school-based stand-alone* child care capital project(s) below.

*A school-based "stand-alone" child care capital project is one that is not part of a larger school capital project. Examples include an existing school that adds child care rooms, or an existing school that renovates excess/surplus space for child care.

If proceeding, the City of Toronto and Toronto Catholic DSB confirm that any required operating funding for the new child care capital spaces will be managed from within the CMSM's or DSSAB's existing operating budget.

If not proceeding (cancelling), Toronto Catholic DSB should immediately minimize and/or cease incurring any additional costs associated with the cancelled project, wherever possible.

Some previously-approved school-based child care capital projects may be ready to proceed in the near future, in which case the City of Toronto and Toronto Catholic DSB may agree to confirm some projects immediately and defer decisions about others to a later date (prior to August 30, 2019).

If deferring, school boards should immediately minimize and/or cease incurring any additional costs, wherever possible.

If the City of Toronto and Toronto Catholic DSB decide to proceed with some projects (i.e. confirm that any required operating funding for the new child care capital spaces will be managed from within the CMSM/DSSAB's existing operating budget), the ministry must receive two copies (Excel and scanned with signatures) of the Joint Confirmation Form before an Approval to Proceed (ATP) to tender can be granted.

Child Care Project Name	Municipality	Linked to EarlyON capital project? (see below)	Rooms			Spaces			Total Child Care Rooms	Total Child Care Spaces	Child Care Capital Funding	Project Status	CONFIRMATION			
			Infant	Toddler	Preschool	Fam Age Grp	Infant	Toddler					Preschool	Fam Age Grp	Confirmation Status	Confirmation Decision
Blessed Pope Paul VI CS	Toronto	N	0	1	1	0	0	15	24	0	2	39	\$ 529,379	Planned		
Father Serra CS	Etobicoke	N	1	1	1	0	10	15	24	0	3	49	\$ 1,542,762	Planned		
Holy Family CS	Toronto	N	1	1	1	0	10	15	24	0	3	49	\$ 794,068	Planned		
Nativity of Our Lord CS	Etobicoke	N	1	2	2	0	10	30	48	0	5	88	\$ 2,571,267	Planned		
Pope Francis ES	Toronto	N	1	1	1	0	10	15	24	0	3	49	\$ 794,069	Planned		
Santa Maria CS	Toronto	N	0	1	1	0	0	15	24	0	2	39	\$ 1,028,508	Planned		
St Albert CS	Scarborough	N	1	2	2	0	10	30	48	0	5	88	\$ 2,571,267	Planned		
St Andre CS (new school)	North York	N	1	1	1	0	10	15	24	0	3	49	\$ 1,542,762	Planned		
St Thomas Aquinas CS	York	N	1	2	2	0	10	30	48	0	5	88	\$ 2,571,267	Planned		
St. Barbara CS	Scarborough	N	1	1	1	0	10	15	24	0	3	49	\$ 1,542,762	Planned		
St. Bernard CS	North York	N	1	1	1	0	10	15	24	0	3	49	\$ 1,542,762	Planned		

Joint Confirmation – Previously-Approved School-Based Child Care Capital Projects

City of Toronto & Toronto Catholic DSB

St. Dominic Savio S	Scarborough	N	1	1	1	0	10	15	24	0	3	49	\$	1,542,762	Planned			
St. Edmund Campion CS	Scarborough	N	1	1	1	0	10	15	24	0	3	49	\$	1,542,762	Planned			
St. Gerald CS	North York	N	1	1	1	0	10	15	24	0	3	49	\$	1,542,762	Planned			
St. Jean de Brébeuf CS	Scarborough	N	1	1	1	0	10	15	24	0	3	49	\$	1,542,762	Planned			
St. John Vianney CS	Etobicoke	N	1	1	1	0	10	15	24	0	3	49	\$	771,381	Planned			
St. Jude CS	North York	N	1	0	0	0	10	0	0	0	1	10	\$	514,254	Planned			
St. Kevin CS	Scarborough	N	1	1	1	0	10	15	24	0	3	49	\$	1,542,762	Planned			
St. Nicholas of Bari CS	York	N	1	1	1	0	10	15	24	0	3	49	\$	1,542,762	Planned			
Total											59	989	\$	27,573,077				
Proceeding child care total (if confirmation = YES)											0	0	\$	-				
Deferred child care total (if confirmation = DEFER)											0	0	\$	-				
Not proceeding (cancelled) child care total (if confirmation = NO)											0	0	\$	-				

This is to affirm that this Joint Confirmation Form has been approved by both the Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) and school board listed below.

PLEASE PRINT & SIGN THIS FORM. SEND TWO COPIES (EXCEL AND SCANNED WITH SIGNATURES) TO EYCU@ONTARIO.CA BY AUGUST 30, 2019.

City of Toronto - CMSM/DSSAB Name

City of Toronto - CMSM/DSSAB Signature

Date

Director of Education, Toronto Catholic DSB - Name

Director of Education, Toronto Catholic DSB - Signature

Date

Early Years Lead, Toronto Catholic DSB - Name

Early Years Lead, Toronto Catholic DSB - Signature

Date

Capital Lead, Toronto Catholic DSB - Name

Capital Lead, Toronto Catholic DSB - Signature

Date



REPORT TO

REGULAR BOARD

STUDENT-LED COLLABORATIVE INQUIRY "PROMOTING STUDENT ENGAGEMENT"

"Commit your work to the Lord, and your plans will be established." Proverbs 16:3

Created, Draft	First Tabling	Review
May 13, 2019	June 13, 2019	Click here to enter a date.
Joel Ndongmi and Taylor Dallin, Student Trustees		
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 Student Trustees implemented a collaborative inquiry with students in TCDSB secondary schools that receive the Urban Priority High School grant. The focus of the inquiry is centred on student engagement and leadership within a school community.

This report contains recommendations to the Director of Education and Senior Staff resulting from student responses from focus group discussions concentrating on school atmosphere and student wellbeing.

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

B. PURPOSE

1. To provide the Director and Senior Staff with recommendations that reflect student voice to be considered for implementation in future TCDSB strategic planning.
2. To identify factors that are seen by students as promoting student engagement and those that are perceived as challenges to participation and engagement in their community.
3. Through this collaborative inquiry, our goal was to encourage all students to become student leaders and change makers in their communities.

C. BACKGROUND

1. In the past, Student Trustees collected data that reflected student voice through dialogue at the Catholic Student Leadership Impact Team (CSLIT) and Elementary Catholic Student Leadership Impact Team (ECSLIT) meetings. In order to reflect views of the TCDSB student community, Student Trustees began to consider alternate ways of collecting data that reflected a more diverse range of student voice.
2. Student Trustees met with the Director of Education in order to dialogue about the possibility of conducting a collaborative inquiry to reflect student voice.

3. Furthermore, Student Trustees then dialogued with the Research Department to determine the best process by which to collect data that would be more reflective of the diverse student body across the TCDSB.
4. It was decided to conduct focus group discussions with students from different communities across the city. Three schools were selected from each of the following areas: North York, Etobicoke, and East York.
5. Focus group discussions were preferred over surveys as they provided more of an opportunity for dialogue and clarification.
6. A project proposal, focus group discussion questions, and a research permission form were submitted to the Research Department for approval.
7. Student Trustees conducted three separate focus group discussions, one for each TCDSB secondary school. The focus group consisted of a mixed group grade 9 to 12 students. Discussions took place during the months of December to February.
8. During the focus group discussions, Student Trustees asked open-ended questions pertaining to school atmosphere and student wellbeing. See *Appendix A* for a list of the questions.

D. EVIDENCE/RESEARCH/ANALYSIS

1. During the focus group discussions, the Student Trustees and the CSLIT Director of Administrative Affairs took minutes of the focus group discussions.
2. While the questions pertained to school atmosphere and student wellbeing, concerns spanning different areas were also discussed by students. The Student Trustees decided to organize these concerns into the following categories: Student Wellbeing, Human Capital—Teachers in the Classroom, School Board Engagement with Students, Success in the Classroom, and Local Student Voice.

CAPITAL REPAIRS:

Student Summary:

- Many students have mentioned that their schools are in dire need of repair. Of special note was the negative effect of the school temperature (too cold or too warm) on the students.
- In terms of classroom resources, students mentioned that many of their textbooks are outdated which often puts them at a disadvantage over other schools that may have newer edition textbooks.

Student Trustees recommend that:

1. The Board consider allocating additional funds to classroom resources.
2. The Board consider allocating additional Capital or Renewal funds for heaters and air conditioning in schools.

HUMAN CAPITAL—TEACHERS IN THE CLASSROOM

Student Summary:

- Students mentioned that they have gone to great lengths to report situations where they feel that teachers are not meeting their unique learning needs or situations within the school where they are made to feel that the conditions are unsafe. They continuously advocate for some changes and do not see any success being realized or suggestions being implemented, despite the fact that they often amass large groups of fellow students in support of their cause.
- As of now, students are not aware of the options available to them in regards to reporting any specific issue(s) with school staff. Most students know that they can report it to the school Principal, but that is the full extent of their understanding on this specific matter.

Student Trustees recommend that:

1. Board staff increase communication with students regarding the availability of safe and welcoming procedures and processes for reporting on all issues pertaining to their safety and well-being of students.
2. The Board encourage schools to give students more attention and consideration when they report to the Administration that a teacher/member of staff is not addressing their concerns properly. Students want their concerns to be taken seriously by administrators, teachers and support staff.

LOCAL STUDENT VOICE

Summary:

- Students would like to have their voice incorporated in their local school operations.

- Through local student voice, students would have the opportunities to propose solutions that work for the unique circumstances of their school therefore enhancing overall satisfaction rates for students and staff.

Student Trustees recommend that:

1. The Board mandate that students have the opportunity to present student concerns to staff during staff meetings or at another appropriate venue.

STUDENT SUCCESS INSIDE AND OUTSIDE THE CLASSROOM

Student Summary:

- Students mentioned that it would be beneficial for their learning if they were contributing collaborators in helping organize and shape the assignments related to the course of study. Additionally, students mentioned that they would like to take more ownership of their own learning by being taught how to develop more effective time management skills.
- Students also discussed that they find that opportunities (such as volunteering and experiential learning opportunities) exist, but they are not advertised in a fulsome way to the entire student body, leading to students not being as engaged or involved in these opportunities as they could be.

Student Trustees recommend that:

1. The Board encourage schools to provide students to be collaborative contributors in the organization of their courses in order to better suit their pace and learning needs.
 - a. Students want to be engaged in helping develop the unit learning goals (School Effectiveness Framework) and co-constructing the success criteria for their learning.
2. TCDSB schools migrate towards a common platform (such as Google Classroom) for collaborating and sharing experiential learning and volunteering opportunities so that all students are aware of these initiatives.
3. The Board encourage secondary schools to hold time management workshops for high school students.
4. The Board make electronic equipment and Internet connections more accessible to students.
5. The Board explore increasing the number of practical and/or real world skills-based courses such as hairstyling, wood workshop, and sewing to further engage students in their learning.

Students ask the Board to continue:

- Encouraging teachers to continue to have learning goals visible in the classroom in order to direct student learning. Students find the posting of learning goals beneficial because they guide the learning experience.
- Encouraging experiential learning opportunities.
- Encouraging differentiated learning in order to meet the diverse learning styles in the classroom.
- Encouraging peer mentoring opportunities.

STUDENT WELLBEING

Student Summary:

- Over the course of the inquiry, students revealed insights into student wellbeing. Students mentioned that the workload of high school paired with home responsibilities can make for a stressful combination. School should provide supports for students to assist them in relieving these stressors in order to perform well not only in their academics but in their daily life.
- One of the factors that contributes to the stressful nature of high school is determining the appropriate pathway in regards to post-secondary ventures. Students have indicated that staff such as Guidance Counsellors and Child and Youth Workers (CYW) are helpful to them with regards to determining post-secondary opportunities.
- Furthermore, a factor in student wellbeing is a safe and inclusive environment. Our sample of students have mentioned that having an adult presence throughout the school building decreases the perceived likelihood of bullying in public spaces.

Student Trustees recommend that:

1. The Board encourages schools to integrate spiritual mindfulness spaces such as meditation rooms.
2. The Board hire more guidance counsellor and Child and Youth Worker (CYW) positions in secondary schools.
3. The Board increase the number of student supervisor positions.
4. The Board work with the cafeteria vendors to make cafeteria food more affordable and accessible for all students.

Student Trustees ask the Board to continue:

- Encouraging schools to have “buddy” and big brother/sister/peer mentoring programs.

- Encouraging breakfast program partnerships with the Angel Foundation for Learning (AFL).
- Supporting specialized extracurricular activities that engage our secondary students after school.
- Promoting the Anonymous Alerts App.

TCDSB STUDENT ENGAGEMENT

Student Summary:

- Students mentioned that they often see the Board as some distant entity that cannot be reached or accessed. This leads to feelings of helplessness when students want to bring up a specific concern or if they have an idea to improve their school experience. By providing opportunities for interaction, this school board would be ensuring that there is a commitment to break down some of those barriers and it would further enhance and promote student engagement.

Student Trustees recommend that:

1. The Director of Education (in conjunction with the Student Trustees) put in place a Director's Student Voice Council. This group would meet quarterly and would be made up of members of the CSLIT Executive.
2. That the school board establish a direct line of communication (something of the nature of a virtual suggestion box) on the TCDSB website with the results being sent directly to the current Student Trustees and the Director of Education.
3. The Board encourage increased interaction between the student body, Trustees and Superintendents.

