



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

Maria Rizzo, Chair

Michael Del Grande, Vice Chair

Thursday, November 21, 2019

7:00 P.M.

	Pages
10. Presentations	
10.a From the Chair of the Board	1 - 21
11. Delegations	
11.a Joshua Bertini, representative of CUPE Local 1280), regarding Education Workers Alliance (EWA) Plan	22 - 23
11.b Domenico Paglia regarding Long Term Disability (LTD) Plan	24
11.c Lina Naccarato regarding Toronto Catholic District School Board's Long Term Disability (LTD) Renewal for CUPE Local 1328	25 - 26
11.d Val DiGregorio, representative of Local 3155, regarding International Languages	27

15.	<i>Matters recommended by Statutory Committees of the Board</i>	
15.a	<i>Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held October 16, 2019</i>	28 - 38
	<i>Recommendations to Board:</i>	
	<i>1. That staff bring back a report in March 2020 on what the Toronto Catholic District School Board (TCDSB) is doing now and how it can help more of our FASD students (Presentation: Toronto Fetal Alcohol Spectrum Disorder (FASD) Network – Sharron Richards (Former Delegate));</i>	
	<i>2. That staff provide a presentation to SEAC on the exclusion process (Presentation: Safe Schools Annual Report – Superintendent Michael Caccamo); and</i>	
	<i>3. That a presentation be done by Legal Council at a SEAC meeting regarding the review of the By-Laws relating to SEAC’s Agenda Setting, and that staff bring supporting documents (Inquiry from Tyler Munro regarding Processing and Agenda Setting)</i>	
15.c	<i>Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting Held September 16, 2019</i>	39 - 46
19.	<i>Reports of Officials Requiring Action of the Board of Trustees</i>	
19.f	<i>S.S.11 Bullying Prevention and Intervention Policy Update Recommendations</i>	47 - 100
19.g	<i>Updated - Recommendation for Board Approval of the Terms of Reference for the Ukrainian-Canadian Advisory Committee</i>	101 - 108
21.	<i>Listing of Communications</i>	
21.c	<i>Ontario Association of Parents in Catholic Education (OAPCE) Toronto Year-End Report 2018-2019</i>	109 - 119
21.d	<i>OAPCE Toronto Delegation to the Toronto Catholic District School Board on November 7, 2019</i>	120 - 123
21.e	<i>OAPCE Toronto Press Release November 19, 2019</i>	124 - 126

CHAIR'S FINAL REPORT

OCTOBER 18 TO NOVEMBER 21, 2019

*Let the next chapter begin.
It has been a true privilege.*





TCDSB BOARD OF TRUSTEES: BOTTOM ROW FROM LEFT: JOE MARTINO, MARIA RIZZO, MIKE DEL GRANDE, ANGELA KENNEDY AND GARRY TANUAN. TOP ROW FROM LEFT: DANIEL DI GIORGIO, TERESA LUBINSKI, MARKUS DI DOMENICO, IDA LI PRETI, NORM DE PASQUALE, NANCY CRAWFORD AND FRANK D'AMICO.

This year, more than ever trustees have supported school communities in each of our wards and maintained a high public profile representing our board at meetings and events across our city.



OCTOBER 21, 2019

RECOGNIZING THE CANONIZATION OF JOHN HENRY CARDINAL NEWMAN AT CARDINAL NEWMAN, ENCOURAGING ALL STUDENTS TO ASPIRE TO BE LIKE ST. JOHN HENRY NEWMAN, TO HAVE THE COURAGE TO PUT FAITH INTO ACTION EACH AND EVERY DAY, AND TO USE TALENTS WISELY.

FEATURING DIRECTOR RORY MC BUCKINGHAM, TRUSTEE NANCY CRAWFORD, PASTORS AND STAFF. SPECIAL GUEST HIS EMINENCE, CARDINAL COLLINS.



OCTOBER 22, 2019

**SAFE SCHOOL SYMPOSIUM
WITH TRUSTEE FRANK D'AMICO**



**CENTRE FOR ITALIAN CULTURE AND EDUCATION - CENTRO SCUOLA
STANDING ROOM ONLY AT INFORMATION MEETING ON 2020 SUMMER
CREDIT IN ITALY PROGRAM. INFORMATION AVAILABLE ON LINE.**

**CENTRO SCUOLA MOVES HEADQUARTERS
FROM COLUMBUS CENTRE TO ABRUZZI
HOUSE IN YORK SOUTH WESTON. AFTER 40
YEARS. RIBBON CUTTING CEREMONY
ATTENDED BY MANY INCLUDING MICHAEL
CACCAMO.**





OCTOBER 22, 2019

CEREMONY IN HONOR OF VAN ATTACK VICTIM ANNE-MARIE D'AMICO AT SANTA MARIA PARK IN WARD 6. TRUSTEE FRANK D'AMICO JOINS THE D'AMICO FAMILY, COUNCILLOR ANA BAILÃO, RESIDENTS AND STAFF TO HONOUR HER MEMORY AND RE-DEDICATE A PORTION OF THE PARKETTE IN ANNE-MARIE D'AMICO'S NAME.

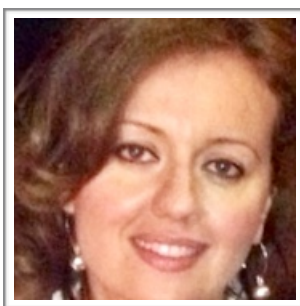


OCTOBER 24, 2019

LATIN HISPANIC HERITAGE MONTH MASS AND EXPOSE WITH TRUSTEE IDA LI PRETI AT ST BASIL THE GREAT CATHOLIC SECONDARY SCHOOL



OCTOBER 25, 2019
WHEN FAITH MEETS PEDAGOGY
TRUSTEE TERESA LUBINSKI



My year as chair has passed and I have survived the minor administrative duties associated with this role because I was supported by an incredible team of committed, hard working professional staff.

A special thanks to Paola Botticella, Executive Assistant to the Director of Education and Chair of the Board, for her endless dedication. Paola supporter the role with patience, humour,



OCTOBER 27, 2019

STUDENT LIFE EXPO 2019

AT THE INVITATION OF ORGANIZERS ATTENDED THIS EVENT AT THE METRO CONVENTION CENTRE. THE EXPO IS CANADA'S LARGEST POST-SECONDARY EDUCATION EVENT FOR HIGH SCHOOL GRADS.

TCDSB can be very proud to have taken swift action as cuts to public health nutrition programs were reversed.

Furthermore, the provincial government cut the red tape removing unnecessary barriers for food banks, not-for-profit organizations and charities involved in food donation and community feeding. So grateful that the Angel Foundation can continue serving 60,000 TCDSB students per day.

In my fifteen years as trustee, it was the only time I can remember one of our motions (cuts to public health food nutrition programs) was adopted by OCSTA and acted upon in less than a week.



OCTOBER 29, 2019

ANNOUNCEMENT BY PROVINCIAL GOVERNMENT TO REMOVE THE REGULATION THAT SCHOOLS MUST MEET THE SAME REQUIREMENTS AS RESTAURANTS TO SERVE FOOD. FEATURING OUR LADY OF LOURDES CATHOLIC SCHOOL, JOHN YAN, EXECUTIVE DIRECTOR OF THE ANGEL FOUNDATION FOR LEARNING AND TRUSTEE MARKUS DE DOMENICO

HALLOWEEN



WINNER OF 2019 FOR BEST HALLOWEEN COSTUME GOES TO
TRUSTEE IDA LI PRETI



RUNNER UP ON SOCIAL
MEDIA
TRUSTEE FRANK D'AMICO



NOVEMBER 5, 2019

ANNUAL CARDINAL'S DINNER WITH TRUSTEES ANGELA KENNEDY, GARRY TANUAN, TERESA LUBINSKI, IDA LIPRETI AND STAFF.





NOVEMBER 6, 2019

RETIREMENT CEREMONY ATTENDED BY TRUSTEES KENNEDY,
D'AMICO, CRAWFORD, TANUAN AND LUBINSKI.
NO RETIREES IN PHOTO - THEY WERE TOO SHY?



TCDSB must undertake a process to consider highest priorities for school bus transportation prior to undertaking the budget for this year.

Trustees must be prepared to determine options for the future governance structure of the Transportation Consortium.

Mr Lloyd Noronha and I will be recommending a process moving forward.

NOVEMBER 8, 2019

HONoured TO SPEND MY FRIDAY EVENING WITH WONDERFUL IL INSTRUCTORS, CENTRO SCUOLA, DOMENICO & PINA SERVELLO, ITALIAN FILM MAKER & DIRECTOR SEBASTIANO RIZZO (NO RELATION) AND ACTRESS ALICE SABATINI



Fotos by. Giovanni Aprea f

NOVEMBER 8, 2019

TRUSTEE MIKE DEL GRANDE AND I ATTENDED THE GOVERNANCE MEETING OF THE TRANSPORTATION CONSORTIUM WITH TDSB REPRESENTATIVES AND ASSOCIATED STAFF. MID NOVEMBER AND PROBLEMS PERSIST WITH STOCK WEST.





NOVEMBER 9, 2019

SPECIAL EDUCATION FAIR ATTENDED BY TRUSTEES D'AMICO AND LI PRETI



NOVEMBER 10, 2019

**JODY HUANG, RECIPIENT
OF THE ALPHA
EDUCATION CATALYST
FOR CHANGE EDUCATOR
AWARD FOR
EMPOWERING YOUNG
PEOPLE TO BETTER
UNDERSTAND THE
HISTORY OF WWII FROM
THE PERSPECTIVE OF
CHINESE CITIZENS.**





NOVEMBER 11, 2019

REMEMBRANCE DAY AT THE CEC, PROSPECT CEMETERY, MOUNT PLEASANT CEMETERY IN NORTH YORK, ETOBICOKE CIVIC CENTRE AND OLD CITY HALL. TRUSTEES REPRESENTED BY DI DOMENICO, D'AMICO, DE PASQUALE, LI PRETI AND MYSELF AT MOUNT PLEASANT





NOVEMBER 15, 2019

TCDSB HOSTED CLAUDIO GUBITOSI, THE FOUNDER OF THE GIFFONI FILM FESTIVAL. 6,500 YOUTH FROM ALL OVER THE WORLD ATTEND. IN GIFFONI, ITALY EVERY JULY. NO TCDSB STUDENTS HAVE PARTICIPATED TO DATE.





NOVEMBER 15, 2019

TRUSTEES LI PRETI, DE DOMENICO, DI GIORGIO, DE PASQUALE, CRAWFORD AND LUBINSKI ATTEND ANGEL FOUNDATION SNOWBALL GALA





NOVEMBER 17, 2019

CEREMONY WE ARE CALLED TO BE LIVING SAINTS
IN SUPPORT OF THE ROSARY APOSTOLATE IN OUR SCHOOLS
TRUSTEE GARRY TANUAN





NOVEMBER 2019
TRUSTEES IN ACTION IN THE BOARDROOM







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	JOSHUA BERTINI
Committee	Regular / Special Board
Date of Presentation	11/21/2019
Topic of Presentation	EWO PLAN
Topic or Issue	Long Term Disability (LTD) is paid, 75% by the TCDSB(employer) and 25% by employee
Details	New Plan for LTD Guaranteed 5% saving over 2 years OR Stay in the same plan and increase in premiums by 19% over 5 years
Action Requested	We are instead recommending a new plan that will mean a guaranteed reduction of premiums by 5% and one that is 35 school boards in Ontario are already participating in.
I am here as a delegate to speak only on my own behalf	No
I am an official representative of the Catholic School Parent Committee(CSPC)	No
I am an official representative of student government	No
I am here as a spokesperson for another group or organization	Yes CUPE Local 1280

I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	11/19/2019



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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For Board Use
Only

Delegation No. _____

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

Name	Domenico Paglia	
Committee	Regular / Special Board	
Date of Presentation	11/21/2019	
Topic of Presentation	LTD Plan	
Topic or Issue	Increasing premiums	
Details	Increasing premiums	
Action Requested	Option to decrease it.	
I am here as a delegate to speak only on my own behalf		
I am an official representative of the Catholic School Parent Committee(CSPC)		
I am an official representative of student government		
I am here as a spokesperson for another group or organization	TD width="440">Yes I.L. Instructors	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	11/20/2019	



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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Only