E. METRICS AND ACCOUNTABILITY

1. The Student Trustees are going to establish a CSLIT Working Group comprised of students across the board who will be responsible for monitoring implementation of all of the actions recommended in this report.
2. The Student Trustees are currently exploring conducting a yearly student-led collaborative inquiry.
3. The Student Trustees will continue dialogue with the Research Department in regards to how this initiative can be expanded to ensure that the broad range of student voice present within the TCDSB is reflected in future planning.

F. STAFF RECOMMENDATION

The Student Trustees recommend that that findings of this student-led collaborative inquiry be reviewed by the appropriate staff and be considered to inform future staff professional development and strategic planning to further promote student engagement within the TCDSB.

APPENDIX A

Questions for the Collaborative Inquiry:

School Atmosphere:

- What is your school doing well?
- What is your ideal classroom?
- Do you have access to appropriate resources?
- What are things that your education is lacking?
- What makes you succeed in your classroom?
- What holds you back from being engaged in your learning?
- In your opinion, what actions can students or the school take to improve how education in the TCDSB looks and feels?

Student Wellbeing:

- What are some of the stresses you feel in your life that affect your education?
- What motivates you to attend class? What keeps you engaged in your learning?
- What barriers do you face in your education?
- Do you have equal access to resources as your peers?
- Do you think the TCDSB actively engages you in their decision-making process?
- If you were Principal, what steps would you take to overcome the challenges that you have identified?



REPORT TO

REGULAR BOARD

REVIEW OF THE EFFECTIVENESS OF THE B LIST OF ELEMENTARY TEACHERS

Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ

1 Corinthians 12:12

Created, Draft	First Tabling	Review
May 22, 2018	June 13, 2019	Click here to enter a date.

Adrian Della Mora – Superintendent of Education, Human Resources & Employee Relations
Mark Moffett – Senior Coordinator Academic Services

RECOMMENDATION REPORT

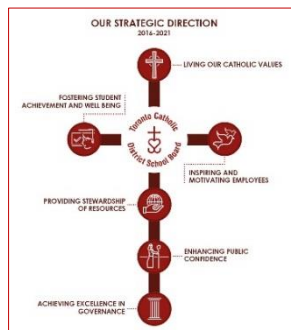
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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

Lloyd Noronha
Associate Director
Facilities, Business Services &
Community Development, and
Chief Financial Officer
Executive

A. EXECUTIVE SUMMARY

An ongoing analysis of data indicates that the TCDSB continues to incur increasing levels of teacher absenteeism (Table A) and an increasing daily unfilled job vacancy rate (Table B). While this report highlights data which demonstrates the degree to which the introduction of the B List of retired elementary teachers in January 2019 has helped mitigate these concerns, the TCDSB continues to deal with significant challenges regarding elementary teacher attendance.

Staff recommend that the Board endorse the continuation of the practice of using B List retired elementary teachers to assist in covering unfilled daily absences for the 2019-2020 academic year.

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

B. PURPOSE

This report provides to the Board an analysis of the B List of retired elementary teachers to assist with covering unfilled daily elementary teacher absences over the period January 2019 to May 30, 2019. The information provided in this report indicates that this practice should be continued for the 2019-2020 academic year.

C. BACKGROUND

1. After Board support for the introduction of a B List of retired elementary teachers as articulated in a Board motion at the October 5, 2019, Corporate Services Committee, a variance to the collective agreement with TECT was signed in December 2018. This variance approved the introduction of the practice of utilizing retired elementary B List teachers to cover unfilled daily assignments for the period of January 2019 through to June 30, 2019.
2. Subject to this variance, a review of the effectiveness of the B List in June of 2019 by the Board of Trustees and the TECT and TOTL Executives would determine whether the practice of using this list would continue into the 2019-2020 academic year. Mutual consent on the part of all parties would be required.

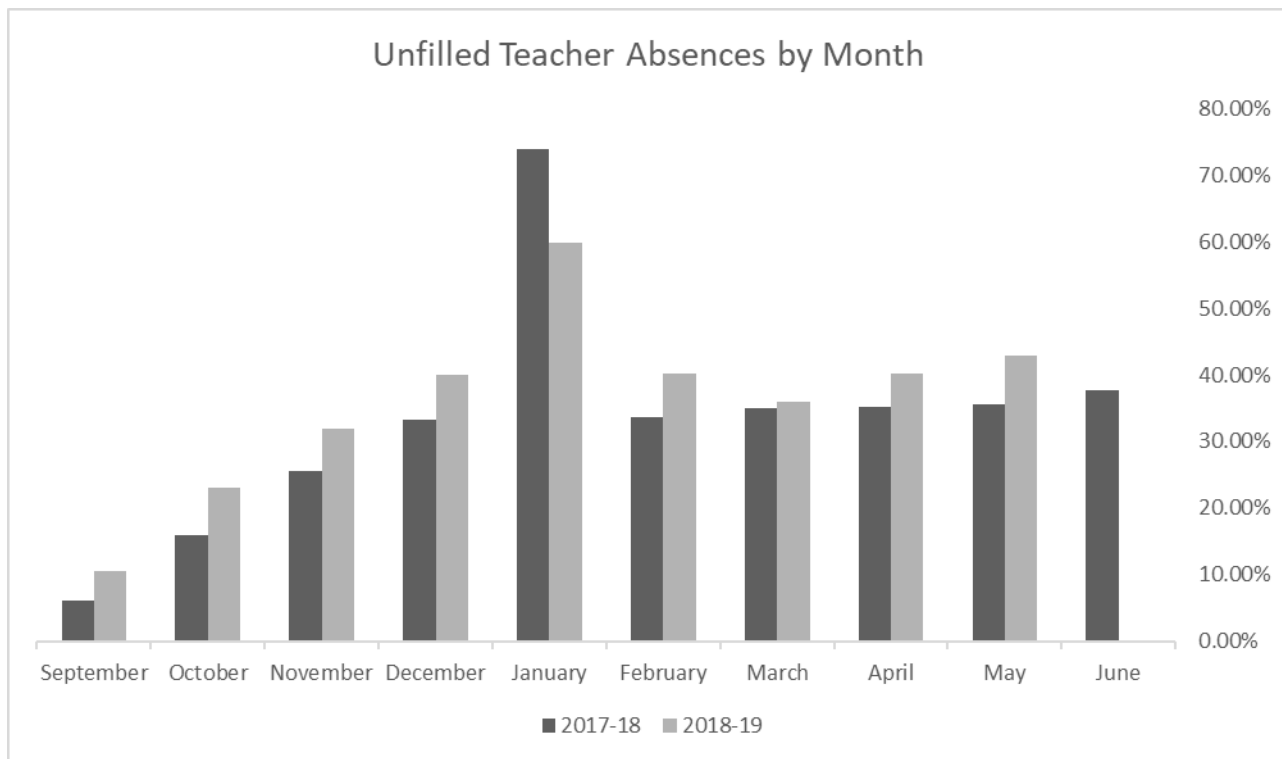
D. EVIDENCE/RESEARCH/ANALYSIS

1. **Table A** below illustrates the pattern of **increasing elementary teacher absenteeism over the last five years**. It is noted that the full-year days absent figures reveal a 28% increase over the period 2013/14 to 2017/2018. The average full-year days absent projected for 2018/2019 represents a 6% increase compared to the already high 2016/2017 academic year.

Table A – Elementary Teachers Absence Overview				
Full Year Days Absent (*Including Category A and B)				
2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
62,720	71,451	70,680	74,959	80,307
Average Days Absent per FTE Teacher				
2016/17 – Full Year		2017/18 Full Year		2018/2019 – Full Year
19.8		21.0		21.0 + (based on projected May/June rates)
*Absence Categories: Category A – Personal/Family Illness and Urgent Personal Business Days Category B – Other paid leaves				

- **Table B** below illustrates a data update relating to the concerning pattern of unfilled elementary daily assignments due to absences for the regular Roster of Occasional Teachers for the 2017/2018 and 2018/2019 academic years:

**Table B: Unfilled Elementary Teacher Absences – Monthly Comparison
2017/18 and 2018/2019**



This data indicates:

- **A rising percentage of unfilled jobs in both academic years** resulting in increased pressure on local Principals to address the lack of available occasional teachers
 - **A 12% decrease in the unfilled rate** from February 2019 to March 2019 which follows the introduction of the B List
 - **A 20.8% increase in the unfilled rate** in May 2019 when compared to May 2018 despite the introduction of a B List. This is the result of increasing levels of absenteeism.
2. An analysis of data relating to the use of **B List teachers** over the period of January 2019 through to May 30, 2019, reveals the following:
- The B List was comprised of **118 retired elementary teachers** who retired as of June 30, 2014, through to June 30, 2018.
 - The **total jobs filled by B List teachers** over the period of January 2019 – May 30, 2019, totaled **2220**.
 - 9.3% of the B List Roster completed 40 – 50+ days over this period
 - 14.4% of the B List Roster completed 30 – 40 days
 - 23.7% of the B List Roster completed 20 – 30 days

- 22% of the B List Roster completed 10 – 20 days
 - 16.9% of the B List Roster completed 1 – 10 days
 - 13.5% of the B List Roster completed 0 days
3. The TCDSB continues to experience a significant number of occasional teachers on the regular Roster who are completing less than the required 20 daily assignments per school year (as per the requirement outlined in the TOTL Collective Agreement) since September 2019. This reality continues to compound the challenges associated with the OT fill rate. The fact that many teachers on the regular OT Roster are also employed by other Ontario school boards contributes to the fill rate challenges faced by our board.
 4. The TCDSB will continue to experience ongoing stress (ability to fill daily absences in the near and long term) as a result of absences created due to the Earned Leave Plan that was recently implemented by the Ministry. This plan allows teachers to earn a half a day of leave based on their attendance the previous year in comparison to that of the average annual absence for the elementary teacher panel.
 5. Staffing timeline changes that were required in the 2018/2019 academic year and challenges associated with Core and Specialty French teacher placements resulted in a significant accumulation of time in lieu by teachers. This will place additional pressure on OT fill rates in the 2019/2020 academic year as teachers redeem their time in lieu.
 6. It is important to note that approximately 500 occasional teachers are utilized each year to fill Long Term Occasional assignments, which subsequently renders them unavailable to fill daily assignments. This, in effect, will continue to compound the current fill-rate challenge we are facing.
 7. The Human Resources Department continues to intensively utilize HR staff to conduct the maximum number of OT Roster interviews to bolster the pool of Occasional Teachers on the regular Roster.

E. METRICS AND ACCOUNTABILITY

1. The Human Resources Department will continue to liaise with the TECT and TOTL Executives to establish reasonable parameters governing the hiring of retired teachers for daily supply for the 2019/2020 academic year should this

practice be extended. The focus will be on hiring qualified elementary teachers who retired in the 2018-2019 school year, as well as those retirees from the period 2014-2018. These B List teachers will be equitably assigned to all areas of the city to assist with daily unfilled assignment trends.

2. The Human Resources Department will continue to dialogue with TECT and TOTL to seek out greater efficiencies that could enhance daily absence fill rates.
3. The Human Resources Department will monitor the recruitment, hiring and deployment of retired and non-retired occasional teachers to establish a balance which ensures that the TCDSB is well-served by both experienced staffs in all areas of the curriculum and at the same time invigorated by newly certified teachers to the profession.

F. STAFF RECOMMENDATION

That the Board endorse the continuation of the practice of using B List retired elementary teachers to assist in covering unfilled daily absences for the 2019-2020 academic year.



REPORT TO

REGULAR BOARD

COST SHARING OF THE TORONTO SCHOOL CROSSING GUARD PROGRAM

"I can do all through HIM who strengthens me" Philippians 4:13 (NIV)

Created, Draft	First Tabling	Review
June 4, 2019	June 13, 2019	Click here to enter a date.

A. Brutto, Senior Manager, Planning & Admissions
B. Leporati, Senior Coordinator, Planning Services
M. Loberto, Superintendent, Planning & Development Services

RECOMMENDATION REPORT

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D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

School crossing guard services have been provided by the Toronto Police Service (TPS) since 1947. In 2017, City Council approved the transfer of the program from the responsibility of the TPS to that of Toronto Transportation Services (TTS). It was originally estimated that the school crossing guard program (SCGP) would cost an approximate \$10.2M annually to operate however, due to various factors outlined within the body of this report the estimated annual cost has increased to \$24.5M. Given the cost overruns, the City's Infrastructure and Environment Committee (IEC) directed the TTS to liaise with Toronto school boards to explore the feasibility of a cost sharing arrangement for the SCGP, and report back to City Council on June 18, 2019.

The cumulative staff time required to prepare this report was 4 hours

B. PURPOSE

To inform the Board of Trustees of a communication that the TCDSB received on May 29, 2019 from the TTS. The communication requests Board commentary on the feasibility of a cost sharing arrangement with the City for the funding of new and enhanced school crossing guard services. The TDSB also received a similar communication.

C. BACKGROUND

1. ***The Toronto Police Service (TPS) has operated the SCGP since 1947.*** With 710 locations, the Toronto SCGP is the largest of its kind in Canada. For context, this is almost twice as large as the next two largest programs combined, Hamilton and Ottawa, which together have an approximate 400 locations.
2. ***In November 2017, City Council approved the transfer of the SCGP to TTS.*** Responsibility for the program will officially transfer to the TTS in August 2019 for the start of the 2019-20 school year.
3. ***The TTS is currently reviewing an updated crossing guard location request and approvals protocol in preparation for the transfer of the SCGP.*** In April 2019, TTS held consultation sessions with both the TCDSB and TDSB. The updated evaluation criteria will call for the consultation and endorsement of both the local School Principal and Councillor for new

location requests to help ensure their appropriateness. The updated set of evaluation criteria will be reported on in the City's Vision Zero 2.0 staff report, which is scheduled for July City Council.