Delegation No. _____

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

Name	Lina Naccarato	
Committee	Regular / Special Board	
Date of Presentation	11/21/2019	
Topic of Presentation	TCDSB LTD renewal for CUPE Local 1328	
Topic or Issue	The renewal of the TCDSB LTD renewal.	
Details	The increase of the cost associated to the member rate on the premium	
Action Requested	Requesting that the Board consider the Education Workers in Ontario plan already has participation from 35 school boards and it's working- the guaranteed rate of a 5% decrease for the next two years. Why not spend more time doing our homework and making the right decision before the deadline of the end of this year? Our LTD premiums are too important to be rushed like this without a third party opinion on this matter.	
	I am here as a delegate to speak only on my own behalf	
	I am an official representative of the Catholic School Parent Committee(CSPC)	No
	I am an official representative of student government	No

	I am here as a spokesperson for another group or organization	Yes CUPE Local 1328
	I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
	Submittal Date	11/20/2019



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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For Board Use
Only

Delegation No. _____

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

Name	Val DiGregorio	
Committee	Regular / Special Board	
Date of Presentation	11/21/2019	
Topic of Presentation	INTERNATIONAL LANGUAGES	
Topic or Issue	IL REPORT	
Details	DECLINE IN AFTER HOURS	
Action Requested	IL INTEGRATED	
I am here as a delegate to speak only on my own behalf	Yes	
I am an official representative of the Catholic School Parent Committee(CSPC)	No	
I am an official representative of student government	No	
I am here as a spokesperson for another group or organization	Yes LOCAL 3155	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	11/21/2019	

OUR MISSION

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

OUR VISION

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



MINUTES OF THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE PUBLIC SESSION

HELD WEDNESDAY, OCTOBER 16, 2019

PRESENT:

Trustees: A. Kennedy, Chair
N. Crawford

External

Members: Sandra Mastronardi, Vice-Chair
Melanie Battaglia
Lori Ciccolini
Lori Mastrogioseppe
Tyler Munro
Mary Pugh
Glenn Webster
George Wedge

Staff: D. Koenig
M. Caccamo
N. Adragna
V. Cocco
R. Macchia
J. Mirabella
D. Reid
P. Stachiw

S. Harris, Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

2. Roll Call & Apologies

An apology was extended on behalf of Trustee Di Giorgio.

Absent was Gizelle Paine.

3. Approval of the Agenda

MOVED by Tyler Munro, seconded by George Wedge, that the Agenda, as amended to include Inquiries: Items 15c), 15d) and 15e) From Sandra Mastronardi regarding Update on November Resource Fair; Loss of Special Education Staff and Loss of Secondary Level Staff and the Number of College Level Courses due to the Changes to E-Learning and Class Sizes; and Tracking Report Card or Organizational Skills; and 15f) From Tyler Munro regarding Agenda Process and Setting, and that Item 16a) Integrated Action for Inclusion: TCDSB Suspension Rates 2017-18 and 2018-19 be reordered after Item 7c) Safe Schools Annual Report – Superintendent Michael Caccamo, be approved.

On the Vote taken, the Motion was declared

CARRIED

4. Declarations of Interest

There were none.

5. Approval & Signing of the Minutes of the Meeting

MOVED by Trustee Crawford, seconded by Lori Mastrogiuseppe, that the Minutes of the Regular Meeting held September 18, 2019 be approved with the following amendment:

Page 8 – Replace *OADA* with *AODA*.

On the Vote taken, the Motion was declared

CARRIED

7. Presentations

MOVED by Mary Pugh, seconded by Tyler Munro, that Items 7a) and 7b) be adopted as follows:

- 7a) Fetal Alcohol Spectrum Disorder (FASD) Education and Awareness to the Curriculum - Irene Rodaro (Former Delegate); and**
- 7b) Toronto Fetal Alcohol Spectrum Disorder (FASD) Network – Sharron Richards (Former Delegate) received.**

MOVED in AMENDMENT by Trustee Crawford, seconded by Mary Pugh, that SEAC recommend to the Board of Trustees that staff bring back a report in March 2020 on what the Toronto Catholic District School Board (TCDSB) is doing now and how it can help more of our FASD students.

On the Vote taken, the Amendment was declared

CARRIED

On the Vote taken, the Motion, as amended, was declared

CARRIED

MOVED by Lori Mastrogiuseppe, seconded by Lori Ciccolini, that Item 7c) be adopted as follows:

- 7c) Safe Schools Annual Report – Superintendent Michael Caccamo** received.

MOVED in AMENDMENT by George Wedge, seconded by Trustee Crawford, that SEAC recommend to Board that staff provide a presentation to SEAC on the exclusion process.

On the Vote taken, the Amendment was declared

CARRIED

On the Vote taken, the Motion, as amended, was declared

CARRIED

16. Association Reports

MOVED by Tyler Munro, seconded by Melanie Battaglia, that Item 16a) be adopted as follows:

- 16a) Integrated Action for Inclusion: TCDSB Suspension Rates 2017-18 and 2018-19** received and that the chart (on pages 202-203 of the agenda) be attached to the SEAC Minutes to the Board of Trustees.

On the Vote taken, the Motion was declared

CARRIED

9. Notices of Motion

The following Notices of Motions will be considered at the November 20, 2019 SEAC meeting:

- 9a) From Tyler Munro regarding Special Needs Children's Participation in Advanced Programs;**
- 9b) From Tyler Munro regarding Special Equipment Amount Processing Time;**
- 9c) From Tyler Munro regarding Gap in Individual Education Plan Process;**
- 9d) From Tyler Munro regarding Special Education Graduation Rate;**
- 9e) From Tyler Munro regarding New Member Recruitment for SEAC (Community and Association Reps);**
- 9f) From Tyler Munro regarding New Member Recruitment for SEAC (Association Reps);**
- 9g) From Melanie Battaglia regarding Third Party Protocol; and**
- 9h) From Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility**

10. Consent and Review

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

- 11c) Tyler Munro and Melanie Battaglia;
- 14a) Sandra Mastronardi;
- 15a) Melanie Battaglia;
- 15b) Melanie Battaglia;
- 15c) Sandra Mastronardi;
- 15d) Sandra Mastronardi;
- 15e) Sandra Mastronardi; and

15f) Tyler Munro

MOVED by Lori Mastrogiuseppe, seconded by Lori Ciccolini, that the Items not held be received.

On the Vote taken, the Motion was declared

CARRIED

ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION

11a) SEAC Monthly Calendar Review; and

11b) Special Education Superintendent Update

11. Communications

MOVED by Tyler Munro, seconded by Lori Ciccolini, that Item 11c) be adopted as follows:

- 11c) 2019-2020 TCDSB Special Education Plan Review** that this Item be tabled until the November 20, 2019 SEAC meeting.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Melanie Battaglia, that the meeting recess for five minutes.

PRESENT: (Following Recess)

Trustees: A. Kennedy, Chair
N. Crawford

External

Members: Sandra Mastronardi, Vice-Chair
Melanie Battaglia
Lori Ciccolini
Lori Mastrogiuseppe
Tyler Munro
Glenn Webster
George Wedge

15. Inquiries and Miscellaneous

MOVED by Melanie Battaglia, seconded by Tyler Munro, that Items 15a) and 15b) be adopted as follows:

- 15a) Inquiry from Melanie Battaglia and Tyler Munro regarding Ontario Human Rights Commission (OHRC) Launches Right to Read Public Inquiry; and**
- 15b) Inquiry from Melanie Battaglia and Tyler Munro regarding Status of TCDSB 5th Block Programs received.**

On the Vote taken, the Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Glenn Webster, that Item 15c) be adopted as follows:

- 15c) Inquiry from Sandra Mastronardi regarding Update on November Resource Fair received.**

On the Vote taken, the Motion was declared

CARRIED

MOVED by Glenn Webster, seconded by Lori Ciccolini, that Items 15d) and 15e) be adopted as follows:

- 15d) Inquiry from Sandra Mastronardi regarding Loss of Secondary Level Staff and the Number of College Level Courses due to the Changes to E-Learning and Class Sizes;**
- 15e) Inquiry from Sandra Mastronardi regarding Tracking Report Card or Organizational Skills** received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Melanie Battaglia, that Item 15f) be adopted as follows:

- 15f) Inquiry from Tyler Munro regarding Processing and Agenda Setting** received and referred to staff for a presentation by Legal Council at a SEAC meeting regarding the review of the By-Laws relating to SEAC's Agenda Setting, and that staff bring supporting documents.

On the Vote taken, the Motion was declared

CARRIED

19. Adjournment

MOVED by Glenn Webster, seconded by Lori Mastrogiuseppe, that the meeting be adjourned.

On the Vote taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

Suspension Rates at the TCDSB for 2017/18 and 2018/2019 school years

A comparison of special needs students vs non-identified students. (with IEP and without IEP)

Prepared by Tyler Munro, SEAC association member representing Integrated Action for Inclusion.

Description	2017/18	2018/19	Net Change
All Students enrolled	91,107	91,818	+711
All Students Suspended	1,970	1,939	-31
% of Students Suspended	2.16%	2.11%	-0.05%
Students with IEPs	16,935	17,480	+545
IEP students Suspended	864	804	-60
% of IEP students Suspended	5.10%	4.60%	-0.50%
Students without IEPs	74,172	74,338	+166
Non IEP students Suspended	1,106	1,135	+29
% of non IEP students Suspended	1.49%	1.53%	+0.04%
Rate of Suspensions of IEP students above non-IEP students	342%	301%	-41%
Number of IEP students Suspended if the Suspension rate was the same as non-IEP students	252	267	+15
Excess suspensions of IEP students above non-IEP students	612	537	-75

Source SEAC Agenda Safe Schools Report
Oct 17, 2018 2018-19 Tabled Sep.
5, 2019

Expulsion Rates at the TCDSB for 2017/18 and 2018/2019 school years

A comparison of special needs students vs non-identified students. (with IEP and without IEP)

Prepared by Tyler Munro, SEAC association member representing Integrated Action for Inclusion.

Description	2017/18	2018/19	Net Change
All Students enrolled	91,107	91,818	+711
All Students Expelled	74	43	-31
% of students Expelled	0.081%	0.047%	-0.034%
Students with IEPs	16,935	17,480	+545
IEP students Expelled	43	22	-21
% of IEP students Expelled	0.254%	0.126%	-0.128%
Students without IEPs	74,172	74,338	+166
Non IEP students Expelled	31	21	-10
% of non IEP students Expelled	0.042%	0.028%	-0.014%
Rate of Expulsions of IEP students above non-IEP students	607%	450%	-157%
Number of IEP students Expelled if the Expulsion rate was the same as non-IEP students	7	5	-2
Excess Expulsions of IEP students above non-IEP students	36	17	-19

Source SEAC Agenda
May 15, 2019

Safe Schools
Report 2018-19
Tabled Sep. 5,
2019



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

Minutes of a Meeting of the Toronto CPIC

Monday Sep 16, 2019

~ Catholic Education Centre ~

7:00 P.M.

Meeting Date Time & Location:	Sep 16, 2019 7:00 PM to 10:00 PM CEC – Catholic Teachers Centre
Chair:	John Del Grande
Secretary (note-taker):	NTC Reporting & Transcription Inc.