4. ***The City selected Carraway Inc. and A.S.P. Inc., through a competitive bid process (RFP), to deliver crossing guard services as third-party vendors beginning in Fall 2019.*** The TTS issued an RFP for crossing guard services in March 2019, receiving four (4) separate proposals. The proposals were evaluated based on their technical merit by a selection committee comprised of TTS staff, TCDSB staff and Fair Wage staff.
5. ***The original budget estimate to operate the SCGP was an approximate \$10.2 million. Upon transfer to the TTS it was revealed that the true annual cost to deliver the SCGP would be an approximate \$24.5 million.*** This increase in budget is attributable to; the TPS approval of an additional 110 locations, the fact that service levels were inconsistent throughout the city under the TPS and, that the TPS was constantly faced with crossing guard retention challenges.
6. ***In a TTS staff report to the Infrastructure and Environment Committee (IEC), dated May 23, 2019, the TTS identified a number of internal revenue sources to cover the unanticipated SCGP shortfall.*** This includes the use of monies from both TTS operations and maintenance budgets to cover the remainder of the shortfall.
7. ***The IEC Committee recommended that City Council approve contract awards for the next two school years.*** The total cost to the City for these awards is approximately \$49 million and will cover the 2019-20 and 2020-21 school years. This item will be considered by City Council on June 18, 2019.
8. ***Additionally, IEC Committee recommended the following:***
 - ***Requested the General Manager, Transportation Services to report directly to City Council (meeting of June 18, 2019) on a cost sharing arrangement with the local school boards in providing new or enhanced school crossing guard services.***
9. ***Arising from this recommendation, the TCDSB received a communication, attached as Appendix 'A', from the City regarding potential cost sharing for school guard services.*** To satisfy the requirements of this recommendation

from the IEC committee, the letter sought advice from both the TCDSB and TDSB on the feasibility of a cost sharing arrangement and indicated that City staff will be contacting the Board to discuss this topic.

10. ***The TCDSB does not currently have funding earmarked to contribute to a SCGP cost sharing arrangement.*** Given the current budget deliberations, and the fact that school board finances are earmarked for very specific purposes thereby restricting the way educational monies can be spent, a cost sharing arrangement based on the current service provisions is not possible at this time. Exploratory discussions could take place on areas that have the potential to be offset by the increased service levels by crossing guard locations such as expenditures on transportation.

D. STAFF RECOMMENDATION

That the Director of Education be authorized to send a response to the City indicating that the Board currently lacks the appropriate financial resources to enter into an immediate cost sharing arrangement for new and enhanced school crossing guard, but that discussions may continue forward on potential efficiencies that could be created to provide funding in the future.

Transportation Services

City Hall
100 Queen Street West
24th Floor, East Tower
Toronto, Ontario M5H 2N2

Tel: 416-392-8431
Fax: 416-696-3743
Barbara.Gray@toronto.ca

MAY 29, 2019

MR. RORY MCGUCKIN
DIRECTOR OF EDUCATION
TORONTO CATHOLIC DISTRICT SCHOOL BOARD

SENT VIA ELECTRONIC MAIL

RE: Cost Sharing Feasibility for the School Crossing Guard Program

Dear Mr. McGuckin:

The School Crossing Guard Program has been operated by the Toronto Police Service (TPS) since 1947. In November 2017, City Council approved the transfer of the Program from TPS to the City of Toronto, with long-term services to be administered through a third-party service provider starting August 1, 2019.

At the May 23, 2019 meeting of the City of Toronto's Infrastructure and Environment Committee (IEC), a progress update report on the transition of the Program was submitted, as item IE5.5 titled "School Crossing Guard Program Update and Results of the Request for Proposal 9148-19-0114 for the Provision of School Crossing Guard Services". At its meeting, the Committee recommended the following:

2. *Requested the General Manager, Transportation Services to report directly to City Council [meeting of June 18, 19] on a cost sharing arrangement with the local school boards in providing a new or enhanced school crossing guard services.*

I would like to seek advice from the Toronto District School Board (TDSB) and the Toronto Catholic District School Board (TCDSB) on the feasibility of a cost sharing arrangement as per IEC's recommendation above.

School crossing guards help improve the safety and comfort of children and their parents. They help children safely cross the street and remind drivers of the presence of pedestrians at key intersections. The School Crossing Guard Program is one of the countermeasures identified in the City's Vision Zero Road Safety Plan. This program is also aligned with TDSB's traffic management program and TCDSB's school travel planning initiatives.

City staff will be in touch with your staff to continue discussions on this topic. If you do require more information, please do not hesitate to touch base with Roger Browne, Acting Director, Traffic Management at Roger.Browne@toronto.ca or 416-392-5372

Sincerely,



Barbara Gray
General Manager
Transportation Services

Attachment: IE5.5 School Crossing Guard Program Update and Results of the Request for Proposal 9148-19-0114 for the Provision of School Crossing Guard Services

CC: Roger Browne, Acting Director, Traffic Management
Landy Cheung, Project Manager
Adam Brutto, Senior Manager of Planning and Admissions



Tracking Status

- This item was considered by [Infrastructure and Environment Committee](#) on May 23, 2019 and was adopted with amendments. It will be considered by City Council on June 18, 2019.

Infrastructure and Environment Committee consideration on May 23, 2019

IE5.5	ACTION	Amended		Ward: All
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School Crossing Guard Program Update and Results of the Request for Proposal 9148-19-0114 for the Provision of School Crossing Guard Services

Committee Recommendations

The Infrastructure and Environment Committee recommends that:

1. City Council authorize the General Manager, Transportation Services to negotiate, enter into, and execute an agreement with Carraway Inc., being the highest overall scoring proponent meeting the requirements of RFP 9148-19-0114 to provide School Crossing Guard Services at multiple locations in the City of Toronto for the South and East Zones for two (2) years from date of award to July 31, 2021 in the amount of \$28,326,240.00 net of all taxes and charges (\$28,824,781.82 net of HST recoveries) with an option to renew, on the sole discretion of the General Manager, Transportation Services, and subject to budget approval, for two (2) separate one-year periods in the amount of \$14,588,013.60 net of all taxes and charges (\$14,844,762.64 net of HST recoveries) in Option Year 1 and in the amount of \$15,025,654.01 net of all taxes and charges (\$15,290,105.52 net of HST recoveries) in Option Year 2, which includes an estimate of annual cost adjustments per year starting Option Year 1, with the potential total cost of \$57,939,907.61 net of all taxes and charges (\$58,959,649.98 net of HST recoveries), in accordance with terms and conditions as set out in the RFP and any other terms and conditions satisfactory to the General Manager, Transportation Services, and in a form satisfactory to the City Solicitor.

2. City Council authorize the General Manager, Transportation Services to negotiate, enter into, and execute an agreement with A.S.P. Inc., being the second highest overall scoring proponent meeting the requirements of RFP 9148-19-0114 to provide School Crossing Guard Services at multiple locations in the City of Toronto for the North and West Zones for two (2) years from date of award to July 31, 2021 in the amount of \$19,674,727.20 net of all taxes and charges (\$20,021,002.40 net of HST recoveries) with an option to renew, on the sole discretion of the General Manager, Transportation Services, and subject to budget approval, for two (2) separate one-year periods in the amount of \$10,132,484.51 net of all taxes and charges (\$10,310,816.24

net of HST recoveries) in Option Year 1 and in the amount of \$10,436,459.04 net of all taxes and charges (\$10,620,140.72 net of HST recoveries) in Option Year 2, which includes an estimate of annual cost adjustments per year starting Option Year 1, with the potential total cost of \$40,243,670.75 net of all taxes and charges (\$40,951,959.36 net of HST recoveries), in accordance with terms and conditions as set out in the RFP and any other terms and conditions satisfactory to the General Manager, Transportation Services, and in a form satisfactory to the City Solicitor.

3. City Council amend the 2019 Approved Operating Budget for Transportation Services by reallocating \$1,800,000 gross and net, from Right-of-Way Maintenance (\$200,000 gross and net) within the Road and Sidewalk Management Service, and Traffic Signs and Pavement Markings (\$1,600,000 gross and net) within the Transportation Safety & Operations Service, to the School Crossing Guard program within the Transportation Safety and Operations Service.

4. City Council authorize that \$1,600,000 of the Traffic Signs and Pavement Markings program be transferred to the Transportation capital program, pending a 2019 Approved Capital Budget reallocation report for Transportation Services later in 2019 to accommodate funding required for the transfer.

5. City Council amend the 2019 Approved Operating Budget for Non-Program Expense by transferring \$450,000 gross and net, and \$3,393,694 Non-Program Capital and Corporate Financing gross and net budget to the School Crossing Guard program within the Transportation Safety and Operations Service for a total transfer of \$3,843,694 gross and net to the 2019 Approved Operating Budget for Transportation Services.

Decision Advice and Other Information

The Planning and Infrastructure Committee:

1. Requested the General Manager, Transportation Services, in consultation with the Chief Financial Officer and Treasurer, to report directly to City Council on the true costs of the School Crossing Guard Program and transferring the budget for the program from the Toronto Police Service's budget to the Transportation Services budget.

2. Requested the General Manager, Transportation Services to report directly to City Council on a cost sharing arrangement with the local school boards in providing a new or enhanced school crossing guard services.

Origin

(May 22, 2019) Report from the General Manager, Transportation Services and the Chief Purchasing Officer

Summary

In November 2017, City Council approved the transfer of the School Crossing Guard Program from Toronto Police Service to Transportation Services, with long-term services to be provided through a third-party service provider starting August 1, 2019. During the transition for the 2018-2019 school year, Toronto Police Service continued to provide oversight of the program while Transportation Services provided short-term emergency backfill services (through vendors) to address absent school crossing guards. This has provided valuable operational knowledge for Transportation Services to better understand the resources needed to manage the

program and how to best structure the upcoming solicitation to meet all the requirements of providing these services successfully in the long-term.

The transition from Toronto Police Service to Transportation Services represents an opportunity for more oversight of the School Crossing Guard Program, its reliability and its positioning within the realm of Vision Zero activities focused on the safety of children.

The purpose of this report is to:

- provide an overall progress update on the transition of the program,
- advise on the results of the RFP for the provision of School Crossing Guard Services,
- request authority to amend the 2019 Approved Operation Budget for Transportation Services to fund the 2019 requirements of the contracts, and
- request authority to award the contracts to the recommended bidders.

Background Information

(May 22, 2019) Report from the General Manager, Transportation Services and the Chief Purchasing Officer on School Crossing Guard Program Update and Results of the Request for Proposal 9148-19-0114 for the Provision of School Crossing Guard Services

<http://www.toronto.ca/legdocs/mmis/2019/ie/bqrd/backgroundfile-133407.pdf>

Attachment 1: New School Crossing Guard Location Request Approval Process

<http://www.toronto.ca/legdocs/mmis/2019/ie/bqrd/backgroundfile-133408.pdf>

Attachment 2: School Crossing Guard Zone Map

<http://www.toronto.ca/legdocs/mmis/2019/ie/bqrd/backgroundfile-133409.pdf>

Attachment 3: Attestation Report from the Fairness Monitor

<http://www.toronto.ca/legdocs/mmis/2019/ie/bqrd/backgroundfile-133410.pdf>

(May 8, 2019) Report from the General Manager, Transportation Services and the Chief Purchasing Officer on School Crossing Guard Program Update and Results of the Request for Proposal 9148-19-0114 for the Provision of School Crossing Guard Services - Notice of Pending Report

<http://www.toronto.ca/legdocs/mmis/2019/ie/bqrd/backgroundfile-132907.pdf>

Motions

1 - Motion to Amend Item moved by Councillor Denzil Minnan-Wong (Carried)

That:

The General Manager, Transportation Services, in consultation with the Chief Financial Officer and Treasurer, report directly to City Council on the true costs of the School Crossing Guard Program and transferring the budget for the program from the Toronto Police Service's budget to the Transportation Services budget.

2 - Motion to Amend Item moved by Councillor Denzil Minnan-Wong (Carried)

That:

The General Manager, Transportation Services report directly to City Council on a cost sharing arrangement with the local school boards in providing a new or enhanced school crossing guard services.

3 - Motion to Adopt Item as Amended moved by Councillor James Pasternak (Carried)

Source: Toronto City Clerk at www.toronto.ca/council



REPORT TO

REGULAR BOARD

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	June 13, 2019

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

RECOMMENDATION REPORT

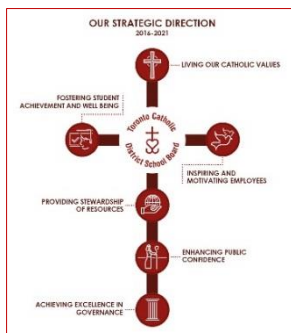
Vision:

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.
12. At the Governance and Policy Committee Meeting of June 4, 2019 the Policy and regulations were amended as follows:
- *The Board of Trustees delegates to the Director of Education the authority to approve the award of all contracts and expenditures up to \$50,000. All other contracts and expenditures, greater than \$50,000 must be approved by the Board of Trustees before any money is spent.*
 - *Regulation 13: That the word "exits" be replaced with "exists" and that a definition of an Emergency Situation be added to the Definitions List.*
 - *Regulation 15: That the word "up" be added after "limited"; and*
 - *Regulation 11: revised include the provision that violation by a vendor of the lobbying provision in the Purchasing Policy will disqualify the vendor for up to 5 years at the Board's discretion.*

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

Implementation of the revised delegation of authority will require a department by department review of the status of current and proposed procurements and expenditures, which will exceed the established \$50,000 threshold.

Going forward all departments will be required to incorporate the need for Board approval when planning new procurements greater than \$50,000 for both competitive and non-competitive procurements.

SAP Purchase Order release authority for the Executive Superintendent of Facilities will be reduced from the current limit of \$50,000. Other limits and expenditure levels will also be reviewed.

The Purchasing Procedures Manual will be revised to reflect the change to delegation of authority for staff.

Reports for Tender and RFP awards will continue to be reviewed by the various delegated authorities prior to submission to the Board of Trustees for approval.

Reports for expenditures that are not subject to a procurement process (e.g. annual SAP Licence Agreement renewal), are sole or single source must also be reviewed prior to submission to the Board of Trustees for approval.

There will be an increase in number of procurement reports on Board Agendas. The format and scheduling of these reports has yet to be determined however, options include one larger report for all RFPs and tenders or individual reports or briefing notes for RFPs, tenders and non-competitive procurements or expenditures.

Timeliness of approvals at Board will determine the impact on overall Board operations particularly with respect to the number of tenders for the Renewal Program. Contracts not approved in a timely manner may have reduce the ability generate the volume of work that has been approved and funded by the Ministry.

Change Orders are time sensitive and can impact a project's progress. Providing preapproval for Change Orders within the original tender report to Board will reduce the need to return to Board for subsequent approvals. Reporting would be by way of an Information Report for all Change Orders in a given period and reduces the potential for the same project to come back to the Board multiple times.

In order to avoid delays in program, service and product and services, departments will need to develop detailed list of anticipated purchase for the fiscal year taking into account the date of the required deliverable and Board approval. This will include scheduling procurement and non-procurement (e.g. Fully Alive textbook purchases) activities.

Departments will also be instructed with respect to the Government of Ontario Centralized Procurement Initiative must also be factored in to all schedules. The Initiative requires boards to check for an existing Vendor of Record(VOR) arrangement from either Ministry of Government and Consumer Service (MGCS) or the Ontario Educational Collaborative Marketplace(OECM). If no VOR exists or if the board has reason for issuing on its own must file a Rationale Report Form 45 days before issuing a procurement.

To ensure a smooth transition resources will need to be allocated or reallocated to assist departments organize their procurement schedules in order to avoid will slow down various programs. There are currently multiple areas where contracts are maintained usually in the respective department. A centralized contract database should be developed to collate and manage contracts.

In the event of an emergency as defined in this Policy and accompanying Procedures manual, the approval requirements of the Purchasing Policy shall not apply, and administration shall take immediate necessary action to make the repairs and the expenditure will be reported to the appropriate authority level.

Staff Recommendation

That the Board adopt the policy as recommended by the Governance and Policy Committee

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 have been approved by the Board with the exception of:~~ **up to \$50,000. All other contracts and expenditures greater than \$50,000 must be approved by the Board of Trustees before any money is spent.**

- ~~• 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 **for a period of up to 5 years,** 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~~ **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 **up** 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~~



POLICY SECTION: **Finance**

SUB-SECTION:

POLICY NAME: **Purchasing Policy**

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

~~to execution.~~

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**

Emergency Situation may include but is not limited to situations where a risk to health and / or safety of students, staff, parents , volunteers or in a situation where a risk exists of imminent damage to any of the TCDSB properties or facilities.

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



POLICY SECTION: Finance

SUB-SECTION:

POLICY NAME: Purchasing Policy

POLICY NO: F.P. 01

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.

Evaluation and Metrics:

1. Streamlined Approval Process
2. Streamlined Board Agendas



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE TO UPDATE SUPENSION 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 18, 2019	February 27, 2019	June 13, 2019

John Shain, Superintendent of Safe Schools

Nadia Adragna, Principal Safe Schools Department

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

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

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

B. PURPOSE

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

C. BACKGROUND

1. The Suspension and Expulsion Policy SS.01 was approved in November 2004 and last amended in August 2016.
2. The policy on the order paper of the February 12, 2019 Governance and Policy Committee and the staff recommendation, with amendments, was referred to Regular Board.
3. The policy was on the on the order paper of the March 28, 2019 Regular Board but not discussed.
4. The policy was on the order paper of the April 24, 2019 Regular Board and referred back to the Governance and Policy committee with proposed amendments.
5. The policy was on the order of the May 5, 2019 Governance and Policy Committee. Additional amendments were made, and the policy was referred to the Special Education Advisory Committee for further consultation.
6. The policy was on the order paper of the May 15, 2019 Special Education Advisory Committee and referred back to the Governance and Policy Committee with no further recommendations.
7. The policy was on the order paper of the June 4, 2019 Governance and Policy Committee. No additional amendments were proposed, and the staff recommendation was referred back to Regular Board.

D. APPENDIX

Appendix A: Suspension and Expulsion Policy (S.S.01) with proposed amendments.

E. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Suspension and Expulsion Policy (S.S.01) as amended and proposed in Appendix A.



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

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

**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.



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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.



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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)”*



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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)



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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.



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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



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**OPERATIONAL PROCEDURES: Protocol to Suspension
and Protocol to Expulsion**

APPENDIX A

Protocol to Suspension and ~~Protocol to~~ Expulsion



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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:

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- (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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~~SUB-SECTION:~~

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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~~ **programming** will be ~~pursued~~ **provided**.

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

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

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



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

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



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OPERATIONAL PROCEDURES: Protocol for Suspension Appeals and Expulsion Hearings

APPENDIX E D

Protocol for Suspension Appeals and Expulsion Hearings



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APPENDIX E

Operational Procedures: Protocol for Suspension Appeals and Expulsion

Hearings Safe Schools Legislation

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

Purpose of this Guide

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

Cautionary Note

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

Suspensions (Section 306. of *the Act*)

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



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Mitigating Factors

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

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

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

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

Length of Suspensions

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

Appeal of Suspensions

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



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

Appeal Hearing

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

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

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

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

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

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

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



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

Suspension Pending Possible Expulsion

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

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

Expulsion Hearing

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

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

The decision of the board is final.

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



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Appeal of Decision to Expel

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

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

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

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

Procedure for the Appeal of an Expulsion

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

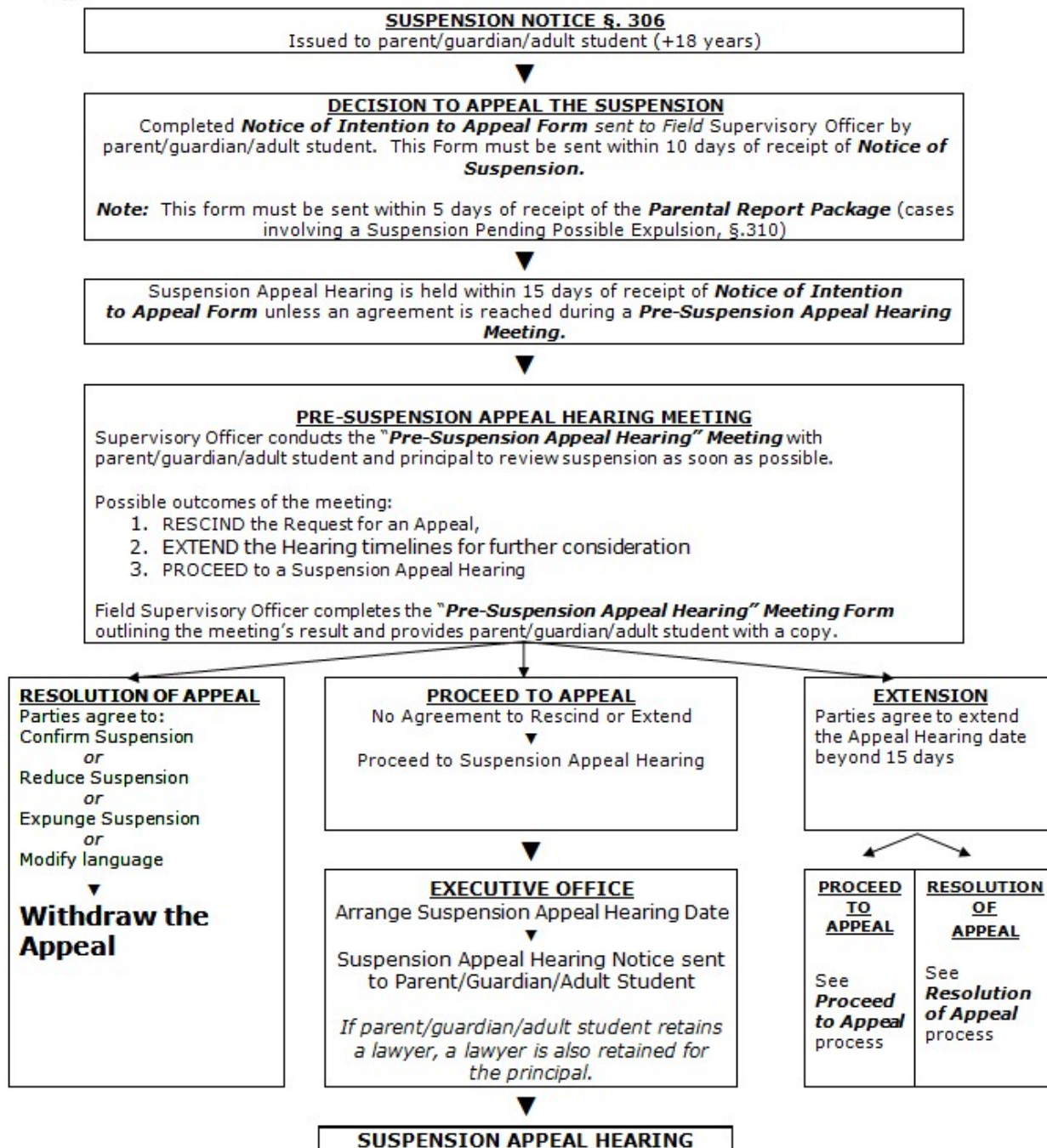


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 Safe Schools Department
SUSPENSION APPEAL PROCESS


Decision of Suspension Appeal Hearing is FINAL



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Safe Schools Department
EXPULSION HEARING PROCESS



SUSPENSION PENDING POSSIBLE EXPULSION NOTICE §. 310

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

PRINCIPAL INVESTIGATION

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

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

PRINCIPAL DETERMINATION

In reaching a determination, the principal will consider one of the following outcomes **after reviewing mitigating and other factors**

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

**Recommendation for Expulsion
(Board or School)**

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

**Minutes of
Settlement**

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

Expulsion Hearing

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

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

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

**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



POLICY SECTION: Safe Schools

SUB-SECTION:

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POLICY NO: S.S. 01

APPENDIX E

Operational Procedures: Statutory Powers Procedure Act

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

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

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

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

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GENERAL**1.1 Proceeding Chair**

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

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



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1.2 Liberal Construction Of Rules

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

1.3 Different Kinds Of Hearings In One PROCEEDING

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

1.4 Waiver Of Procedural Requirement

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

1.5 Disposition Without Hearing

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

2. PROVISIONS RESPECTING TRUSTEES

2.1 The Safe Schools Hearing Committee for Procedural or Interlocutory Matters

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

2.2 Decision Of Discipline Committee

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

2.3 Expiry Of Term

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



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2.4 Incapacity Of Member

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

3. PROCEEDINGS GENERALLY

3.1 Classes of PROCEEDINGS

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

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

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

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

3.2.1 the pupil if:

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

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.



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OPERATIONAL PROCEDURES: Guidelines to Expulsion Hearings

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Frequently Asked Questions for Expulsion Hearings



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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.~~



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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~~

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

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

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

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

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

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

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

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

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

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

3. Who are the parties to the hearing?

The parties to the hearing are:

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

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

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



GUIDELINES FOR AN EXPULSION HEARING

5. Does every party have a right to representation?

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

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

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

7. Is there a requirement to provide disclosure?

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

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

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

8. Will the hearing be held in private?

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

9. When will an Expulsion Hearing take place?

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



GUIDELINES FOR AN EXPULSION HEARING

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

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

11. How will the Expulsion Hearing be organized?

In an Expulsion Hearing, the following guidelines will apply:

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

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

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

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

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

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

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

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

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

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

12. What if translation or interpretation services are required?

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



GUIDELINES FOR AN EXPULSION HEARING

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

The Committee will consider:

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

14. Can the Committee reserve its decision?

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

15. Will the Committee issue a decision in writing?

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



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

OPERATIONAL PROCEDURES: Principal Investigation Guideline

APPENDIX I H

Principal Investigation Guideline



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

APPENDIX H

Operational Procedures: Principal Investigation Guideline

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

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

Guidelines:

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



POLICY SECTION: Safe Schools

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".

OPERATIONAL PROCEDURES: Search and Seizure Guideline

APPENDIX I

Search and Seizure Guideline



APPENDIX I

Operational Procedures: Search and Seizure Guideline

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

For example,

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

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

3. Section 8 of the *Canadian Charter of Rights and Freedom* provides that: "Everyone has the right to be secure against unreasonable search and seizure". However, a student's reasonable expectation of privacy is diminished at school because the student knows that principals and teachers are responsible for providing a safe environment and maintaining order and discipline in the school.
4. Principals and teachers may conduct a search if there are reasonable grounds to believe that a school rule has been violated and that evidence will be found in school property, in student property, or on the person searched. Staff must, where possible, consult with the principal or designate prior to conducting a search of school property, student property, or a person. School property includes, but is not limited to, student lockers, student desks, student cubbies, or any other place on school property. Student property includes, but is not limited to, knapsacks, purses, and personal electronic devices.
5. The following may constitute reasonable grounds:
 - a. information received from one student considered to be credible;
 - b. information received from more than one student;
 - c. a teacher's or principal's own observations; and
 - d. any combination of these pieces of information which the school authority considers to be credible.