Parent & Community Members Present (voting Members):	W1 – OPEN W2 – Geoffrey Feldman – Secretary W3 – Joe Fiorante – Vice Chair W4 – OPEN W5 – W6 – Gus Gikas - Treasurer W7 – W8 – Ruth Oliveros - Assistant Treasurer W9 – W10 – Annalisa Crudo-Perri ☎ W11 – W12 – John Del Grande - Chair <hr/> PMAL 1 – Isabel Starck PMAL 3 – <hr/> Com Rep 1 – Com Rep 3 – OPEN	W1 – Raul Tellez Rios ☎ W2 – Natalia Marriott W3 – OPEN W4 – OPEN W5 – OPEN W6 – OPEN W7 – OPEN W8 – Wendell Labrador W9 – OPEN W10 – OPEN W11 – Desmond Alvares - Communications W12 – Anthony Antonucci <hr/> PMAL 2 – Karla Coto PMAL 4 – <hr/> Com Rep 2 – Mary Laframboise ☎ ☎ Telephone Symbol
Other Members In Attendance (ex officio and non-voting):	TCDSB Director of Education or Designate: John Wujek TCDSB Trustee Representative or Designate: Garry Tanuan TCDSB Parent Engagement & Toronto CPIC Liaison: Manuela Sequeira TCDSB Communications: Emmy Szekeres-Milne TCDSB Staff Support:	
Apologies for Absence:	Jenny Romero (W9), Ben Xavier (W11),	
Absent:	Melinda Hackett (W4), Randy Bucuo (W7), Patricia Bozzo (CR1)	

Guests and Public in Attendance:	Shereda Antoine (St. Bonaventure) ☎, Dennis Hastings No other guests present
Next Meeting:	Monday Nov 11, 2019 (Inaugural) Location: CEC @ 7:00 PM

AGENDA ITEMS	DISCUSSION & DECISIONS
1. Welcome, Call to Order, Roll Call, Declaration of Quorum and Prayer	The Chair welcomed everyone, called the meeting to order and led the roll call at 07:14 PM . After a determination of Members present, the Chair declared that as quorum was confirmed, the meeting was duly convened and legally constituted. J. Wujek led the opening prayer.
2. Adoption of Proposed Agenda	After those present had an opportunity to read and review the proposed Agenda, and a call for additions and changes was made, the following motion was proposed: Motion 19/09-01a MOVED THAT the proposed Agenda, including additions and changes, be formally adopted as the Meeting Agenda. Mover: <i>R. Tellez-Rios W1</i> Seconded: <i>D. Alvares W11</i> Carried Agenda was reopened and the following motion was proposed Motion 19/09-01b MOVED THAT the proposed Agenda, include as 11.3 the addition to

APPROVED MONDAY NOVEMBER 11, 2019



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

Minutes of a Meeting of the Toronto CPIC

Monday Sep 16, 2019

~ Catholic Education Centre ~

7:00 P.M.

AGENDA ITEMS	DISCUSSION & DECISIONS
	Chair presided over the Meeting.
5. Report from the Trustee Representative or Designate	<p>Trustee Tanuan reported.</p> <ul style="list-style-type: none"> Hon. Stephen Lecce, Minister of Education asked for audience with Catholic school parents. He asked questions about issues that are important to all parents. October 3 - Federal Election Live Debate "A Debate from a Catholic Perspective" - if you want to attend send name to the Chair for tickets. The event will also be live casted. At the Catholic Education and Living our Catholic Values Subcommittee Meeting held in August we discussed: <ul style="list-style-type: none"> forging potential partnerships with other organization to enhance faith and morals in our School Board; TCDSB Whistleblower Policy A.39; Gender identity, gender expression, family status, etc.; Human person, love and sexuality. Code of Conduct Policy S.S.09 On September 19th board meeting, Share Life will be presented by the Archdiocese. At the Student Achievement Subcommittee on September 5, we reviewed the safe school support 2018-2019 report and the annual report on communications and community engagement. At the Corporate Services Subcommittee we looked at the Net Zero Study Report which is to reduce the carbon footprint for all TCDSB schools. The projected Student Information System was moved to the next meeting. This is a major upgrade at a projected cost of \$15 million.
6. Report from the Director of Education or Designate	<p>Superintendent Wujek reported.</p> <ul style="list-style-type: none"> The school admissions tool "S.O.A.R." is being extended to the secondary schools admission process. Principals are being in-serviced and parents will receive information on how to send applications to their child's preferred schools. ProGrant -- the Ministry has advised that all remaining unused PROGrant Funds prior to August 31, 2019 will need to be returned by the TCDSB back to the Ministry of Education. PIC Fund - All schools have unused PIC funds from previous years. No advisement if that these will be clawed back. We are considering a plan to centralize these unused PIC funds and set up a fair system in which any school with an acceptable project can apply for funding from the centralized PIC fund. Manuela will create a spreadsheet for distribution through CPIC Chair. Presented in August at the "Head Start" a 2-day in service for newly place admins in our system. Spoke about parent engagement, and about the first 40 days of school, i.e. CSPC elections, how CSPC chair is assigned a board email address, CSPC funds, fund reporting, budget keeping and minute taking. Parent engagement is a topic at the online principal's meetings to be held on Friday Sep 20, 2019 - CSPC elections, CSPC Funds, CSPC Chair emails. In addition I will introduce the new CPIC election format. CPIC Elections for Odd Wards will be held on Monday Oct 28, 2019 and for vacant Even Wards on Tuesday Oct 29, 2019. We have tentatively chosen locations selected strategically in terms of geography, access, public transit, etc. CSPC S10 Policy went to Trustee Governance and Policy subcommittee on Tuesday Sep 10, 2019. The letter written by A. Crudo-Perri, OAPCE-Toronto and J. Del Grande CPIC Chair with regards to not being fully consulted was read and discussed which resulted in a

APPROVED MONDAY NOVEMBER 11, 2019



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

Minutes of a Meeting of the Toronto CPIC

Monday Sep 16, 2019

~ Catholic Education Centre ~

7:00 P.M.

AGENDA ITEMS	DISCUSSION & DECISIONS
	<p>delay until the December GAP meeting.</p> <p>Motion # 19/09-04 MOVED THAT Staff are requested to report back to this Committee on the amounts by school of unused PIC Funds. Mover: J. Fiorante W3 Seconded: G. Gikas W6 Carried</p>
7. Financial Report from the Treasurer	<p>CPIC Treasurer reported.</p> <p>An overview of spending (attached as Appendix "A") as reported by the TCDSB as at Aug 31, 2019 was provided and discussed by the members.</p> <p>Motion # 19/09-05 MOVED THAT the Financial Report as presented be accepted. Mover: G. Feldman W2 Seconded: R. Tellez-Rios W1 Carried</p>
8. Unfinished (Old) Business and Matters Arising Minutes of Prior Meetings	<p>Unfinished Business/Items Deferred from Prior Meeting</p> <p>8.1 CPIC Logo Refresh and Official Logo Designation: The existing logo and the idea presented by R. Tellez-Rios was discussed by the members and the TCDSB communication staff representative. The following motion was presented.</p> <p>Motion # 19/09-06 MOVED THAT Communications take existing logo, and Raul's design, to find a happy balance, or incorporate them together and make recommendations for a rework -- come back in November meeting. Refer current logo and Raul's concept to Communications. Mover: J. Fiorante W3 Seconded: I. Starck PMAL1 Carried</p> <p style="text-align: center;">Motions for Which a Notice of Motion was Provided</p> <p>8.2 Ratification of Proposed Revised CPIC Bylaws: The draft of the revised CPIC Bylaw distributed last week was discussed, amendments were proposed, and the following encompassing motion was proposed:</p> <p style="text-align: center;">MOVED THAT Toronto CPIC Members ratify the proposed Bylaws as</p> <p>Motion # 19/09-07 amended. Mover: G. Feldman W2 Seconded: R. Tellez-Rios W1 Carried by Unanimous Vote of all Members present</p>
9. Subcommittee Reports & Recommendations	<p><u>STANDING (PERMANENT) SUBCOMMITTEES</u></p> <p><u>9.1 Budget & Priority Setting Subcommittee</u> No report presented.</p> <p><u>9.2 Governance & Procedure Subcommittee</u> No report presented.</p> <p><u>9.3 Nominating & Election Subcommittee</u> No report presented.</p> <p><u>9.4 Conference Planning Subcommittee</u> No report presented.</p> <p><u>9.5 Executive Subcommittee</u> The executive subcommittee minutes from their August 10, 2019 meeting was presented to the members.</p> <p>Motion # 19/09-08 MOVED THAT Toronto CPIC Members accept the Executive</p>

APPROVED MONDAY NOVEMBER 11, 2019

APPENDIX "A" – Financial Report

CPIC Grant & Expenditure Summary

As at August 31, 2019

	CPIC 2018-19	PRO Grant 2018-19
	FR 1452	FR 1563
APPROVED FUNDING	21,262.00	-
CARRYOVER FROM PREVIOUS YEAR	52,695.41	3,278.82
TOTAL FUNDING	73,957.41	3,278.82
EXPENSES:		
Childcare	855.00	-
Consulting	1,500.00	-
Election-Parent Recruitment Expenses	-	-
Media Advertising	-	-
Transcriptions	-	-
Mileage	1,348.89	-
Parent Resources	-	-
Printing & Supplies	1,616.00	-
Promotional Materials	12,711.52	-
Refreshments - Events	2,871.31	-
Refreshments - Meeting	1,627.10	-
Speaker Expenses	3,264.80	-
Telecommunication	3,883.62	-
Translation Services		
TTC Tokens - Buses		
TOTAL EXPENDITURES	29,678.24	-
CARRYOVER TO NEW YEAR	44,279.17	3,278.82

APPROVED MONDAY NOVEMBER 11, 2019

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REPORT TO

REGULAR BOARD

S.S.11 BULLYING PREVENTION AND INTERVENTION POLICY UPDATE RECOMMENDATIONS

*Anyone who claims to be in the light but hates a brother or sister is still in the darkness.
1 John 2:9*

Created, Draft

November 18, 2019

First Tabling

November 21, 2019

Review

[Click here to enter a date.](#)

Michael Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools, and Continuing Education

RECOMMENDATION REPORT

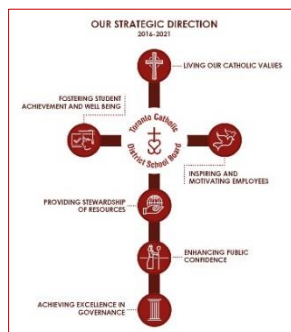
Vision:

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

This report recommends changes to the current S.S.11 Bullying Prevention and Intervention Policy to conform to current legislation, to ensure equity, and to reformat in meta policy format.

The recommended changes to the current S.S.11 Bullying Prevention and Intervention Policy include consideration of – and compliance with – the Education Act (Sections 1, 169.1, 301), with Policy/Program Memorandum 128 (The Provincial Code of Conduct and School Board Codes of Conduct), and with the Ontario Human Rights Code (Sections 1 and 19). The recommended changes to the policy also include language recommended by the Archdiocese of Toronto, which contextualizes that this policy will be interpreted through the lens of the Catholic faith, as articulated by the teachings of the Church and as protected in legislation.

The revised and proposed S.S.11 Bullying Prevention and Intervention Policy reflecting the new language is found in **Appendix A**.

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

B. PURPOSE

1. The draft policy is presently before the Catholic Education and Living Our Catholic Values Subcommittee (the Subcommittee), as it was referred by Board at its May 16, 2019 regular meeting.

C. BACKGROUND

1. The recommended changes to the S.S.11 Bullying Prevention and Intervention Policy follow the approval of changes made to the S.S.09 Code of Conduct Policy and to the S.S.09 Code of Conduct Guidelines at the November 7, 2019, Student Achievement and Well-Being, Catholic Education, and Human Resources Committee.
2. The approved S.S.09 Code of Conduct Policy and the approved S.S.09 Code of Conduct Guidelines include the prohibited grounds of discrimination, as enumerated in the Ontario Human Rights Code and reinforced by the Ministry

of Education's Policy/Program Memorandum 128 (PPM 128): *gender identity, gender expression, family status, and marital status*.

3. The approved S.S.09 Code of Conduct Policy and the approved S.S.09 Code of Conduct Guidelines also include language recommended by the Archdiocese of Toronto, which contextualizes that the policy and guidelines will be interpreted through the lens of the Catholic faith, as articulated by the teachings of the Church and as protected in legislation.
4. The revised and approved S.S.09 Code of Conduct Policy and S.S.09 Code of Conduct Guidelines reflecting the new language are found in **Appendix B, C, and D**.

D. STAFF RECOMMENDATION

That the Board approve the S.S.11 Bullying Prevention and Intervention Policy as amended and proposed in **Appendix A**.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

Date Approved:

September 5, 2013

Date of Next Review:

September 2018

Dates of Amendments:

January 23, 2008

April 4, 2013

November 19, 2015- Board

Cross References:

Education Act Part XIII, Behaviour, Discipline and Safety

Education Act, Sections 1, 169.1, 301

Policy/Program Memorandum 128, The Provincial Code of Conduct and School Board Codes of Conduct

Policy/Program Memorandum 144, 2012 Bullying Prevention and Intervention

Policy/Program Memorandum 145, 2012 Progressive Discipline and Promoting Positive Student Behaviour

Policy/Program Memorandum 149, 2009 Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Services Professionals, and Paraprofessionals

The Ontario Human Rights Code, Sections 1 and 19 —Prohibited Grounds of Discrimination

H.M. 24 Catholic Equity and Inclusive Education Policy

S.S. 09 Code of Conduct Policy

S.S. 01 Suspension and Expulsion Policy

S.S. 10 Progressive Discipline Policy

Appendix A: Investigation and Reporting of Student Bully Behaviours

Purpose:

The Toronto Catholic District School Board is an inclusive 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. Through our Catholic values, we believe in the worth and dignity of every person, and that people thrive in a safe, healthy and compassionate environment. One of the goals of the Board's



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

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Multi-Year Strategic Plan requires that, in order to create equitable learning environments for all students, students will be provided with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all students.

This policy is interpreted through the lens of the Catholic faith as articulated by the teachings of the Church, having due regard for the following:

- Teachings of the Catholic Church, as expressed through various documents of the Universal Church, the Bishops of Canada, the Bishops of Ontario, and the Archdiocese of Toronto.
- Education Act, Sections 1 (4); 169.1; 301
- Program Policy memorandum (PPM) 128 Provincial Code of Conduct and School Board Codes of Conducts, August 29, 2019.
- Ontario Human Rights Code, Sections 1; 19.

This Policy affirms the need for students to feel safe, **included and welcomed** at school. A whole-school approach is required to raise awareness about inclusion, respect and bullying behaviours in order to provide strategies to intervene and prevent bullying for the ~~target~~ **victim**, the witnesses and bystanders, as well as the ~~perpetrator of~~ **student who engages in** bullying behaviours.

A safe and positive learning environment is essential for student achievement and well-being, **and to** supporting students to reach their full potential.

Scope and Responsibility:

The policy extends to all students of the TCDSB and assigns specific duties to principals and employees of the board to ensure compliance with the policy and legislation. The Director of Education, the Superintendent of Safe Schools, and school Principals are responsible for this policy.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

Alignment with MYSP:

Living Our Catholic Values

Strengthening **Enhancing** Public Confidence

Fostering Student Achievement and Well-Being

Financial Impact:

~~The TCDSB Safe Schools Department provides professional learning for TCDSB staff, students and parents in a variety of ways. There would also be costs associated with services provided by external agencies.~~

Legal Impact:

~~The Education Act requires school boards to develop goals for promoting a positive school climate that is inclusive and accepting of all students and for promoting the prevention of bullying. There may be liability that is associated with failure to provide appropriate prevention and intervention strategies to address bullying behaviours occurring at schools.~~

Policy:

The Toronto Catholic District School Board is committed to providing safe, healthy, inclusive, equitable and Christ-centered learning environments that support student achievement and well-being. **A positive school climate exists when all members of the school community respect and treat others fairly at all times regardless of personal characteristics of any kind. All members of school communities will value and respect the teachings of the Catholic Church, including the teaching that all people are created in the image and likeness of God and have infinite dignity and worth.**

This Policy does not adversely affect any right or privilege guaranteed under the Constitution Act 1867: the Canadian Charter of Rights and Freedoms, or the Ontario Human Rights Code.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

Bullying adversely affects a student's **well-being and** ability to learn. **Bullying also** ~~and~~ adversely affects the school climate, including healthy relationships. Bullying behaviour will not be ~~accepted~~ tolerated on school ~~property~~ **premises**, ~~at school-~~ ~~related activities~~, on school buses, or in other circumstances **(e.g. online)**. ~~where~~ ~~engaging in~~ Bullying behaviours **that has** ~~will have~~ an **adverse** impact on the school climate, **including incidents occurring off school property premises and outside school hours, will not be accepted tolerated.** Bullying behaviours presented by students will be investigated and addressed promptly by the principal, and supports will be provided for the ~~target~~ **victim**(s) of bullying behaviours, the individual(s) responsible for the bullying behaviours, and the witnesses and bystanders of the bullying behaviour.

Regulations:

1. Each school in the TCDSB will have a Safe and Accepting Schools Team that will develop a local bullying awareness, prevention and intervention plan consistent with integrating local needs as part of its Safe Schools Plan. The Plan will be posted on each school's portal page.
2. Employees of the board must take seriously all allegations of bullying behaviour and act in a timely, sensitive and supportive manner when responding to students who disclose or report bullying incidents.
3. **Board employees who work directly with students – including administrators, teachers, and other school staff – must respond to any student behaviour that is likely to have a negative impact on the school climate if it is safe to do so. If board employees feel it is not safe to respond, they will be are expected to inform the principal verbally as soon as possible.**
4. Employees, bus drivers, third party service providers, and other individuals identified in the TCDSB Code of Conduct will report to the Principal, as soon as reasonably possible, if they become aware **that** of a student **at a**



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

school of the board who may have engaged in bullying behaviour or any other activity for which suspension or expulsion must be considered. **The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day. In cases where an immediate action is required, an verbal report to the principal may be made. A written report must be made when it is safe to do so. All employee reports made to the principal, including those made verbally, must be confirmed in writing using the** The Safe Schools Incident Reporting Form-Part I ~~must be completed and submitted to the principal by the end of the school day.~~

5. The Principal **must investigate all reports submitted by board employees.** **The principal** will communicate the results of the investigation to the **teacher who made the report. If a board employee who is not a teacher made the report, the principal will communicate the results of the investigation to that employee if the principal considers it appropriate. In all cases, the principal will provide the employee who reported the incident with written acknowledgement using the Safe Schools Incident Reporting Form – Part II.** ~~employee who made the written report.~~

Where the principal has taken action in response to the incident of bullying, a copy of Reporting Form-Part I and accompanying documentation will be filed in the student's OSR **as per the Ministry of Education requirement.**

6. Principals will investigate any report of bullying and will notify the parents/guardians of the student who was harmed ~~and~~ **to** provide information about the **nature of the** activity that led to the harm, **the nature of the harm to the student,** and the steps taken to protect the student's safety. The principal will invite parents/guardians to discuss the supports that will be provided for their child.



POLICY SECTION: SAFE SCHOOLS

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POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

7. Principals will notify the parents/guardians of students who perpetrated **engaged in** the bullying behaviours, ~~and to~~ provide information about the **nature of the** activity that lead to the harm, the nature of the harm to the other student and the nature of any disciplinary measures taken in response to the activity. The principal will invite parents/guardians to discuss the supports that will be provided for their child.

8. A principal shall not notify a parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student's best interest. When principals have decided not to notify the parents that their child was involved in a serious student incident, they must document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision. Principals should also refer students to board resource staff who, if needed, can make referrals to community-based service providers that can provide the appropriate type of confidential support.

In circumstances where board employees have reason to believe that a student may be in need of protection, board employees must call a children's aid society according to the requirements of the Child, Youth and Family Services Act.

9. If dissatisfied with the supports in place by the principal in response to the complaint, parents are encouraged to contact the area superintendent. If the matter remains unresolved, parents may request that the superintendent inform and consult with the Associate Director or Director in order to reach a resolution.

10. Consistent with progressive discipline approaches for correcting inappropriate behaviour, a principal shall consider suspension for a student who engages in bullying behaviours.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

~~11. A student will be suspended pending possible expulsion for bullying behaviour if,~~ **Principals must suspend a student for bullying and consider referring that student for expulsion if,**

- i. The ~~pupil~~ **student** has previously been suspended for bullying, and the ~~pupil's~~ **student's** continuing presence in the school creates, **in the principal's opinion,** an ~~unreasonable~~ **unacceptable** risk to the safety of another person.
- ii. The bullying was motivated by hate, prejudice or bias.

12. Principals must also suspend a student, and consider referring that student for expulsion for any activity considered for suspension [subsection 306 (1) of the Education Act] if the activity 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, family circumstance or any other similar factor (e.g. socio-economic status, appearance).

13. The principal will ensure resources, programs, intervention and other supports identified in the board bullying awareness and prevention plan are provided to students who have been bullied, students who have witnessed incidents of bullying (bystander) and students who have engaged in bullying behaviour to assist them in developing healthy relationships and practicing pro-social behaviours.

The programs, intervention and other supports will be provided by school-based employees of the board, and may be provided by external, third party providers as per the TCDSB Protocol. **For students with special education needs, interventions, supports, and consequences must be consistent with the students' strengths and needs, as well as with the program goals and learning expectations documented in their Individual Education Plan (IEP).**



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

14. The Board will provide annual professional development programs to educate teachers and other school staff about bullying prevention strategies for promoting a positive, **safe, welcoming, and inclusive** school climate.
15. Schools will provide opportunities for students to participate in bullying prevention and leadership initiatives within their own school.
16. The Board will identify safe reporting procedures in bullying awareness, prevention and intervention plans that allow students, parents/guardians and other persons to report incidents of bullying to staff of a school in a way that minimizes the possibility of reprisal and that ensures incidents of bullying are addressed in a timely, sensitive and supportive manner.
17. Principals will support students who want to establish and lead activities ~~and organizations~~ that promote a safe and inclusive learning environment, the acceptance of and respect for others, and the creation of a positive school climate. These activities ~~and organizations~~ may promote gender equity, anti-racism, an understanding and respect for people with disabilities, or an understanding and respect for people of all sexual orientations and gender identities. The activity ~~or organization~~ must promote a positive school climate that is inclusive and accepting of all students, and must be consistent with Catholic ~~social~~ teachings and the expectations of the Code of Conduct.
18. Anonymous surveys will be conducted at least once every two years to collect information from students, staff, parents/guardians in order to develop strategies and initiatives that promote a positive school climate and the prevention of bullying.
19. The TCDSB will proclaim the week beginning on the third Sunday in November ~~in~~ **of** each year as Bullying Awareness and Prevention Week.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

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 **means** activities, and involves:

- 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.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

Safe and Accepting School Teams

Each school must have in place a Safe and Accepting Schools Team responsible for fostering a safe, inclusive and accepting school climate. The team must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal. The team should include at least one student. The Chairperson of this team must be a staff member.

At TCDSB, members of the Safe and Accepting School Teams will have opportunities to meet, provide input into discussions, review data from the student surveys, and provide advice to the principal about school safety and Ministry of Education initiatives related to school climate and safety.

School Climate

The school climate may be defined as 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.

Evaluation and Metrics:

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

1. Annual Safe School climate surveys administered to representative groups of TCDSB students.
2. Anonymous school climate surveys conducted with Parents and Staff at least every two years.
3. Analysis of Safe Schools Data **as reported in the Safe Schools Annual Report.** :Reporting Forms Part I, Progressive Discipline Incident Logs, Suspensions and Expulsions.



REPORT TO

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

**S.S.09 CODE OF CONDUCT POLICY,
DENOMINATIONAL RIGHTS, AND PROHIBITED
GROUNDS OF DISCRIMINATION REPORT**

FOR YOU SAY, 'MY CONDUCT IS PURE, AND I AM CLEAN IN GOD'S SIGHT.'
JOB 11:4

Created, Draft	First Tabling	Review
November 6, 2019	November 7, 2019	Click here to enter a date.
M. Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools and Continuing Education L. Di Marco, Superintendent of Curriculum Leadership, Innovation and Academic ICT R. McGuckin, Director of Education		
RECOMMENDATION REPORT		

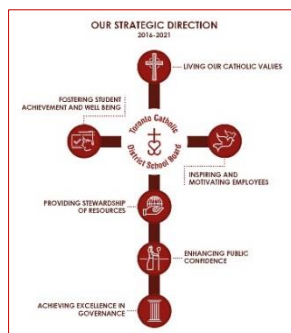
Vision:

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

This report will provide the Board with an update on recent discussions between the Archdiocese of Toronto (the Archdiocese), represented by legal counsel, and the TCDSB, represented by legal counsel and the Director of Education, pertaining to efforts to revise TCDSB policy S.S. 09 Code of Conduct. This is considered an urgent matter as the date by which the Ministry of Education expects school boards to amend their local Codes of Conduct is November 4, 2019.

The draft policy is presently before the Catholic Education and Living Our Catholic Values Subcommittee (the Subcommittee), and has been the subject of research, debate, delegations, a legal opinion, and public interest.

The central theme deals with whether the TCDSB must include the prohibited grounds of discrimination, as enumerated in the Ontario Human Rights Code and reinforced by the Ministry of Education's Policy/Program Memorandum 128 (PPM 128).

The core question being considered is whether the TCDSB is exempt from including the following prohibited grounds of discrimination from its Code of Conduct based on denominational rights and Church teachings: *gender identity, gender expression, family status, and marital status*.

Staff have reviewed the various documents placed before the Subcommittee, have listened to the delegations, reviewed PPM 128, have read the letter from the Human Rights Tribunal Commissioner on September 17, 2019.