Random or arbitrary searches or searches on groundless suspicion are not reasonable and will likely be in contravention of the Charter.
6. All searches of property and persons may only be conducted in the presence of the principal or teacher and one other adult witness.
7. Where need for a personal search is indicated, and where it is safe to do so, all personal searches of a student should be conducted in the privacy of the principal's office or another suitable room.
8. The student involved should be given the opportunity to produce the substance or object which he or she is suspected of possessing before a search of the student is conducted. If the student is not cooperative in producing the substance or object, the principal or designate will immediately contact the police.

9. The principal or designate will make all reasonable efforts to contact the parent/guardian of the student (unless the student is 18 years of age and older or the student is 16/17 years of age and has withdrawn from parental control) once the search has been conducted, unless otherwise directed by Police. The principal will contact the parent/guardian when cleared by Police to do so. In all cases, the principal or designate will document all efforts/attempts to contact the parent/guardian and any instructions received from Police.
10. When a search is conducted, a record of all pertinent information, including action taken, witnesses present, the date, time and place of the search, and results of the search, will be documented as soon as possible. Documents will be filed appropriately and the Area Superintendent will be promptly advised. This information is subject to the provisions of Freedom of Information legislation. Confiscated property will be appropriately secured until removed from school premises by police or by other arrangement as determined by Principal and Area Superintendent.



REPORT TO

REGULAR BOARD

RECOMMENDATION OF THE GOVERNANCE AND POLICY COMMITTEE TO UPDATE THE 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	June 13, 2019

Paul Matthews, General Legal Counsel

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

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 Freedom of Information and Protection of Privacy Policy A.38 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 3 hours

B. PURPOSE

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

C. APPENDIX

Appendix A: Freedom of Information and Protection of Privacy Policy A.38

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the revised Freedom of Information and Protection of Privacy Policy A. 38, as amended and proposed in Appendix A, be adopted.



POLICY SECTION: Administration

SUB-SECTION:

POLICY NAME: Freedom of Information and Protection of Privacy

POLICY NO: A. 38

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

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**

SUB-SECTION:

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

POLICY NO: **A. 38**

- 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 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**

POLICY NO: A. 38

- 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:

1. 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.
- 2. An annual report on the number of Freedom of Information requests will be provided to Trustees.**
- 3. The Director of Education will speak with the Chair of the Board, as the head of Delegation, on the requests.**



REPORT TO

REGULAR BOARD

RECOMMENDATION OF THE GOVERNANCE AND POLICY COMMITTEE 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	June 13, 2019
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 recommends that the Video Surveillance Policy Policy B.M. 07 be updated to conform to current legislation and practice and to be 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 Regular Board as it recommends a policy revision.

C. APPENDIX

Report Appendix A: Video Surveillance Policy B.M. 07

Report Appenxix B: Record of Accessed Surveillance Camera Footage

Report Appendix C: Disclosing Personal Information to Police: Guideline for
TCDSB Schools

Report Appendix D: TCDSB Video Surveillance Signage

D. COMMITTEE RECOMMENDATION

That Board accept the recommendation of the Governance and Policy Committee and approve the revised Video Surveillance Policy B.M. 07 and accompany appendecies, as amended and provided in Report Appendix A, B, C and D.



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

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 TCDSB Policy B.M. 07 - Video Surveillance 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** at 416-222-8282, ext. 2162. **Bryan Shannon**

Appendix A: *Police Requests for Personal Information*

This Form is to be completed by the school principal/vice principal	
Law Enforcement Official	
Full Name	
Rank	
Badge Number	
Details of Request	
Is request in aid of an ongoing criminal investigation?	Yes No
Does request require a court order (e.g. production order)?	Yes No
Date court order provided (if applicable)	
List of all information provided to police (if personal information about more than one student is requested, attach additional information to form)	
Student Name:	

Information Provided:	

—	

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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.



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.





REPORT TO

REGULAR BOARD

RECOMMENDATION OF THE GOVERNANCE AND POLICY COMMITTEE TO UPDATE BUSINESS CARD 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	June 13, 2019

Shazia Vlahos, Chief of Communications and Government Relations

RECOMMENDATION REPORT

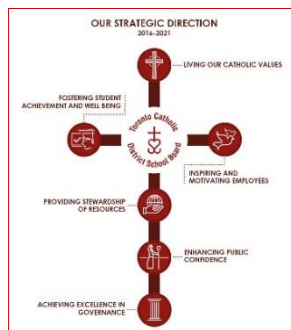
Vision:

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

This report recommends updating the Business Card Policy A.17 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 Regular Board as it recommends policy revision.

C. APPENDIX

Appendix A: Business Card Policy A.17

D. STAFF RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Business Card Policy A.17, as amended and proposed in Appendix A.



POLICY SECTION: Administration

SUB-SECTION:

POLICY NAME: Business Cards

POLICY NO: A. 17

Date Approved: January 29th, 2015 March 1987	Date of Next Review: 2019	Dates of Amendments: March 1987 January 29th, 2015
Cross References <ul style="list-style-type: none"> • 44 Copyright Policy A.11 • 26 Letterhead • Logo Use Policy T.16 		
Appendix		

Purpose

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

Scope and Responsibility

This policy applies to trustees, board officials, employees and long-term contractors. The ~~e~~**D**irector of ~~e~~**E**ducation is responsible for this policy.

Alignment with MYSP:

Providing Stewardship of Resources

Inspiring and Motivating Employees



POLICY SECTION: **Administration**

SUB-SECTION:

POLICY NAME: **Business Cards**

POLICY NO: **A. 17**

Policy

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

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 lettering with a gold logo colour for~~ **in burgundy font; the employee's name, suggested lettering and the Board logo. All other text including contact information, title and the department's name shall contain black lettering.** ~~and a gold line across the bottom on white paper.~~
- (b) The variables **card** shall be the **contain the;** name, ~~of the person,~~ and position, **department, business** the address and telephone number **of the person.**
- (c) The business card may be paper or digital.



POLICY SECTION: Administration

SUB-SECTION:

POLICY NAME: Business Cards

POLICY NO: A. 17

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

REGULAR BOARD

PROPOSED PLAN TO INCREASE THE NUMBER OF ADMINISTRATORS RECEIVING PROFESSIONAL DEVELOPMENT IN SPECIAL EDUCATION

"I took it and drank; and when I had drunk it, my heart poured forth understanding, and wisdom increased in my breast, for my spirit retained its memory...(2 Esdras 14:40)"

Created, Draft	First Tabling	Review
May 14, 2019	June 13, 2019	Click here to enter a date.

Linda Maselli-Jackman, Superintendent of Education, Special Services

RECOMMENDATION REPORT

Vision:

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of Academic Affairs

L. Noronha
Associate Director of Facilities,
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Chief Financial Officer

A. EXECUTIVE SUMMARY

This report addresses the motion recommended by SEAC and approved at Board concerning the need to increase the number of Administrators (Principals and Vice Principals) with qualifications in Special Education. Furthermore, it summarizes proposed means for Administrators to obtain such qualifications, with potential costs to the Board and timelines for doing so.

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

B. PURPOSE

1. This recommendation report is on the order paper of the Regular Board in response to a SEAC inquiry about increasing the number of Principals and Vice Principals with additional professional qualifications and/or professional development opportunities in Special Education.
2. The three goals of this plan are to:
 - a. Create opportunities for current Principals and Vice Principals with extended experience in-role to receive additional professional qualifications and/or professional development in Special Education;
 - b. Create opportunities for Principals and Vice Principals new to the role to receive additional professional qualifications and/or professional development in Special Education; and
 - c. Update eligibility requirements of candidates for the role of Principal to have at least one Additional Qualification (AQ) course in Special Education, such as that which is delivered by the Catholic Principals' Council | Ontario (CPCO) entitled, *Special Education for Administrators (SEA)*.

C. BACKGROUND

1. This report is on the Order Paper of the June 13, 2019 Regular Board based on the following SEAC recommended motion that was carried by Board on February 21, 2019:

“Increasing the Number of Principals who are Experienced with Students with Special Needs: that to further promote the inclusion of Special Education

Needs (SEN) students and to support the Toronto Catholic District School Board's (TCDSB) Mission Statement of inclusion, staff prepare a plan to increase the number of Principals and Vice Principals in the system with Special Education and professional development qualifications and successfully implement the inclusion of SEN students in regular classes as an educator."

D. EVIDENCE/RESEARCH/ANALYSIS

Proposed Professional Development Plan

1. This proposed plan for increasing the number of Principals and Vice Principals receiving professional development in Special Education is the culmination of ideas generated during a series of consultations, since February 2019, to gather feedback from the following sources:
 - a. Current Chairs of the Principal and Vice Principal Associations: Secondary School Principals' Association (SSPA), Toronto Catholic (Elementary) Principals' and Vice Principals' Association (TCPVA), and the Secondary School Vice Principals' Association (SSVPA);
 - b. Program Instructors for the TCDSB *Issues and Succession* professional development series for newly-appointed Principals and Vice Principals;
 - c. Additional Qualifications (AQ) Course Instructors for the Catholic Principals Council | Ontario (CPCO) *Special Education for Administrators* course; and
 - d. Two CPCO Senior Professional Staff Members: the Program and Member Services Co-ordinator and Assistant Co-ordinator.
2. This proposed plan would facilitate the engagement of Administrators at any stage in their leadership journey, so that they can use their additional qualification and/or professional development learnings effectively to promote the inclusion of, and provide supports for, students who require Special Education programs and services.
3. The first category of professional development is for Principals and Vice Principals with extended experience in-role. Special Education learning modules developed by CPCO and/or TCDSB Special Services Staff could be

offered adjacent to scheduled K-12 Principal meetings and Vice Principal meetings.

4. An alternative type of professional development for Administrators with extended experience in-role is optional participation in the additional professional qualifications course entitled, *Special Education for Administrators* that is offered either in the evenings during one-half of the school year, or for a one-month period (July) during the summer. This course is facilitated by certified Catholic Principals Council | Ontario (CPCO) instructors.

Successful completion of the CPCO SEA AQ course will result in accreditation on an Administrator's Ontario College of Teachers (OCT) record card, and might also be accredited as a Master's level course at some universities.

5. Professional development for Administrators new to the role would take the form of learning modules offered during the existing professional learning program entitled: *Issues Series* for Vice Principals and *Succession Series* for Principals. This program occurs during the day throughout the school year, and would be updated with learning materials from CPCO. Completion of those modules could lead to potential formalized certification.

Principals and Vice Principals with extended in-role experience are also able to participate on a voluntary basis in this workshop series.

6. Finally, it is recommended that a minimum requirement for Vice Principals submitting an application for the role of Principal be either the Additional Qualification (AQ) course entitled, *Special Education Part 1*, or preferably, the CPCO *Special Education for Administrators AQ* course. It is recommended that a preference be indicated for obtainment of the CPCO SEA AQ Course for Administrators as the requirement for Vice Principals applying for the role of Principal.
7. There is a variety of options for professional development for Administrators of all ranges of experience, which includes, but is not limited to the following:
 - i) **Foundations Course:** for teachers discerning their engagement with the role of school Administrator;

ii) **Transitions Course:** for teachers who have completed all current requirements for the role of school Administrator and are preparing to submit or have already submitted their application for the role of Vice Principal.

iii) **Head Start Summer Institute:** for teachers who have been shortlisted to the role of Vice Principal and Vice Principals recently placed in role; or Vice Principals short-listed for the role of Principal and Principals recently placed in role.

iv) **Issues and Succession Series:** mandatory for Principals and Vice Principals new to the role and optional for Administrators with extended experience in role. This workshop series focuses on key topics in Administration, including those in Special Education.

v) **Various Professional Development Topics:** available for all Administrators through a number of professional education-related sources including, but not limited to, face-to-face and/or on-line modules offered by TCDSB Special Services staff, Osgoode Professional Development, Miller-Thomson LLP Morning Recess Professional Development series, and Keel Cottrell LLP professional development seminars.

Cost-Benefit Analysis

1. One of the roles of the Principal is to act as Chair of the Identification, Placement, and Review Committee (IPRC) for IPRC meetings that lead to an initial identification of a Ministry Exceptionality or for entry into/demission from Intensive Support Programs (ISPs). These meetings are conducted at a central location, by an arms-length IPRC committee.
2. The Education Act, Ontario Regulation 181/98 stipulates that: [with respect to] *The Identification and Placement of Exceptional Pupils, IPRC Chairs have a legal responsibility to ensure that due process is followed in the conduct of the initial IPRC or IPRC review meetings.* Therefore, it is incumbent upon the Board to ensure that Principals receive every possible opportunity to engage in professional development in Special Education in order to inform their leadership in this process.
3. Additionally, Principals hold the responsibility of signing off on students' Individual Education Plans (IEPs) that are generated jointly by the classroom

and Special Education teachers. In order to be as informed as possible about the requirements of these legal documents, Principals would benefit from as much professional development as possible pertaining to Special Education.

4. Baseline data provided to the Board in October 2018 indicate that 67.5% of Principals hold qualifications in Special Education, which leads to the possibility that the balance of Principals could be in a position to need the CPCO SEA AQ course. One cost-mitigation proposal to incentivize for the completion of this additional professional qualification would be for the Board to consider its funding options for a possible 50% subsidy of the course fee upon the Administrator's completion of the course. The cost to the Board would be approximately \$25,000.

The Importance of Cost Incentives for The Completion of Special Education Additional Professional Qualifications

1. Administrators (Principals and Vice Principals) are experiencing work intensification for a variety of reasons including the address of issues in Special Education. Stress and fatigue are frequently reported anecdotally given those intensified responsibilities. Furthermore, the additional time that is required to take AQ courses would likely increase this work intensification. Therefore, a financial cost-savings would help to mitigate the effects of the time-cost to obtain additional professional qualifications such as those in Special Education.
2. Having additional professional qualifications in Special Education would enable current and prospective Administrators to better align their professional learning goals with the TCDSB Multi-Year Strategic Plan (MYSP) 2016-2021, particularly goals related to providing equitable learning environments and accommodating students with individual learning needs to close the opportunity gap.