Staff have further reviewed proposed language provided by representatives of the Archdiocese on the Subcommittee, and have engaged legal counsel of the Archdiocese on acceptable language. The Archdiocese will accept all prohibited grounds of discrimination as enumerated in the Ontario Human Rights Code, consistent with PPM 128, providing the policy contains language recommended by the Archdiocese which contextualizes that this policy will be interpreted through the lens of the Catholic faith as articulated by the teachings of the Church and protected in legislation.

The revised and proposed policy reflecting the new language is found in **Appendix A**.

Staff recommend that S.S. 09 Code of Conduct policy, as amended on November 4, 2019 arising from dialogue between the TCDSB and Archdiocese of Toronto, be referred back to the Governance and Policy Committee on November 12, 2019.

The cumulative staff time required to prepare this report was 16 hours

B. PURPOSE

1. This report is before the Board as it is deemed to be an urgent, time-sensitive matter. It contains information pertaining new language reviewed by the Archdiocese and TCDSB staff that can inform Board policy S.S. 09 Code of Conduct.

C. BACKGROUND

1. **March 19, 2019** – At Governance and Policy Committee, policy S.S.09 Code of Conduct was referred to the Catholic Education and Living Our Catholic Values Subcommittee.
2. **March 26, 2019** – At the Catholic Education and Living Our Catholic Values Subcommittee, the Code of Conduct policy was deferred until the next Subcommittee meeting, scheduled for April 30, 2019.
3. **April 30, 2019** - At the Catholic Education and Living Our Catholic Values Subcommittee, a delegation was received on this matter. Trustees moved a motion that referred the policy to staff for an infusion of our Roman Catholic denominational rights and Section 29 of the Charter, and that the Policy then return to the Catholic Education and Living our Catholic Values Subcommittee.
4. **May 21, 2019** – At the Catholic Education and Living Our Catholic Values Subcommittee, the meeting was dissolved as it did not have the required membership present with which to continue the meeting.
5. **May 28, 2019** – At the Student Achievement and Well-Being, Catholic Education and Human Resources Committee, delegations were received on this matter and referred to the Subcommittee.

6. **June 11, 2019** – At the Catholic Education and Living Our Catholic Values Subcommittee, a delegation on this matter was received. Trustees deferred the Code of Conduct and all related matters to the next Subcommittee meeting.
7. **August 29, 2019** - At the Catholic Education and Living Our Catholic Values Subcommittee, delegations on this matter were received.
8. **September 5, 2019** - At the Student Achievement and Well-Being, Catholic Education and Human Resources Committee, the Subcommittee's Minutes from the April 30 meeting were approved. It was recommended that the Code of Conduct be referred to staff to stipulate our Roman Catholic denominational rights and Section 29 of the Charter and that the Policy then return to the Catholic Education and Living our Catholic Values Subcommittee.
9. **September 25, 2019** – At the Catholic Education and Living Our Catholic Values Subcommittee, all previous items related to the Code of Conduct were referred to the next Subcommittee meeting of October 30, 2019. Delegations were received on the matter of the Code of Conduct.
10. **October 2, 2019** - At the Student Achievement and Well-Being, Catholic Education and Human Resources Committee, the Minutes from the August 29 meeting of the Subcommittee were tabled. A delegation on the Code of Conduct was received and referred to staff.
11. **October 25, 2019** – Discussions between TCDSB's General Legal Counsel and legal counsel from the Archdiocese began regarding the inclusion in the Code of Conduct policy of the enumerated grounds prohibiting discrimination in the 4 disputed areas: gender identity; gender expression, family status; marital status.
12. **October 30, 2019** – At the Catholic Education and Living Our Catholic Values Subcommittee, multiple delegations were received and referred to staff.
13. **November 1, 2019** – The Director reviewed the proposed language sent by the Archdiocese and adopted it into policy format.

14. **November 4, 2019** – The Archdiocese communicated that it had no objection to the manner in which the Policy and Guidelines were revised to include the contextual language proposed by the Archdiocese and the mandatory inclusion of the prohibited grounds of discrimination in the Ontario Human Rights Code, and reinforced by the Ministry of Education’s PPM 128.
15. **November 5, 2019** – Trustees were advised that the Archdiocese accepted the use all terms identified in the Human Rights Code in the Code of Conduct policy contingent on the use of language that contextualizes the policy through the lens of Catholic denominational rights and teachings.

Trustees were advised that a report about the Code of Conduct, denominational rights and prohibited grounds of discrimination would be presented at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee on November 7, 2019.

D. EVIDENCE/RESEARCH/ANALYSIS

1. At the Catholic Education and Living Our Catholic Values Subcommittee, a number of documents were provided to inform about the Roman Catholic Church’s teachings about gender and sexuality:
 - a. Vatican Paper 2019: 'Male and Female He Created Them'. Towards a Path of Dialogue on the Issue of Gender Theory in Education
 - b. Gender-Ideology: Select-Teaching-Resources
 - c. Speaking the Truth in Love: Pastoral Guidelines for Educators Concerning Students Experiencing Gender Incongruence
 - d. The Human Person, Love and Sexuality: Education Commission of the Assembly of Catholic Bishops of Ontario
2. The Subcommittee also reviewed a letter from Renu Mandhane, Ontario Human Rights Chief Commissioner, regarding Including Gender Identity, Gender Expression, Family Status and Marital Status in the Toronto Catholic District School Board's Code of Conduct Policy
3. Staff reviewed some identified resources related to the themes within the Code of Conduct:
 - a. The Catechism of the Catholic Church. # 364, 1699-1715, 2297, 2333, 2393

- b. Pope St. John Paul II, Letter to Families {1994}, #6 and #19
- c. Pope Benedict XVI, Encyclical letter, Deus Caritas Est. 2005, 5
- d. Pope Benedict – Address to the German Bundestag {September 22, 2011}
- e. Pope Benedict - Address to the Roman Curia {December 21, 2012}
- f. Compendium of the Social Doctrine of the Church, #224
- g. Pontifical Council for the Family, #8 [2000]
- h. Congregation for the Doctrine of the Faith, Letter on the Collaboration of Men and Women in the Church and in the World (2004), #2
- i. Pope Francis, Address to the Bishops of Puerto Rico [June 8, 2015]
- j. Male and Female He Created Them, Vatican Office of the Congregation for Catholic Education, 2019
- k. Ontario Catholic School Graduate Expectations, Institute for Catholic Education (ICE), 2019
- l. Pastoral Guidelines to Assist Students of Same-Sex Attraction, Assembly of Catholic Bishops of Ontario, 2004
- m. Pastoral Guidelines to Assist Students of Same-Sex Attraction: A Parent's Guide, Assembly of Catholic Bishops of Ontario, 2004
- n. Pastoral Ministry to Young People with Same-Sex Attraction, Episcopal Commission for Doctrine, Canadian Conference of Catholic Bishops, June 2011 p. 1-2
- o. Message of Pope Francis for the 48th World Communications Day, June 1, 2014
- p. Ontario Education Act section 169.1 (Ministry amended PPM 128, the Provincial Code of Conduct and School Board Codes of Conduct, August 2019)
- q. TCDSB Pastoral Plan: Rooted in Christ – we Belong, we Believe, we Become, TCDSB, 2018-2021
- r. TCDSB Equity Action Plan 2018-2021
- s. Our Catholic Schools 2006-2007 - A Discussion of Ontario's Catholic Schools and Their Future
- t. Respecting Difference Resource for Catholic School Boards: Clarifications to Support Implementation in Catholic Schools. Ontario Catholic School Trustee Association, 2012

- u. Respecting Difference: A Resource for Catholic Schools in the Province of Ontario - Regarding the Establishment and Running of Activities or Organizations Promoting Equity and Respect for All Students, Ontario Catholic School Trustee Association, January 2012
 - v. Toward a Policy of Care. Josephine Lombardi, Ph.D. January 2019
4. There were twenty-three (23) delegations on the topic of including prohibited grounds of discrimination within the Board's Code of Conduct policy that were received at Board, at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee, and at the Catholic Education and Living Our Catholic Values Subcommittee.
 5. Language provided by the Archdiocese through its representatives on the Catholic Education and Living Our Catholic Values Subcommittee, as well as from its legal counsel, has been integrated into both the Policy and the accompanying Guidelines.

PROPOSED ARCHDIOCESE LANGUAGE	POLICY INTEGRATION
<p><i>Add specific references to protections of denominational rights afforded to Catholic school boards:</i></p> <ul style="list-style-type: none"> • Education Act Part Sections 1, 169.1, 301 • Ontario Human Rights Code, Sections 1 and 19 	<p>This language is presented in the Cross Reference section of the policy document.</p>
<p><i>A positive school climate exists when all members of the school community “respect and treat others fairly at all times regardless of personal characteristics of any kind. All members of school communities and Board worksites will value and respect the teachings of the Catholic Church, including the teaching that all people are created in the image and likeness of God and have infinite dignity and worth.”</i></p>	<p>This language is presented in the policy statement within the policy document.</p>
<p>This policy is interpreted through the lens of the Catholic faith as articulated by the teachings of the Church, having due regard for the following:</p> <ul style="list-style-type: none"> • Teachings of the Catholic Church, as expressed through various documents of the Universal Church, the Bishops of Canada, 	<p>This language is presented in the policy guidelines (Appendix A) in the preamble.</p>

<p>the Bishops of Ontario, and the Archdiocese of Toronto.</p> <ul style="list-style-type: none"> • Education Act, Sections 1 (4); 169.1; 301 • Program Policy memorandum (PPM) 128 Provincial Code of Conduct and School Board Codes of Conducts, August 29, 2019. • Ontario Human Rights Code, Sections 1; 19 	
<p><u>Code of Conduct Guidelines</u> <i>Respect, Civility, and Responsible Citizenship</i></p> <p>The following requirements do not adversely affect any right or privilege guaranteed under the Constitution Act 1867; the Canadian Charter of Rights and Freedoms, or the Ontario Human Rights Code.</p>	<p>This language is presented in the policy guidelines (Appendix A) in the section: Purpose of the Code of Conduct: Standards of Behaviour-Respect, Civility and Responsible Citizenship.</p> <p>The statement precedes the reference to the Ontario Human Rights Code prohibited grounds of discrimination</p>

6. Language mandated by the Ontario Human Rights Code and reinforced by the Ministry of Education's Policy/Program Memorandum 128 have been added to S.S.09 Code of Conduct policy and Guidelines:

MANDATED ONTARIO HUMAN RIGHTS LANGUAGE	POLICY/GUIDELINES LANGUAGE
<p>All members of the school community must:</p> <ul style="list-style-type: none"> • Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability 	<p>This language is presented in the Policy Guidelines (Appendix A) in the section: Purpose of the Code of Conduct: Standards of Behaviour-Respect, Civility and Responsible Citizenship.</p>

7. S.S. 09 Code of Conduct policy has been further revised to reflect the requirements of school boards to enforce a cell phone ban, except for certain conditions. The language below has been added to the Guidelines in the section: Purpose of the Code of Conduct: Standards of Behaviour-Respect, Civility and Responsible Citizenship. All members of the school community must:
- respect the need of others to work in an environment that is conducive to learning and teaching; ***including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes outlined on page 1 of Policy/Program Memorandum No. 128 dated August 29, 2019.***

E. STAFF RECOMMENDATION

That S.S. 09 Code of Conduct policy, as amended on November 4, 2019 arising from dialogue between the TCDSB and the Archdiocese of Toronto, be referred back to the Governance and Policy Committee on November 12, 2019.