E. METRICS AND ACCOUNTABILITY

1. The Human Resources Department would monitor the targets set for completion of the Special Education for Administrators course.

F. STAFF RECOMMENDATIONS

Staff recommends the implementation of the following actions to promote an increase in the number of Administrators (Principals and Vice Principals) who have qualifications in Special Education:

1. Create opportunities for existing Principals without additional qualifications in Special Education to engage in professional development. Include the option to take one additional qualification course for which the Board might consider possible funding options to enable the subsidy of half of the fiscal cost of taking this one course in Special Education. The approximate value of this half-cost subsidy would be \$25, 000.
2. Provide the same opportunity for all Vice Principals to obtain a professional qualification in Special Education for which the Board might consider possible funding options to enable the subsidy of half of the fiscal cost of taking this one course in Special Education. This would be at an approximate cost to the Board of \$40, 000 (or less depending upon the number of VPs who currently hold additional qualifications in Special Education).

The maximum total cost to the Board if it were to consider a half-cost subsidy to Administrators for the obtainment of one additional professional qualification in Special Education would be \$65,000.

3. Mandate, as one of the requirements for application to the position of Principal, the completion of either the Special Education (Part 1) Additional Qualification course or equivalent CPCO Special Education Additional Qualification course for School Administrators (SEA AQ).
4. Recommend the completion of the CPCO SEA AQ course as the optimal certification for any Administrators who are taking Special Education qualifications for the first time.



REPORT TO

REGULAR BOARD

STAFF RESPONSES TO VARIOUS SEAC RECOMMENDATIONS PERTAINING TO PROGRAMMING AND SUPPORTS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

"There will, however, be no one in need among you, because the Lord is sure to bless you in the land that the Lord your God is giving you...(Deuteronomy 15:4)"

Created, Draft	First Tabling	Review
June 3, 2019	June 13, 2019	Click here to enter a date.

Linda Maselli-Jackman, Superintendent of Education, Special Services

RECOMMENDATION REPORT

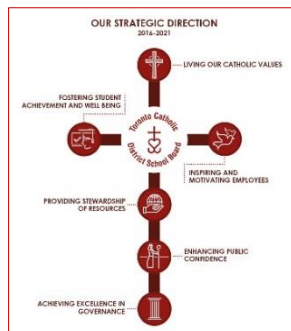
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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

Provided within this report are staff responses to various recommendations made by SEAC to Board regarding suggested adjustments to programming and supports for students with Special Education needs.

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

B. PURPOSE

1. This information report is on the order paper for the 13th June, 2019 Regular Board as a result of motions passed at the 16th May and 28th March, Regular Board meetings. It is intended to address questions on various topics that were recommended by SEAC and passed at Board.

C. BACKGROUND

1. The following SEAC recommended motions have been passed by Board for a staff report:

Regarding 2019-2020 Special Education Budget:

1) That more opportunities be provided for Special Education Needs (SEN) Students to participate in Science, Technology, Engineering, and Math (STEM) / Science, Technology, Engineering, Art and Math (STEAM) special programs and extra-curriculars with a focus on providing equity-based skill learning based on their particular needs;

2) That funding be allocated to hire a Board Certified Behaviour Analyst (BCBA) to provide consultative services to schools, and to train and supervise resource staff in data collection as part of the current services offered to classrooms to assist teachers;

3) That at the very least, the Board maintain the current level of support staff and provide funding for them to obtain Registered Behaviour Training (RBT) certification on, at least, a voluntary basis, including the 40 hours of training and the examinations. These support staff are to be supported by the BCBA;

4) That an Inclusion Coach position be created to further support our Mission Statement, and the hiring/promotion of eight persons to the Inclusion Coach Position, focused on accommodating special education students in classrooms.

Regarding the Annual Report on the Accessibility Standards Policy (A.35):

5) That a representative from SEAC be included in the Members of Accessibility Working Group;

Regarding the need for an Emergency Plan for accommodating Special Education Students and/or Students with a Physical Disability that may be excused from regular hours of School:

6) That the existing resources be trained and utilized more effectively in preemptive de-escalation to prevent behavioral based exclusions;

7) That the school Board provide assistance for alternate arrangements instead of calling parents/caregivers; and

8) That accurate data be collected to better assess the current impact and create a plan to move forward.

Regarding the bringing forward of students to the Identification, Placement, and Review Committee (IPRC):

9) How long does the Board expect a Principal and Teaching Staff to make efforts to accommodate a child in a regular class before starting an IPRC to move the student to the appropriate program?

D. EVIDENCE/RESEARCH/ANALYSIS

1. Opportunities for SEN students to participate in STEM/STEAM

The STEAM/STEM-related groups/clubs in various schools are open to any student who is interested. These include Robotics, etc. Students are admitted

to the STEAM or STEM program courses based on a set of criteria including an admissions assessment and interview. Students may be accepted into the program regardless of their IEP status as long they meet the eligibility criteria. A copy of the program application is attached as **Appendix A**.

In consultation with the Special Education Teacher and/or Guidance Teacher, students and Parents/Guardians have the opportunity to indicate a student's interest in any curricular or extra-curricular activity. Through ongoing communication with the school staff who support students with Special Education Needs, plans can be made to assist SEN students with engaging in desired programs to the best of their ability. Appropriate accommodations will be made as required given that the need for those is indicated to the program or activity's organizers. Curriculum staff that supports STEAM programs will look at providing programming suggestions that would make the extra-curricular activity more inclusive and share that information with principals and teaching staff.

2. **Funding for BCBA**

Ministry funding for the Behaviour Expertise Amount (BEA) 2019-2020 has virtually doubled (98.9%) from \$488,937 in 2018-19 to \$972,538 in 2019-2020. The BEA allocation provides funding for school boards to hire board-level Applied Behaviour Analysis (ABA) expertise professionals, including Board Certified Behaviour Analysts (BCBAs), and to provide training opportunities that will build school board capacity in ABA.

The 2019–20 BEA allocation will have two components: Applied Behaviour Analysis (ABA) Expertise Professionals Amount and the ABA Training Amount.

ABA Expertise Professionals Amount

The ABA Expertise Professionals Amount provides funding for school boards to hire professionals with an expertise in ABA, including Board Certified Behaviour Analysts (BCBAs). The use of ABA instructional approaches is intended for both students with Autism Spectrum Disorder (ASD) and other students with Special Education needs. ABA expertise professionals are intended to support principals, teachers, educators and other school staff by providing and coordinating ABA coaching, training and resources; facilitating

school boards' collaboration with community service providers, parents and schools; and supporting the Connections for Students model.

During this school year, a posting and interview process was conducted to hire one BCBA professional. This process remains incomplete as a result of the candidates having taken employment elsewhere. This process will be engaged once again for the 2019-2020 school year.

ABA Training Amount

The ABA Training Amount provides funding for training opportunities to build school board capacity in ABA.

3. **Maintain the current level of Support Staff and that the Board provide funding for them to receive Registered Behaviour Training (RBT)**

In order to demonstrate its support for the continuation of the current level Special Education programs and services needed to address the requirement of SEN students, the Board of Trustees has passed a motion to preserve the current support staffing complement. However, current budget projections indicate the requirement to reduce the protected complement by 28 EAs and 2 CYWs based on the loss of the Ministry Priority Funding amount. Given the Board's responsibility to pass a balanced budget, it will be required to find efficiencies in other aspects of spending if it intends for there to be no change in the current support staffing complement.

In accordance with current Board professional development offerings and their collective agreement, support staff are invited to engage in a variety of professional learning opportunities that are intended to enhance their work-life experience and ability to support students with Special Education Needs.

Registered Behaviour Therapy (RBT) is a qualification that is external to training/certification requirements for an Education Assistant (EA) or Child and Youth Worker (CYW). It requires 40 hours of training that is supervised by a Board Certified Behaviour Analyst (BCBA), a Board Certified Assistant Behaviour Analyst (BCaBA), or a Board Certified Behaviour Analyst with a Doctoral Designation (with completed dissertation) (BCBA-D). This external, additional qualification, as with any other additional qualifications (for

employees in any work group) are not mandated. It is up to individual employees whether or not they choose to pursue additional qualifications during the course of their employment with the TCDSB.

Should one choose to engage this form of professional development, the supervision that is required would need to be from a professional (in the categories indicated above) that has no professional or collective agreement jurisdiction over EAs or CYWs. Therefore, RBT training for current support staff would be voluntary and would require staff's attention to the coursework outside of the purview of their current work environment. However, RBT training appears to be more applicable to the role of the BCBA for which the Board is in the process of seeking qualified candidates to fill this role.

4. **Inclusion Coach**

The philosophy of the proposed Inclusion Coach is one that currently exists in a very explicit way in the TCDSB. It is made apparent not only in the Mission of the TCDSB, but it is thus also in the Board's and Special Service Department's philosophy. In a particular way as well, this philosophy is evident in the tenets of the specialized roles of Assessment and Programming Teachers in Elementary, and Programming and Assessment Teachers (PATs) in Secondary. These long-standing roles of teachers with added responsibility within the TCDSB Special Services Department were initially designed to achieve exactly what is described in the proposed role of the Inclusion Coach.

As is evidenced in the TCDSB Parent Guide to Special Education (p.1), the Mission of "[t]he TCDSB is an inclusive learning community uniting home, parish, and school and [is] rooted in the love of Christ." The philosophy of the TCDSB indicates that, "[o]ur commitment is to every student. This means...[ensuring] that we develop strategies to help every student learn, no matter their personal circumstance."

"In order to provide an education in the most enabling environment, TCDSB advocates the principle of inclusion as part of a continuum of services/programs which includes modification of the regular class program, withdrawal and intensive support programs if needed".

The TCDSB Special Services Team, including our APTs and PATs, strives for inclusion and the provision of a quality education in the most enabling

environment in their daily work with the students. The APTs and PATs are an example of the very inclusion coaches being sought. Below is an illustration of the complexity of the roles of the APT/PAT whose responsibilities may include:

- a. Completion of educational assessments using standardized and informal assessment measures;
- b. Assistance in the development of Individual Educational Plans;
- c. Use assessments in conjunction with classroom experience, knowledge of curriculum and of research-based materials to help program for students;
- d. Administering the OLSAT 8 screening to grade 4 students (APT);
- e. Supporting and assisting the transition plan for students with special needs from elementary to secondary school (PAT);
- f. Supporting teachers and administrators in understanding and interpreting formal assessment reports and their recommendations to assist with programming strategies;
- g. Conducting and facilitating intake visits and reports for students with high needs transitioning into school;
- h. Liaising between TCDSB and outside agencies;
- i. Supporting and assisting the transition plan for students with special needs from daycare/home to school, from grade to grade, from elementary to secondary school;
- j. Work collaboratively with member of the School Based Support Learning team;
- k. Consultations with school/staff with respect to programming suggestions, supports and intervention strategies as well as the implementation of differentiated instructional approach and strategies;
- l. intervention strategies as well as the implementation of differentiated instructional approach and strategies;
- m. Supporting and facilitating parent visits to Intensive Support Programs;
- n. Supporting administrators and teachers with the IPRC process and presentations to initial and/or Annual IPRC meetings;
- o. Supporting schools in the preparation of an individual student's Specialized Equipment Amount (SEA) claim;
- p. Assisting schools in the preparation of Ministry of Education Special Education Funding Claims, that is, Special Incidence Portion (SIP).

5. **Member of SEAC on Accessibility Working Group**

The Superintendent of Special Services has communicated with the

Superintendent of Area 1 who oversees the AODA Accessibility Working group regarding the request by SEAC to have one of its members sit on the AODA Accessibility Working group (committee). A commitment has been made to honour this request and the item will be placed on an upcoming SEAC agenda for a volunteer from SEAC to sit on the AODA committee.

6. **Emergency Plan for SEN students excused from school:**

i) Existing resources be trained and utilized more effectively in pre-emptive de-escalation:

Highly specialized supports for students and staff regarding behaviour regulation are provided by the Social Work, Behaviour Support, and Autism teams. However, all Special Services staff have the expertise within their various disciplines to provide students, staff, and parents ongoing supports to prevent or mitigate behaviour dysregulation.

The Autism team engages with schools on a referral basis in order to address the needs of students. Higher needs are given priority supports. A Behaviour Support/Safety plan, as needed, is developed with the intention of providing proactive supports and strategies for students and staff before behaviour escalates to the point of becoming disruptive to one's own or others' learning.

The focus for professional development over the last two years has been on Support staff during PA days. Next year there will be a focus on training of Administrators. Currently, Autism Support Teachers go into schools to work with staff who are working directly with the students who need support. Professional development is also done at the school level to address the needs of a specific school. A *Lunch and Learn* session with staff is an ideal way to offer this learning opportunity.

For the Social Work/Behaviour Support Team the *Crisis Prevention Institute* (CPI) is a well-used training provider of de-escalation strategies for TCDSB staff. Training is conducted in a variety of settings including direct instruction to staff at specific schools. In addition to the CPI training opportunities, there are de-escalation workshops offered twice a year. Programs such as *Zones of Regulation* and *Stop Now and Plan (SNAP)* have built-in supports which staff and students can utilize in order to prevent escalation. Registration for the various workshops is managed on a voluntary basis and can be done through the Board's on-line registration platform, *PAL*.

ii) School Board to provide assistance for alternative arrangements instead of calling parents/caregivers:

School staff, including Support Staff, Teachers, and Administrators take seriously their duty of care as educators. In the normal course of their daily responsibilities, they will utilize their professional knowledge and training in order to maximize opportunities for student success. Staff recognize their responsibility to provide for all students, particularly those with Special Education Needs, appropriate accommodations and differentiated instruction in order to enable students to access the curriculum to the best of their ability.

Students' readiness to learn on any given day is also a crucial factor in determining their success. The successful use of self-regulation strategies helps to promote student engagement with the curriculum and to maximize their learning in the school environment. In situations where students are challenged to successfully engage personal strategies for self-regulation, staff resources are either temporarily or more extendedly dedicated to provide needed supports for calming and attention so that students can resume their focus on learning.

In the event of exigent circumstances such as a student's personal illness or complex dysregulation, the Principal might be required to contact the parent/guardian to take the child home. A child's ensuing absence from school would be only as long as necessary for the child to return to a state of readiness to learn. While it is the school's intent to keep every child in school, there are sometimes unavoidable circumstances that would interrupt a student's school attendance. Regarding exigent circumstances that might arise for students during the school day, school staff will endeavour to do all that it can to care for the student while at school; but will call home for Parental/Guardian assistance only if remaining at school becomes detrimental for the student's wellbeing.

iii) Accurate data to be collected to better assess the current impact and create a plan moving forward:

Student attendance is taken on a daily basis and absences for any reason are recorded along with the reasons for absence. Student attendance is regularly

monitored by school staff and interruptions to attendance are monitored for potential patterns that might negatively impact a student's ability to access the curriculum and achieve academic success. Teachers and Administrators validate that good attendance contributes to success and poor attendance detracts from it. Therefore, the home-school partnership that is exemplified by ongoing communication among students, teachers, and parents/guardians is a critical contributor to student success.

7. **Accommodating a child in a regular class before going to IPRC**

The Education Act defines an exceptional student as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a Special Education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

Special Education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a Special Education program. A Special Education program is defined as an educational program that:

- a. is based on and modified by the results of continuous assessment and evaluation;
- b. includes an Individual Education Plan (IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

All children learn differently. Therefore, program modifications may be incorporated into a formalized IEP which focuses on the child's strengths as well as areas of need. The IEP is developed by the school, in consultation with the parent. It must include:

- a. specific educational expectations;
- b. an outline of the special education program and services that will be received;
- c. a statement about the methods by which the student's progress is reviewed;

- d. for students 14 years and older a plan for transition to appropriate post-secondary school activities, such as work, further education and community living.

If a formalized assessment and/or additional information is needed, a variety of Special Services staff is available within the TCDSB to conduct these assessments. Parents have the option to seek assessments from private sources outside the Board at their own cost.

The educational assessment may include a review of the student's work and academic records, administration of standardized group tests and, if deemed necessary, individual assessments.

Depending on the nature of the student's learning needs, the IPRC may wish to consider other assessments such as psychological, psychiatric, audiological, social work and speech-language pathology.

All of these assessments are carried out by qualified professional staff employed by the Board with the provision of informed parental consent.

In the event that programming in the mainstream classroom is not the most enabling environment for a student, consideration is given to proceed to the Identification, Placement, and Review Committee for consideration of a Special Education program and/or services.

The Identification, Placement and Review Committee (IPRC) has three essential functions:

- a. to determine the strengths and needs of a student;
- b. to identify the student's exceptionality according to the categories and definitions provided by the Ministry of Education;
- c. to recommend program placement to be followed by the development/modification of the Individual Education Plan.

An IPRC meeting can be requested by either the Principal or the Parent/Guardian. The principal may, with written notice to the parent, refer the student to an IPRC when the principal and the teacher(s) believe that the student may benefit from a Special Education program. A Parent/Guardian can request an IPRC meeting by providing the Principal with a written request.

Once the IPRC meeting is convened, Parents/Guardians and students age 16 and older are entitled to attend. Others who may attend are:

- a. the Principal or designate;
- b. other professionals such as the student's teacher, Special Education teacher and/or Board support staff;
- c. students under 16 years of age with parent's consent;
- d. an interpreter (requested through the Principal of the student's school);
- e. a person to support or speak on the Parent/Guardian's and student's behalf;
- f. Principals will make every effort to accommodate parental request for specific resource staff to be in attendance.

At an IPRC Meeting, the chair introduces everyone and explains the purpose of the meeting. The IPRC will review all available information about the student. They will:

- a. consider an educational assessment;
- b. consider other assessments as needed;
- c. interview the student (with parental consent if the student is less than 16 years of age) if required;
- d. consider any information that the parent or student submits, including recommendations for programs and services.

The committee may discuss any proposal that has been made about a special education program or special education services for the student. Committee members will discuss any such proposal at the parent's request, or at the request of the student, aged 16 years or older. The parent is encouraged to ask questions and join in the discussion. Following the discussion, after all the information has been presented and considered, the committee will make its decision. As soon as possible after the meeting, the Principal will forward for the Parent's consideration and signature, the IPRC's written statement.

Before the IPRC can consider placing a student in a Special Education class, it must consider whether placement in a regular class with appropriate Special Education services will:

- a. meet the student's needs;
- b. be consistent with the parent's preferences.

If the IPRC determines that placement in a regular class will meet the student's needs and the parent agrees, the committee will recommend

placement in a regular class with appropriate special education services. If the committee decides that the student should be placed in a Special Education class, it must state the reasons for the decision in its written statement of decision.

Special Education Programs

In addition to Special Education Resource at each school, the following Intensive Support Programs (ISP) are available at some school locations:

- a. Autism
- b. Behaviour
- c. Deaf and Hard-of-Hearing
- d. Developmental Delays
- e. Gifted Congregated
- f. Kindergarten Language Program (KLP)
- g. Learning Disability
- h. Language Impairment
- i. Multiple Exceptionalities

The student's home school will be considered first for providing an appropriate program. For an overview of the Special Education process please refer to **Appendix B**.

E. METRICS AND ACCOUNTABILITY

1. Information and recommendations in this report will be monitored by Special Services staff, Senior staff, and members of the Board.

F. STAFF RECOMMENDATION

This report is for the consideration of the Board.

STEAM APPLICATION FORM

STEAM incorporates all components of the STEM program with an additional focus on creativity within technology.



Surname: _____ First Name: _____

Home Address: _____

Apt #: _____ City: _____

Province: _____ Postal Code: _____

Home Telephone: _____ Present Grade: _____

Date of Birth: _____
 Month Day Year

Current School: _____

School Phone: _____

Parent/Guardian Name: _____

Parent Work #: _____ Parent Cell #: _____

Parent/Guardian Email Address: _____



Please answer all questions using complete sentences.

[illegible][illegible]



- [illegible]

- [illegible]

STUDENT QUESTIONNAIRE (Page 3)



5. Include any other relevant information you would like us to know.

Student Name

Date

STEAM STUDENT SELF-EVALUATION FORM



Name of Student: _____

HOW I SEE MYSELF

Scoring: **1 for Never** **2 for Seldom** **3 for Frequently** **4 for Always**

Quality Producer

I work successfully as a team member	1	2	3	4
I produce quality projects, assignments or performances	1	2	3	4
I use materials effectively and appropriately	1	2	3	4
I meet due dates/deadlines	1	2	3	4
I go above and beyond expectations	1	2	3	4

Effective Communicator

I effectively communicate thoughts and ideas	1	2	3	4
I make positive contributions to lessons/discussions	1	2	3	4
I deal with problems, arguments or fights in a positive way	1	2	3	4

Life-Long Learner

I know who to ask for help and information	1	2	3	4
I know how to find and use a variety of resources	1	2	3	4
I am flexible and creative when necessary	1	2	3	4

Responsible Citizen

I demonstrate personal responsibility for attitude, actions, words and work	1	2	3	4
I follow rules and directions	1	2	3	4
I have a co-operative, positive attitude	1	2	3	4
I am on time for class	1	2	3	4
I have a perfect attendance record	1	2	3	4
I make a positive contribution to the classroom and community	1	2	3	4
I demonstrate respect and understanding for self and others	1	2	3	4

Perceptive Thinker

I demonstrate knowledge and interest in the world and current events	1	2	3	4
I use knowledge and creativity to solve problems	1	2	3	4
I think beyond the obvious	1	2	3	4

Self-Directed Individual

I show maturity and responsibility by making healthy, safe and wise choices	1	2	3	4
I set goals and follow through with them	1	2	3	4
I work up to my potential and show maximum effort	1	2	3	4
I start work, stay on task and complete the assignment without being reminded or prompted	1	2	3	4

Grade 7/8 Teacher School Referral Form (Page 1)

***Teachers are to send this form directly to Mr. Pitterson either in person or by e-mail: Clarence.Pitterson@tcdsb.org

Applicant's Surname: _____ First Name: _____

Current School: _____ School Phone: _____

School Referral Form Completed by: _____ Position: _____

1. Please rate the student in the following areas:

Attributes	Level 1	Level 2	Level 3	Level 4
Is curious and inquisitive				
Works successfully independently				
Works successfully as a team member				
Has a co-operative, positive attitude				
Effectively communicates ideas				
Makes positive contributions to lessons/discussions				
Is a flexible and creative problem solver				
Thinks beyond the obvious				
Knows how to find and use a variety of resources				
Demonstrates respect and understanding for self and others				
Sets goals and follows through with them				
Self-advocates				
Starts work, stays on task, and completes assignments without being reminded or prompted				

2. Do you believe the student possesses the academic ability, work habits and interpersonal skills needed to be successful in an enriched academic Science, Technology, Engineering and Mathematics program? Explain.

Grade 7/8 Teacher School Referral Form (Page 2)

3. Include any other relevant information that should be considered.

Teacher Name (please print)

Date

STEAM APPLICATION FORM - Checklist

Checklist

- ☐ STEAM Application
- ☐ Student Questionnaire/Reflections
- ☐ Elementary School Referral Form
- ☐ Photocopy of Grade 7 Final Report

Dates To Remember

- ☐ Application Due Date: Tuesday, November 6, 2018
- ☐ Program Testing: Thursday, November 15, 2018 (library)
- ☐ Acceptance Letters Sent: Monday, December 10, 2018

Final Acceptance Criteria

- ☐ Questionnaire/Self-Reflection
- ☐ Screening Assessments - based on grade 7 curriculum
- ☐ Teacher Recommendation
- ☐ Academic Report Card (June 2018)
- ☐ Standardized Test Data – EQAO, CAT-4
- ☐ Some schools may include an Interview

Contact Information

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Overview of the Special Education Process

Classroom Teacher identifies student needs. The Classroom Teacher provides instruction to support student needs as per **Learning for All, 2013**.

Parents are involved at each level of the process.

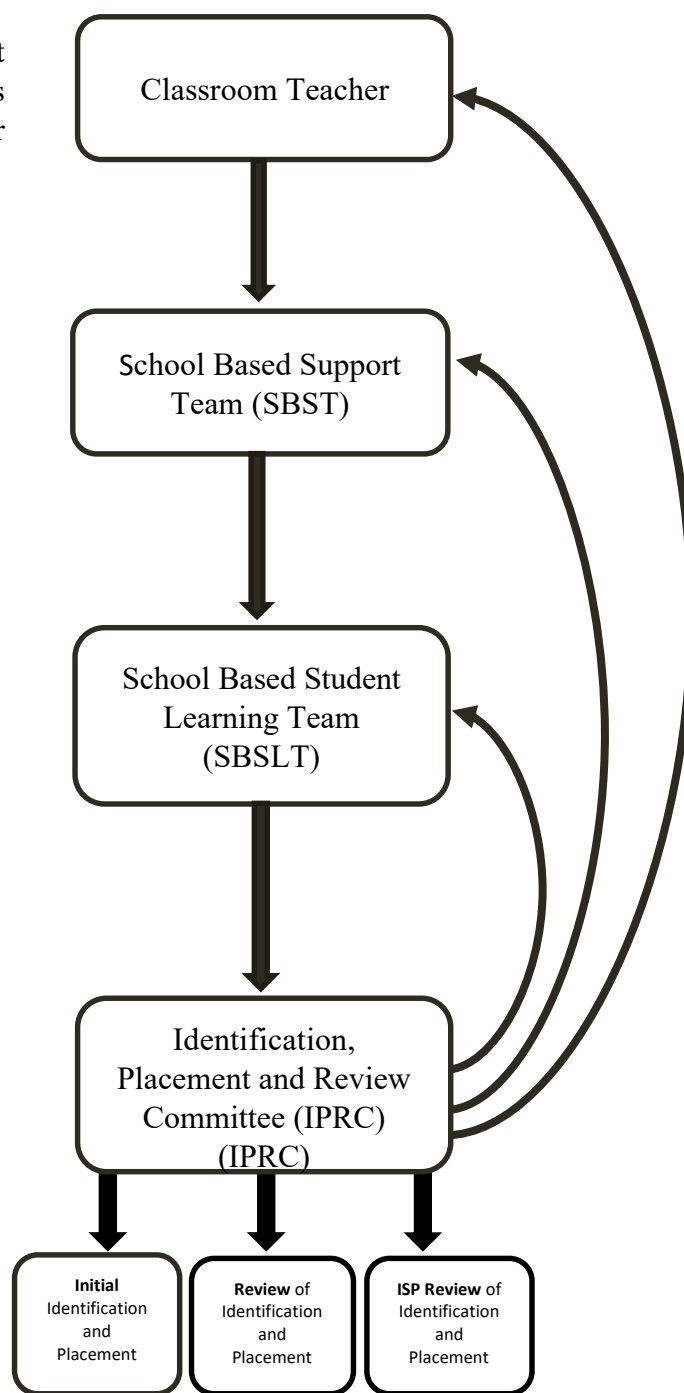
Classroom Teacher discusses student needs with the SBST, including the Principal, the Special Education Teacher, the Department Head or Guidance (in Secondary). He/She implements suggested strategies and observes and reflects on student progress. An IEP may be developed to support student needs.