POLICY SECTION: SAFE SCHOOLS

Appendix A

SUB-SECTION:

POLICY NAME: Code of Conduct

POLICY NO: S.S.09

Date Approved:

November 7, 2013

Date of Next Review:

November, 2016

Dates of Amendments:

Cross References:

- Education Act Part XIII, Behaviour, Discipline and Safety **Sections 1, 169.1, 301**
- **Ontario Human Rights Code, Sections 1 and 19**
- ~~Program/Policy/Program~~ Memorandum 128, 2012 **2019** *The Provincial Code of Conduct and School Board Codes of Conduct*
- O. Reg. 472/07 Behaviour, Discipline and Safety of Pupils
- Police/School Board Protocol (~~Revised 2013~~)
- ~~S.S.04: Access to School Premises and Trespass~~ **Access to Students in Schools**
- **S.S.14: Trespass**
- ~~S.S.05: Expulsions~~ **S.S.01 – Suspension and Expulsion**
- ~~S.S.06: Suspensions~~
- S.S.10: Progressive Discipline
- S.S.11: Bullying Prevention and Intervention
- T. 07: Community Engagement

Appendix

- Appendix A: TCDSB Code of Conduct S.S.09 Guidelines
- Appendix B: Toronto Police/School Board Protocol

Purpose:

This Policy affirms that all students, parents, and teachers and other school staff have the right to be safe, and to feel safe, in their school community. The purpose of this Policy is to set out how schools will implement and enforce the provincial Code of Conduct and all other rules related to the provincial standards that promote and support respect, civility, responsible citizenship, safety and well-being for all individuals at TCDSB facilities for educational or other activities.



POLICY SECTION: SAFE SCHOOLS

Appendix A

SUB-SECTION:

POLICY NAME: Code of Conduct

POLICY NO: S.S.09

Scope and Responsibility:

This Policy extends to all individuals or organizations engaged in education or other activities while in **that could have an impact on the climate of Toronto Catholic District School Board schools or worksites.** ~~of the Toronto Catholic District School Board.~~ The Director of Education, supported by the Superintendent of Safe Schools and school principals, is responsible for this policy.

Alignment with MYSP:

Living Our Catholic values
Fostering Student Achievement and Well-Being
Achieving Excellence in Governance
Inspiring and Motivating Employees
Strengthening **Enhancing** Public Confidence

Financial Impact:

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

Legal Impact:

~~The Education Act requires school boards and all schools of a board to develop a Code of Conduct that contains clearly articulated standards of behaviour, and outlines what responsibilities are held by stakeholders to promote a safe and accepting school climate.~~



POLICY SECTION: SAFE SCHOOLS

Appendix A

SUB-SECTION:

POLICY NAME: Code of Conduct

POLICY NO: S.S.09

Policy:

The Toronto Catholic District School Board is committed to ensuring that schools be an example of Christian Community that promote, maintain, and encourage responsibility, ~~respect~~, civility, equity, inclusivity, academic excellence and well-being in a safe learning and teaching environment. A positive school climate exists when all members of the school community ~~feel safe, comfortable and accepted, and is supported through a whole school approach~~ **respect and treat others fairly at all times regardless of personal characteristics of any kind. All members of school communities and Board worksites will value and respect the teachings of the Catholic Church, including the teaching that all people are created in the image and likeness of God and have infinite dignity and worth.**

The Code of Conduct for all schools of the TCDSB will be based on the Board's Code of Conduct, allowing for some local standards of behaviour consistent with input from students, parents, staff members and other community members in the school community.

Regulations:

4. The TCDSB Code of Conduct is consistent with the provincial Code of Conduct and clearly sets out the standards of behaviour for all members of the school community **and worksites** including: but not limited to, students, parents, volunteers, teachers and other staff members, board staff, trustees, visitors, third-party service providers and permit holders while on board premises **or at school-related activities.** ~~(Appendix A)~~ **The TCDSB code of conduct is also applicable to all members of the school community for behaviour occurring off school premises or outside of school hours that negatively impacts school climate.**



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Appendix A

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POLICY NAME: Code of Conduct

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~~The Code of Conduct applies to all students while at school, on school buses, at school-related activities, or in other circumstances that could have an impact on the school climate.~~

2. Each school's code of conduct will clearly set out **describe** what is acceptable and what is unacceptable behavior for all members of the elementary, secondary and continuing education school communities, referencing students, parents, staff members, board staff, trustees, visitors, volunteers, third-party service providers, permit holders, and other members of the community.
3. ~~All TCDSB employees who work directly with students must respond to any student behavior that is contrary to the Code of Conduct and likely to have a negative impact on the school climate.~~

Board employees who work directly with students – including administrators, teachers and other school staff – must respond to any student behaviour that is likely to have a negative impact on school climate if it is safe to do so. If the board employees feel it is not safe to respond, they are expected to verbally inform the principal as soon as possible.

4. ~~All TCDSB employees who become aware that a student, registered in a TCDSB school may have engaged in a serious incident shall report the matter to the principal as soon as reasonably possible. The Safe Schools Reporting Form Part I must be completed by the employee and submitted to the principal by the end of the school day.~~

Any board employee who becomes aware that a pupil student at a school of the board may have engaged in a serious student incident for which the pupil



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may be suspended or expelled shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day using the Safe Schools Incident Reporting Form - Part I. In cases where an immediate action is required, a verbal report to the principal may be made and the written report must be made when it is safe to do so. In addition to board employees, school bus drivers, early childhood educators and other staff in board-operated extended-day programs, employees and contractors of third-party operators, and other individuals who are not employees of the board and come into direct contact with pupils students on a regular basis are subject to these same reporting requirements.

5. The Code of Conduct at each school of the TCDSB will be reviewed annually. In developing and reviewing the local standards of behaviour, the principal shall take into consideration the views of the Catholic School ~~Advisory Council~~ **Parent Council (CSPC)** and additionally should seek input from students, staff, parents and other members of the school community.
6. The Code of Conduct will be communicated to the school's community annually.
7. ~~In the situation~~ Where the TCDSB enters into agreement with a third party with respect to rental of school space, or any individual or organization respecting the permitted use of a school and/or premises operated by the Board, the standards of behaviour consistent with the Board's Code of Conduct must be followed.
8. The TCDSB will collaborate with the other district school boards in the city of Toronto and Toronto Police Services to review and revise the mandatory Police/School Board Protocol. The Protocol defines the working relationship and



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appropriate responses to incidents where police involvement ~~of intervention~~ is requested or required in relation to school related incidents. (~~Appendix B~~)

9. The TCDSB will collaborate with other district school boards, Toronto Police Services and community organizations to provide coordinated prevention and intervention programs and services in support of safe and ~~respectful~~ **accepting** school communities.
10. The Board will conduct a thorough review of its Code of Conduct every three (3) years by consulting with Catholic School ~~Advisory~~ **Parent** Councils of the Board and other stakeholders.

Definitions:

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.

Safe and Accepting School Teams

Each school must have in place a Safe and Accepting Schools Team responsible for fostering a safe, inclusive and accepting school climate. The team must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal. The team should include at least one student. The Chairperson of this team must be a staff member.



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At TCDSB, members of the Safe and Accepting School Teams will have opportunities to meet, provide input into discussions, review data from the student surveys, and provide advice to the principal about school safety and Ministry of Education initiatives related to school climate and safety.

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.

Third-Party Service Provider

Any organization, not internal to a school board, that provides services for the TCDSB. Some examples include: regulated health professionals, bus companies, cafeteria operators, etc.

Evaluation and Metrics:

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

1. Anonymous Safe School Climate surveys administered to representative groups of TCDSB students and parents.
2. The Safe and Accepting Schools Team at each school will annually review safe schools data to assess the effectiveness of the school's Code of Conduct and inform of any changes required.

TCDSB Code of Conduct Policy S.S. 09

Appendix A - Guidelines

Preamble:

The Toronto Catholic District School Board is an inclusive 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. Through our Catholic values, we believe in the worth and dignity of every person and that people thrive in a safe, healthy and compassionate environment. One of the goals of the Board's Multi-Year Strategic Plan requires that, in order to create equitable learning environments for all students, ~~we will provide all students~~ **will be provided** with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all ~~pupils, students~~ **students**, ~~and by promoting the prevention of bullying.~~

This policy is interpreted through the lens of the Catholic faith as articulated by the teachings of the Church, having due regard for the following:

- **Teachings of the Catholic Church, as expressed through various documents of the Universal Church, the Bishops of Canada, the Bishops of Ontario, and the Archdiocese of Toronto.**
- **Education Act, Sections 1 (4); 169.1; 301**
- **Program Policy memorandum (PPM) 128 Provincial Code of Conduct and School Board Codes of Conducts, August 29, 2019.**
- **Ontario Human Rights Code, Sections 1; 19.**

Purpose of the Code of Conduct

The TCDSB Code of Conduct is consistent with the requirements set out in the Provincial Code of Conduct, by establishing standards of behaviour for all members of the school community. The following goals are foundational to the Board's Code of Conduct:

1. To ensure that all members of the school community, **especially people in positions of authority**, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.

3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools **and board sites**.
6. To discourage the use of alcohol, ~~and~~ illegal drugs, **and, except by a medical cannabis user, cannabis.**
7. To prevent bullying in schools.

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

The following requirements do not adversely affect any right or privilege guaranteed under the Constitution Act 1867; the Canadian Charter of Rights and Freedoms, or the Ontario Human Rights Code.

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- **respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;**
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;

- respect the need of others to work in an environment that is conducive to learning and teaching; **including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes outlined on page 1 of Policy/Program Memorandum No. 128 dated August 29, 2019**
- not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage other to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Role and Responsibilities

Toronto Catholic District School Board

The Board will provide direction to its schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of the Board to:

- develop policies that set out how schools will implement and enforce the provincial Code of Conduct and all other rules that it develops that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the provincial Code of Conduct and TCDSB's code of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;
- review these policies regularly with those listed above;
- seek input from school councils, Parent Involvement Committees, and the Special Education Advisory Committee;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Principals

Under the direction of the Director of Education, principals take a leadership role in daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they;

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions.

Parents

Parents/**guardians** play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfil their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules;

- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

The Toronto Catholic District School Board will:

a) ~~Provide direction to all schools to ensure opportunity, academic excellence, and accountability in the education system by:~~

- ~~Developing policies that set out how schools will implement and enforce the provincial Code of Conduct and all other rules related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;~~
- ~~Establishing a process that clearly communicates the provincial Code of Conduct and TCDSB Code of Conduct to all parents/guardians, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;~~
- ~~Seeking input and reviewing the TCDSB Code of Conduct and related policies regularly in consultation with principals, teachers and other staff members, students, parents, parish priests, volunteers, community partners/agencies, Catholic School Advisory Councils, Safe and Accepting School Teams, Parent Involvement Committee, Special Education Advisory Committee, and other groups that may not be traditionally consulted;~~
- ~~Providing opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence and well-being in a safe inclusive and accepting learning and teaching environment.~~

b) ~~Ensure that Respect, Civility and Responsible Citizenship are followed by all members of the school community.~~

~~The standards of behaviour apply to all individuals involved in the publicly funded school system including, but not limited to, students, parents, volunteers, teachers and other staff members, superintendents, senior board staff, board~~

~~personnel, trustees, visitors, permit holders/third party with respect to rental of school space, co-op employers, crossing guards, bus drivers, service providers, guests and delivery personnel whether they are present on school property, on school buses, at school-related events or in other circumstances that could have an impact on the school climate.~~

~~All members must:~~

- ~~• Respect and comply with all applicable federal, provincial and municipal laws;~~
- ~~• Demonstrate honesty and integrity;~~
- ~~• Respect differences in people, their ideas, and their opinions;~~
- ~~• Treat one another with dignity and respect at all times, and especially when there is disagreement;~~
- ~~• Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, disability or other;~~
- ~~• Respect the rights of others;~~
- ~~• Show proper care and regard for school property and the property of others;~~
- ~~• Take appropriate measures to help those in need;~~
- ~~• Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;~~
- ~~• Respect all members of the school community, especially persons in positions of authority.~~
- ~~• Respect the need of others to work in an environment that is conducive to learning and teaching.~~

c) **Ensure that a safe and positive climate is promoted in all schools and board sites by:**

- Promoting strategies and initiatives to address inappropriate behaviour, and to foster a positive school climate that supports student achievement in all areas identified in the *Ontario Catholic School Graduate Expectations* and the *TCDSB Multi-Year Strategic Plan*;
- Ensuring that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
- Promoting responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- Maintaining an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- Encouraging the use of non-violent means to resolve conflict;
- Promoting the safety of people in the schools.

d) **Develop awareness/prevention/intervention strategies and will respond to all infractions related to the standards for respect, civility, responsible citizenship, safety including bullying prevention in schools.**

Developing awareness/prevention/intervention strategies and will respond to all activities related to the standards for respect, civility, responsible citizenship, safety including bullying prevention in schools.