Student lack of progress may suggest the need for strategies beyond those identified through SBST. The Psychologist, Social Worker, Speech and Language Pathologist and Assessment and Programming Teacher may provide additional strategies to school staff to support student learning at an SBSLT.

An IEP may be developed to support student needs or may be expanded to include new strategies. If appropriate, a student assessment may be requested.

Assessment results may indicate the need to identify a student. An IPRC may be held to determine the identification and placement of a student.

Each year the Identification, Placement and Review Committee meets to review student progress.



May 2, 2019

Dear Trustee and Chair Maria Rizzo:

My name is Omari Bellot and I am the Co-Chair along with Co-Chair Cary Auwaerter of Our Lady of the Assumption School. It has been brought to our attention that a number of parents are expressing grave concerns over the academic welfare of their children due to the budget cuts in the 5th Block and ESL programs. The news that these programs are cut from our children's program in addition to further cuts in the ESL classes resulting in a loss of 2 full time ESL teachers to one half time teacher is very unacceptable.

Over 35% of the school population are ESL students at OLA. How can one half time teacher possibly support our children who are learning English for the first time? Which students' needs are going to be prioritized? We don't understand how the TCDSB website can stress on excellence through equity and inclusivity in education when this is a contra indication of what the Board stands for.

The parents are happy with the program that the teachers at OLA provide which not only focuses on **academic achievement**, but also provides a **safe and inclusive experience** for students just arriving in Canada. The budget concern was raised at our last CSPC meeting. Principal Ms. Garlow said that our school is unique in that most of our students have been recently reunited with family after many years of separation and are trying to fully immerse themselves in an environment where they are trying their absolute best to understand a different language. She shared that our ESL classes provide an environment where students share their experiences and struggles of immigrating to a new country. This is a community where they all have something in common and a **community** in which they feel that they **belong**. Isn't this the theme of the TCDSB Pastoral Plan ***We belong?***

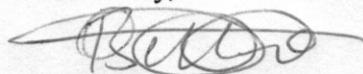
Listening to teachers' concerns that the government places much importance on the EQAO test and the grade 10 Literacy Test in order for students to receive their high school diploma, I would like to stress our deepest fears that a half time ESL teacher is **not adequate** for our children to succeed in these tests or graduate from high school.

We understand that the **early years** in elementary school are the most **critical** to learning a new language and our children should have the support of professional teachers to help them acquire English in Canada, a country they now call home.

You are our Trustee and representative of our needs. We turn to you hoping you will support our parent community and the learning of our children. We work very hard and many of us hold down two to three jobs to provide a good life for our children.

Thank you on behalf of OLA CSPC and the parent community.

Sincerely,



Omari Bellot
Co-Chair - OLA CSPC

Cc; Principal Ms. Garlow

News Release

Ontario Government Taking a Flexible, Fair and Reasonable Approach to Managing Public Sector Compensation

June 5, 2019

Proposed legislation would allow for reasonable wage increases while protecting vital services and fiscal sustainability

Today, Peter Bethlenfalvy, President of the Treasury Board, introduced legislation that would enable the government to manage public sector compensation growth. If passed, the legislation would allow for reasonable wage increases, while protecting the province's front-line services, restoring the province's financial position and respecting taxpayer dollars.

The proposed legislation, Protecting a Sustainable Public Sector for Future Generations Act, 2019, would not impede the collective bargaining process nor impact existing agreements. Rather, it would put reasonable, time-limited requirements on new compensation increases for unionized and non-unionized employees in Ontario's public sector while maintaining existing opportunities for pay increases, such as movement through salary ranges.

The proposed legislative approach would not impose wage freezes, wage rollbacks or public sector job losses. Additionally, Ontario's public sector employees would maintain eligibility for compensation increases and be able to negotiate terms and conditions.

"Since being elected, our government has made great strides in restoring sustainability to the province's finances," said Bethlenfalvy. "We must do all we can to protect front-line services and public sector jobs, while ensuring a strong and sustainable fiscal situation now and for future generations. Through the legislation introduced today, we are proposing a fair, consistent and time-limited approach to moderating compensation that applies across the provincial public sector."

In Ontario, public sector compensation represents roughly half of all government expenditures, totaling over \$72 billion annually. By taking steps to ensure increases in public sector compensation reflect the fiscal reality of the province, the government is working to protect jobs, workers and vital services, now and as the government tackles Ontario's debt.

"We are taking these steps precisely so we can protect vital services and the workers who deliver them," said Bethlenfalvy. "If we do not take this action, we could be putting tens of thousands of jobs at risk, which our government refuses to do."

The government is asking all interested stakeholders to review the draft measures and continue to provide feedback over the summer, at ontario.ca/page/protecting-sustainable-public-sector-future-generations-act-2019

The government is also continuing to accept feedback from public sector bargaining agents and employers that participated in the government's Spring 2019 consultations by email to PSconsultations@ontario.ca.

QUICK FACTS

- On April 4, 2019, the government invited Ontario's public sector employers and bargaining agents to share their feedback on how to achieve reasonable public sector compensation growth. Interested stakeholders can continue to provide feedback on the government's proposed path forward.
- Every one per cent increase in compensation-related spending translates into approximately \$720 million in additional costs.
- Collectively, provincial public sector organizations employ approximately 1.2 million workers across multiple sectors.
- As of the 2019 Ontario Budget, Ontario's Government for the People is projected to reduce the Province's \$15 billion inherited deficit by \$3.3 billion to \$11.7 billion in 2018-19.

BACKGROUND INFORMATION

- Protecting a Sustainable Public Sector for Future Generations Act, 2019

ADDITIONAL RESOURCES

- [Protecting a Sustainable Public Sector for Future Generations Act, 2019](#)
- [Ontario Public Sector Consultations](#)
- [Minister Bethlenfalvy's address to the Canadian Club](#)
- [2019 Ontario Budget: Protecting What Matters Most](#)
- [Learn more about Ontario's Finances](#)

MASTER PENDING LIST AND ROLLING CALENDAR TO JUNE 13, 2019

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Nov-18 Corporate Services	Sep-19	Corporate Services	That staff return for final approval of the project once the RFP results are finalized (Public Meeting Room Audio Visual Upgrades –Funding)	Associate Director of Facilities, Business & Comm. Dev & CFO
2	Mar-19 Corporate Services	Sep-19	Corporate Services	Report regarding further analysis to see how priority neighbourhoods could be assisted with bank fees (March 2019 School Cash Suite Progress Report)	Associate Director of Facilities, Business & Comm. Dev & CFO
3	Apr-19 Corporate Services	TBD	Corporate Services	Report on meeting with staff, Trustee (s) and key members of the O'Connor Heritage House Committee to determine what kind of partnership would be feasible going forward (Senator O'Connor College School Estate Building (Ward 11))	Associate Director of Facilities, Business & Comm. Dev & CFO
4	May-19 Corporate Services	Sep-19	Corporate Services	Report regarding Playground Forms (Inquiry from Trustee Rizzo)	Associate Director of Facilities, Business & Comm. Dev & CFO
5	Aug-18 Regular Board	TBD	Regular Board	Report on a community market or similar 'services-in-kind' approach as an enhancement for fundraising and donations in an attempt to close the wide gap that currently exists between our schools related to learning enhancements available for our students (Consultation Survey Results: Proposed Sharing of School Fundraising Revenue)	Director of Education

6	Jan-19 Regular Board	TBD	Regular Board	Report regarding Website Protocols (Delegation: Teresa de Stefano regarding TCDSB Website Protocols)	Associate Director of Facilities, Business & Comm. Dev & CFO
7	May-19 Regular Board	TBC	Regular Board	Report regarding 2019-2020 Budget – Support for Playgrounds/Outdoor Revitalization Investment (Delegations: Jo-Ann Davis, Chair of the CSPC for St. Vincent de Paul Catholic School; Francesco Martire, spokesperson for the Catholic School Parent Council Outdoor Sub-Committee for St. Vincent de Paul Catholic School)	Associate Director of Facilities, Business & Comm. Dev & CFO
8	May-19 Regular Board	Oct-19	Regular Board	Report following the October 8, 2019 Governance and Policy Committee meeting, (Delegation: Lisa Valent regarding Board Policy regarding French Immersion Admissions Criteria)	Superintendent of Education, Area 4
9	May-19 Regular Board	TBD	Student Achievement	Report from the Catholic Education and Living Our Catholic Values Sub-Committee regarding Improving Inclusiveness for the Toronto Catholic District School Board's (TCDSB) Lesbian, Gay, Bisexual and Transgender (LGBT) Students (Delegation: Paolo De Buono)	Associate Director, Academic Affairs
10	May-19 Regular Board	TBD	Student Achievement	Report from the Catholic Education and Living Our Catholic Values Sub-Committee regarding Code of Conduct wording on Respect; adding Gender Identity, Gender Expression, Marital Status and Family Status to the list of prohibited grounds of discrimination in Code of Conduct; and Changes to the Code of Conduct Policy	Associate Director, Academic Affairs

				(Delegations: Emily De Decker; Iola Fortino; Ina Rocha; and Elio Freitas)	
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2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (P)	Corporate Services	<u>B.R.01 Rental of Surplus School Space & Properties</u> Policy Metric	A.D. Facilities, Business, Community Development
2	February (Q)	Corporate Services	Financial Status Update Report #1	A.D. Facilities, Business, Community Development
3	March (A)	Corporate Services	Budget Series Report: Financial Planning and Consultation Review	A.D. Facilities, Business, Community Development
4	March (A)	Corporate Services	Consensus Student Enrolment Projection	A.D. Facilities, Business, Community Development
5	March (A/P)	Corporate Services	Transportation Annual Report and <u>S.T.01 Transportation</u> Policy Metric	A.D. Facilities, Business, Community Development
6	April (A)	Corporate Services	Budget Series Report: Grants for Student Needs Update	A.D. Facilities, Business, Community Development
7	May (P)	Corporate Services	<u>A.18 Development Proposals, Amendments and Official Plans and Bylaws</u> Policy Metric	A.D. Facilities, Business, Community Development
8	May (Q)	Corporate Services	Financial Status Update Report #2	A.D. Facilities, Business, Community Development
9	May (A)	Corporate Services	Budget Series Report: Preliminary Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
10	June (A)	Corporate Services	Budget Series Report: Recommended Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
11	June (A)	Corporate Services	Delegated Authority Report	A.D. Facilities, Business, Community Development
12	September (Q)	Corporate Services	Financial Status Update Report #3	A.D. Facilities, Business, Community Development

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

13	September (A)	Corporate Services	Preliminary Enrolment Report for Elementary and Secondary Schools and S.A.01 <u>Elementary Admission and Placement</u> Policy Metric	A.D. Facilities, Business, Community Development
14	September (A)	Corporate Services	Capital Program Update	A.D. Facilities, Business, Community Development
15	September (A)	Corporate Services	Delegated Authority Update Report	A.D. Facilities, Business, Community Development
16	October (A)	Corporate Services	Trustee Honorarium Report	A.D. Facilities, Business, Community Development
17	November (A)	Corporate Services	Legal Fees Report	A.D. Facilities, Business, Community Development
18	November (A/Q)	Corporate Services	Audited Financial Statement and Financial Status Update #4	A.D. Facilities, Business, Community Development
19	December (A)	Corporate Services	Budget Series Report: Revised Budget Estimates for the Current Fiscal Year	A.D. Facilities, Business, Community Development
20	December (A)	Corporate Services	Annual Investment Report	A.D. Facilities, Business, Community Development
21	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
22	March (A)	Regular Board	Staffing Projections Report	Associate Director Academic Services
23	April (A)	Regular Board	Education Development Charges Policy Review	A.D. Facilities, Business, Community Development
24	August (P)	Regular Board	<u>T.19 Electronic Participation in Meetings of the Board, Committees of the Board, and Committee of the Whole Board</u> Metric	Director of Education
25	August (P)	Regular Board	<u>H.M. 19</u> Conflict Resolution Department	Associate Director Academic Services

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

26	October (P)	Regular Board	<u>H.M.33 Acceptance of Hospitality or Gifts Policy Metric</u>	Director of Education
27	October (A)	Regular Board	Ongoing Exit and Entry Surveys for all students either changing schools within the Board or entering or exiting the Board	A.D. Facilities, Business, Community Development
28	November (A)	Regular Board	Annual Report on the Multi Year Strategic Plan	Director of Education
29	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
30	December (A)	Regular Board	Director's Annual Report	Director of Education
31	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
32	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
33	January (P)	Student Achievement	<u>A.35 Accessibility Standards Policy Metric</u>	Associate Director Academic Services
34	February (P)	Student Achievement	<u>S. 19 External Research Policy Metric</u>	Associate Director Academic Services
35	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
36	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development
37	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
38	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free Policy Metric</u>	Associate Director Academic Services
39	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start Policy Metric</u>	Associate Director Academic Services
40	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

41	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services
42	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report and <u>A.37 Communications</u> Policy Metric	Director of Education
43	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services
44	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services
45	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
46	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO); the Grade 9 Assessment of Mathematics; and the OSSLT Assessment (EQAO)	Associate Director Academic Services
47	October (A)	Student Achievement	<u>S.22 Religious Accommodation</u> Policy Report and <u>S.S.02 Opening or Closing Exercises</u> Policy Report	Associate Director Academic Services
48	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
49	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
50	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools</u> Policy Report	Associate Director Academic Services

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

51	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services
52	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
53	December (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services