The Board will ensure that the following behaviours are responded to promptly and addressed through a progressive discipline approach and consistent with the Education Act and board policies for suspensions and expulsions. **Mitigating and Other Factors must be considered by the principal.**

~~Education Act Section 306 Suspension~~

~~Under subsection 306 (1) of the Education Act, a principal shall consider whether to suspend a pupil if he/she has engaged in any of the following activities on school property, at a school related activity or in other circumstances where engaging in the activity will have an impact on the school climate~~

- ~~1) Uttering a threat to inflict serious bodily harm on another person~~
- ~~2) Possession 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 user 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~~

~~Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board. At TCDSB, these activities include:~~ **Under Board policy, activities for which a principal may suspend a pupil include:**

- ~~● Persistent opposition to authority~~
- ~~● Habitual neglect of duty~~
- ~~● Use of profane or improper language~~
- ~~● Theft~~
- ~~● Aid/incite harmful behaviour~~
- ~~● Physical assault~~

- ~~Being under the influence of illegal drugs~~
- ~~Sexual h~~**Harassment**
- ~~Racial harassment~~
- ~~Fighting~~
- ~~Extortion~~
- ~~Inappropriate use of electronic communications/media~~ **equipment**
- ~~Conduct injurious to the moral tone of the school or to the physical or mental well-being of others~~

Education Act Section 310 Suspension, Investigation and Possible Expulsion

~~Under subsection 310 (1) of the Education Act, a principal shall suspend a pupil if he/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. The principal will conduct an investigation to determine whether to recommend to the board that the pupil be expelled.~~

- ~~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 sexual assault~~
- ~~5) Trafficking in weapons or in illegal drugs~~
- ~~6) Committing robbery~~

~~7) Giving alcohol to a minor~~

- ~~• Bullying, if,~~
 - ~~i. The pupil has previously been suspended for engaging in bullying, and~~
 - ~~ii. The pupil's continuing presence in the school creates an unacceptable risk to the~~
 - ~~iii. safety of another person.~~
- ~~• 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 factor basis.~~

8. Give Cannabis to a minor.

- ~~9. Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled. Under board policy~~ At TCDSB, these activities include:

- ~~• Possession of explosive substance~~
- ~~• Serious or repeated misconduct.~~
- ~~• Refractory conduct~~
- ~~• Conduct injurious to the moral tone of the school or to the physical or mental well-being of others~~

It is also an expectation of the TCDSB Code of Conduct that, in addition to students, all members of the school community not engage in any activity that may compromise school safety or security.

- e) Ensure that principals take a leadership role in their respective school by demonstrating commitment to academic excellence and student well-being**

~~in a safe, inclusive and accepting teaching and learning environment. Principals will provide this leadership by:~~

- ~~• Demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive and accepting teaching and learning environment;~~
 - ~~• Holding everyone under their authority accountable for his or her behaviour and actions in order to maintain proper order and discipline within the school and to ensure the highest standard of respect, civility and responsible behaviour;~~
- f) ~~Ensure that, under the leadership of the principal, teachers and staff will maintain order in the school and are expected to role model and to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:~~
- ~~• Help students work to their full potential and develop their sense of self-worth;~~
 - ~~• Empower students to be positive leaders in their classroom, school, and community;~~
 - ~~• Communicate regularly and meaningfully with parents;~~
 - ~~• Maintain consistent standards of behaviour for all students;~~
 - ~~• Demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;~~
 - ~~• Prepare students for the full responsibilities of citizenship.~~
- g) ~~Ensure that students are treated with respect and dignity and in return students must demonstrate respect for themselves, for others, and for the responsibilities of good citizenship as they work towards the Ontario Catholic School Graduate Expectations. Respect and responsibility are demonstrated when students:~~
- ~~• Come to school prepared, on time, and ready to learn;~~
 - ~~• Show respect for themselves, for others, and for those in authority;~~

- ~~Refrain from bringing anything to school that may compromise the safety of others;~~
 - ~~Follow the established rules and takes responsibility for their own actions.~~
- h) ~~Expect parents to support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfill their role when they:~~
- ~~Assist school staff in dealing with disciplinary issues and by supporting the Code of Conduct and all associated policies;~~
 - ~~Show an active interest in their child's school work and progress;~~
 - ~~Communicate regularly with the school;~~
 - ~~Help their child be neat, appropriately dressed, and prepared for school;~~
 - ~~Ensure that their child attends school regularly and on time;~~
 - ~~Promptly report to the school their child's absence or late arrival;~~
 - ~~Show that they are familiar with the provincial Code of Conduct, the TCDSB Code of Conduct, and school rules;~~
 - ~~Encourage and assist their child in following the rules of behaviour;~~
 - ~~Assist school staff in dealing with disciplinary issues involving their child.~~



POLICY SECTION: SAFE SCHOOLS

Appendix A

SUB-SECTION:

POLICY NAME: Code of Conduct

POLICY NO: S.S.09

Date Approved:

November 7, 2013

Date of Next Review:

November 2024

Dates of Amendments:

November, 2019

Cross References:

- Education Act Sections 1, 169.1, 301
- Ontario Human Rights Code, Sections 1 and 19
- Policy/Program Memorandum 128, 2019 *The Provincial Code of Conduct and School Board Codes of Conduct*
- O. Reg. 472/07 Behaviour, Discipline and Safety of Pupils
- Police/School Board Protocol
- S.S.04: Access to Students in Schools
- S.S.14: Trespass
- S.S.01 Suspension and Expulsion
- S.S.10: Progressive Discipline
- S.S.11: Bullying Prevention and Intervention
- T.07: Community Engagement

Appendix

- Appendix A: TCDSB Code of Conduct S.S.09 Guidelines
- Appendix B: Toronto Police/School Board Protocol

Purpose:

This Policy affirms that all students, parents, and teachers and other school staff have the right to be safe, and to feel safe, in their school community. The purpose of this Policy is to set out how schools will implement and enforce the provincial Code of Conduct and all other rules related to the provincial standards that promote and support respect, civility, responsible citizenship, safety and well-being for all individuals at TCDSB facilities for educational or other activities.



POLICY SECTION: SAFE SCHOOLS

Appendix A

SUB-SECTION:

POLICY NAME: Code of Conduct

POLICY NO: S.S.09

Scope and Responsibility:

This Policy extends to all individuals or organizations engaged in education or other activities that could have an impact on the climate of Toronto Catholic District School Board schools or worksites. The Director of Education, supported by the Superintendent of Safe Schools and school principals, is responsible for this policy.

Alignment with MYSP:

Living Our Catholic values
Fostering Student Achievement and Well-Being
Achieving Excellence in Governance
Inspiring and Motivating Employees
Enhancing Public Confidence

Policy:

The Toronto Catholic District School Board is committed to ensuring that schools be an example of Christian Community that promote, maintain, and encourage responsibility, civility, equity, inclusivity, academic excellence and well-being in a safe learning and teaching environment. A positive school climate exists when all members of the school community respect and treat others fairly at all times regardless of personal characteristics of any kind. All members of school communities and Board worksites will value and respect the teachings of the Catholic Church, including the teaching that all people are created in the image and likeness of God and have infinite dignity and worth.

The Code of Conduct for all schools of the TCDSB will be based on the Board's Code of Conduct, allowing for some local standards of behaviour consistent with



POLICY SECTION: SAFE SCHOOLS

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input from students, parents, staff members and other community members in the school community.

Regulations:

1. The TCDSB Code of Conduct is consistent with the provincial Code of Conduct and clearly sets out the standards of behaviour for all members of the school community and worksites including, but not limited to: students, parents, volunteers, teachers and other staff members, board staff, trustees, visitors, third-party service providers and permit holders while on board premises or at school-related activities. The TCDSB code of conduct is also applicable to all members of the school community for behaviour occurring off school premises or outside of school hours that negatively impacts school climate.
2. Each school's code of conduct will clearly describe acceptable and unacceptable behavior for all members of the elementary, secondary and continuing education school communities, referencing students, parents, staff members, board staff, trustees, visitors, volunteers, third-party service providers, permit holders, and other members of the community.
3. Board employees who work directly with students – including administrators, teachers and other school staff – must respond to any student behaviour that is likely to have a negative impact on school climate if it is safe to do so. If the board employees feel it is not safe to respond, they are expected to verbally inform the principal as soon as possible.
4. Any board employee who becomes aware that a student at a school of the board may have engaged in a serious student incident for which the pupil may be suspended or expelled shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the



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urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day using the Safe Schools Incident Reporting Form - Part I. In cases where an immediate action is required, a verbal report to the principal may be made and the written report must be made when it is safe to do so. In addition to board employees, school bus drivers, early childhood educators and other staff in board-operated extended-day programs, employees and contractors of third-party operators, and other individuals who are not employees of the board and come into direct contact with students on a regular basis are subject to these same reporting requirements.

5. The Code of Conduct at each school of the TCDSB will be reviewed annually. In developing and reviewing the local standards of behaviour, the principal shall take into consideration the views of the Catholic School Parent Council (CSPC) and additionally should seek input from students, staff, parents and other members of the school community.
6. The Code of Conduct will be communicated to the school's community annually.
7. Where the TCDSB enters into agreement with a third party with respect to rental of school space, or any individual or organization respecting the permitted use of a school and/or premises operated by the Board, the standards of behaviour consistent with the Board's Code of Conduct must be followed.
8. The TCDSB will collaborate with the other district school boards in the city of Toronto and Toronto Police Services to review and revise the mandatory Police/School Board Protocol. The Protocol defines the working relationship and appropriate responses to incidents where police involvement is requested or required in relation to school related incidents.



POLICY SECTION: SAFE SCHOOLS

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9. The TCDSB will collaborate with other district school boards, Toronto Police Services and community organizations to provide coordinated prevention and intervention programs and services in support of safe and accepting school communities.
10. The Board will conduct a thorough review of its Code of Conduct every three (3) years by consulting with Catholic School Parent Councils of the Board and other stakeholders.

Definitions:

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.

Safe and Accepting School Teams

Each school must have in place a Safe and Accepting Schools Team responsible for fostering a safe, inclusive and accepting school climate. The team must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal. The team should include at least one student. The Chairperson of this team must be a staff member.

At TCDSB, members of the Safe and Accepting School Teams will have opportunities to meet, provide input into discussions, review data from the student



POLICY SECTION: SAFE SCHOOLS

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surveys, and provide advice to the principal about school safety and Ministry of Education initiatives related to school climate and safety.

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.

Third-Party Service Provider

Any organization, not internal to a school board, that provides services for the TCDSB. Some examples include: regulated health professionals, bus companies, cafeteria operators, etc.

Evaluation and Metrics:

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

1. Anonymous Safe School Climate surveys administered to representative groups of TCDSB students and parents.
2. The Safe and Accepting Schools Team at each school will annually review safe schools data to assess the effectiveness of the school's Code of Conduct and inform of any changes required.

TCDSB Code of Conduct Policy S.S. 09

Guidelines

Preamble:

The Toronto Catholic District School Board is an inclusive 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. Through our Catholic values, we believe in the worth and dignity of every person, and that people thrive in a safe, healthy and compassionate environment. One of the goals of the Board's Multi-Year Strategic Plan requires that, in order to create equitable learning environments for all students, students will be provided with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all students.

This policy is interpreted through the lens of the Catholic faith as articulated by the teachings of the Church, having due regard for the following:

- Teachings of the Catholic Church, as expressed through various documents of the Universal Church, the Bishops of Canada, the Bishops of Ontario, and the Archdiocese of Toronto.
- Education Act, Sections 1 (4); 169.1; 301
- Program Policy memorandum (PPM) 128 Provincial Code of Conduct and School Board Codes of Conducts, August 29, 2019.
- Ontario Human Rights Code, Sections 1; 19.

Purpose of the Code of Conduct

The TCDSB Code of Conduct is consistent with the requirements set out in the Provincial Code of Conduct, by establishing standards of behaviour for all members of the school community. The following goals are foundational to the Board's Code of Conduct:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.

2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in schools and board sites.
6. To discourage the use of alcohol, illegal drugs, and, except by a medical cannabis user, cannabis.
7. To prevent bullying in schools.

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

The following requirements do not adversely affect any right or privilege guaranteed under the Constitution Act 1867: the Canadian Charter of Rights and Freedoms, or the Ontario Human Rights Code.

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;

- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching; including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes outlined on page 1 of Policy/Program Memorandum No. 128 dated August 29, 2019
- not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage other to inflict bodily harm on another person;

- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Role and Responsibilities

Toronto Catholic District School Board

The Board will provide direction to its schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of the Board to:

- develop policies that set out how schools will implement and enforce the provincial Code of Conduct and all other rules that it develops that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the provincial Code of Conduct and TCDSB's code of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;
- review these policies regularly with those listed above;
- seek input from school councils, Parent Involvement Committees, and the Special Education Advisory Committee;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Principals

Under the direction of the Director of Education, principals take a leadership role in daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they;

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions.

Parents

Parents/guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfil their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.



REPORT TO

REGULAR BOARD

**UPDATED - RECOMMENDATION FOR BOARD
APPROVAL OF THE TERMS OF REFERENCE FOR
THE UKRAINIAN-CANADIAN ADVISORY
COMMITTEE**

"So now faith, hope, and love abide, these three; but the greatest of these is love" 1 Corinthians 13:13

Created, Draft	First Tabling	Review
November 19, 2019	November 21, 2019	Click here to enter a date.
Nick D'Avella – Superintendent of Equity, Diversity, Indigenous Education, and Community Relations Manuel Sequeira – Coordinator International Languages, Parent Engagement, and Community Relations Ericka Aguilera Morales – Community Relations Officer		
RECOMMENDATION REPORT		

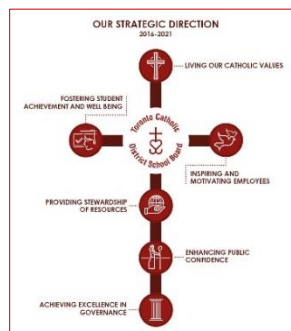
Vision:

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

On October 17th, 2019, a report recommending the approval of terms of reference for the Ukrainian-Canadian Advisory Committee was presented to Board. Subsequent to the Board's approval, it was discovered that an incorrect version of the terms of reference had inadvertently been appended to the October 17th Board report.

This report presents the **correct** version of the terms of reference for the Ukrainian-Canadian Advisory Committee (Appendix A), outlines the process by which they were created, and recommends the approval of these terms of reference by the Board of Trustees.

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

B. PURPOSE

1. This report presents the correct terms of reference for the Ukrainian-Canadian Advisory Committee (Appendix A), and recommends approval of these terms of reference by the Board of Trustees.

C. BACKGROUND

1. **On October 17th, 2019, a report recommending the approval of terms of reference for the Ukrainian-Canadian Advisory Committee was presented to Board.**
2. **Subsequent to the Board's approval, it was discovered that an incorrect version of the terms of reference had inadvertently been appended to the October 17th Board report.**
3. At the September 6th, 2018 meeting of the Student Achievement and Wellbeing Catholic Education and Human Resources Committee, the Board of Trustees passed the following motion: "...that we establish a Ukrainian-Canadian Community Advisory Committee, and extend an invitation to the Ukrainian community and members of the three Eastern Rite schools community to solicit members to sit on this committee."
4. Subsequently, the Ukrainian-Canadian Advisory Committee was created in accordance with the Board motion and with the Selection Process for Parent/

Community Membership on TCDSB Staff, Steering, Advisory or Ad Hoc Committees.

5. A working sub-committee was established to create the terms of reference for the Ukrainian-Canadian Advisory Committee.
6. Using models of terms of reference of existing advisory committees, including the Filipino-Canadian Advisory Committee and the Portuguese-Canadian Advisory Committee, the sub-committee drafted terms of reference and presented these to the full committee in January 2019.
7. The draft terms of reference were reviewed by the full committee. Input was incorporated as appropriate, and a new draft was presented to the TCDSB Legal Department for review.
8. The Ukrainian-Canadian Advisory Committee approved the terms of reference for presentation to Board for approval in May 2019. (Appendix A)

D. EVIDENCE/RESEARCH/ANALYSIS

1. The terms of reference for the Ukrainian-Canadian Advisory Committee were developed by using existing models to create terms of reference that fulfil the unique mission and meet the unique needs of the Ukrainian-Canadian community.

E. METRICS AND ACCOUNTABILITY

1. The Ukrainian-Canadian Advisory Committee will monitor the effectiveness of the terms of reference as they relate to the fulfilment of the committees' goals and objectives.
2. The terms of reference will be reviewed by the committee on a yearly basis.

F. STAFF RECOMMENDATION

Staff recommends the approval of the **correct** version of the terms of reference for the Ukrainian-Canadian Advisory Committee (Appendix A).

TCDSB UKRAINIAN-CANADIAN ADVISORY COMMITTEE

TERMS OF REFERENCE

Preamble

Ukrainians have played a significant role in shaping Canadian society since 1891, and have been active members of Toronto's Catholic community for more than a century. The Eastern Rite Ukrainian Catholic schools have been an integral part of the TCDSB since 1963, the year St. Josaphat Ukrainian Catholic Cathedral School joined the Board.

When the Heritage Language Program was founded in the 1970's, the Ukrainian language program at St. Josaphat School was integrated with this initiative. Subsequently, St. Demetrius and Josyf Cardinal Slipyj were added to the Board, growing its Eastern Rite Ukrainian Catholic population at these three elementary schools alone to more than 1,000 students.

The Ukrainian Canadian Community pioneered full-day kindergarten in the Ukrainian Eastern Rite Catholic schools for 50 years before it was rolled out across the entire province of Ontario in the mid-2010's. Throughout the history of all three schools, staff and administration have fostered a history of academic excellence within a Ukrainian Eastern Rite Catholic framework, which has included Ukrainian language instruction, as well as, the integration of Ukrainian Eastern Rite culture into a Catholic learning environment.

Ukrainian Canadian Heritage Month (September) and Day (September 7th) at the TCDSB were proclaimed and first celebrated in 2018. It was during this inaugural Ukrainian Canadian Heritage Month that the Board of Trustees approved a motion to create a Ukrainian Canadian Advisory Committee at the TCDSB.

Purpose

The Ukrainian Advisory Committee shall advise the Board of Trustees and staff of the Toronto Catholic District School Board (TCDSB) to advance equitable education practices that are responsive to the diversity of students of Ukrainian ancestry, fostering greater student achievement and success. The

advisory committee applies an asset-based model and works mostly, but not exclusively, on matters pertaining to the following:

TERMS OF REFERENCE

- 1.) Engagement and consultation with the greater Ukrainian community to make recommendations and advocate for the allocation of funds to implement identified programs and services that support student success in the Ukrainian Heritage context.
- 2.) Support of Ukrainian-Canadian TCDSB students and families in nurturing their Eastern Rite Ukrainian Catholic faith through a meaningful relationship between home, school and parish.
- 3.) Further support and enhancement of Ukrainian heritage, language, history, culture, and arts among the many different ethno cultural groups represented within the TCDSB.
- 4.) Advocacy for excellence in student achievement within a Ukrainian Eastern Rite framework in a Catholic school environment as supported by the effective delivery of the aforementioned objectives.
- 5.) Further support of Ukrainian-Canadian heritage and contribution to Canada through inclusion in the curriculum.
- 6.) Acting as an advisory committee on matters relevant to the Ukrainian Canadian learning community within the TCDSB.

****Caveat:** all committees must work under the purview and legislation of the Ministry of Education and TCDSB policies and procedures

PROCEDURES

Leadership & Guidance

The Advisory Committee shall have a TCDSB Chairperson and a TCDSB staff liaison to ensure due process, leadership and effective functioning of the Committee's responsibilities.

Composition of the Ukrainian-Canadian Advisory Committee

The Ukrainian-Canadian Advisory Committee shall be comprised of members from the TCDSB and the greater community. (Maximum of 13 members.)

Voluntary membership on this committee must be mindful of gender representation, Ukrainian-speaking background, and include:

Group A (The Toronto Catholic District School Board, staff and current students) as follows (6 max.):

- i. Appointed Superintendent (Currently Superintendent of Equity, Diversity, Indigenous Education (1)
- ii. Community Relations Officer (1)
- iii. Trustee representative appointed annually
- iv. One current TCDSB student or alternate selected from the Catholic Student Leadership Impact Team (CSLIT) (1)
- v. Teacher or instructor from the Eastern Rite Schools (1)
- vi. An administrator from Eastern Rite Schools (1)

Group B (The Eastern Rite school – church community: as follows (4 max.):

- vii. One member of the Ukrainian Eastern Rite clergy of the Ukrainian Catholic Eparchy of Toronto (1)
- viii. One or more parents, up to a maximum of three, who has or had a child/ren of Ukrainian heritage in the TCDSB system (3)

Group C (The Ukrainian Canadian Community at large)

- ix. A maximum of three community members from any of the following groups (3):
- a) Post-secondary student(s) (i.e. undergraduate, graduate, doctoral candidate),
 - b) A representative of education-related community organizations such as the Ukrainian Canadian School Board, the Holodomor Research and Education Consortium, Ukrainian Catholic Women's League, Sisters Servants of Mary Immaculate, Ukrainian Catholic Brotherhood and other education-related organizations recognized by the TCDSB and the Ukrainian Canadian Congress as bona fide organizations whose values align with the values of the TCDSB
 - c) Alumni of the TCDSB and specifically the Eastern Rite Catholic schools.

Appointment Process for New Membership to the Committee

- a) Communications department sends notice to the TCDSB Community
- b) Community Relations department receives applications and starts review process with assigned superintendent and TCDSB staff and makes recommendations to the Board
- c) Board of Trustees appoints new members

Term of Service

The members are appointed for a maximum of 2 terms, a term being 3 years, by the Board of Trustees. An extension may be approved, if needed, to support transition of new members and ensure the functioning of the Committee. Appointed committee members contribute by developing meeting agendas and following up with action items and regularly attending meetings.

Termination of Appointment

- a) An appointed member wishing to terminate membership shall put their request in writing within 30 days' notice to the Chairperson.
- b) The Committee shall develop a mechanism by which to review an appointed member's performance and terminate their membership for diverse reasons, including absenteeism, conflict of interest, and or other behavior that violates the TCDSB Code of Conduct.
<https://www.tcdsb.org/Board/Policies/Documents/Appendix%20A%20TCDSB%20Code%20of%20Conduct.pdf>

Frequency of Meetings

The Committee shall meet at least four times per year or more frequently at the discretion of the Chair. Quorum for committee meetings will be 50% plus one of committee members. The appointed Committee members and the TCDSB Community Relations Officer may have ad hoc meetings to follow up on action items and coordinate future advocacy efforts.

Reporting Responsibilities

The Advisory Committee shall be accountable to the TCDSB for the effective performance of their role and responsibilities. The work of the advisory committee shall be summarized in the TCDSB's Annual Report on the Work of TCDSB Advisory Committees.



OAPCE Toronto 2018/2019 Year End Report

Submitted to TCDSB Board of Trustees and TCDSB Director of Education

OAPCE is an association, established to respond to and represent the interests and concerns of parents/guardians who have children enrolled in Toronto's publicly funded Catholic schools. Our focus includes all aspects of our children's education: spiritual, academic, health and safety, as well as other issues which may arise out of parent concerns brought to the attention of the organization. OAPCE helps to promote Parent Engagement in the schools, and at the school board level.

The Past year's Executive was comprised of:

President - Annalisa Crudo-Perri

Vice President – Jana Seymour

Secretary – Natalia Marriot

Treasurer – Luisa Polidoro

Three individuals also represented the parents of the TCDSB at the OAPCE Board of Directors table; their responsibility is to bring the parent voice to the provincial discussions. Our OAPCE Directors were:

OAPCE Director East – Jana Seymour

OAPCE Director West – Nick Giovanelli

OAPCE Director Central – Joe Fiorante

We are honoured that Annalisa Crudo-Perri continued in her role as President this past year as the OAPCE Provincial President. Her role positioned her to represent all the parents, both in the TCDSB and across the province.

ACCOMPLISHMENTS

Increasing Membership:

OAPCE Toronto has further increased its membership base over this past year: The numbers represented below are a testament to the connection and value in supporting student achievement and Catholic Education at the local level:

2012/2013 - 40 schools had official representatives

2016/2017 - 137 schools had official representatives

2017/2018 - 167 schools had official representatives

2018/2019 - 135 schools had official representatives

This does not include the CSPC Chairs who have taken on the role by default or voluntarily.

This is based on the number of parents identified on our email subscription list, as well in total our distribution list reaches out to over 1,500 parents in the TCDSB.

Our objective has been to reach out to every single TCDSB CSPC to inform them of the legislated requirement for membership and to ask for a representative contact and we thank those Trustees who have assisted us in this process.

Our goal is to have a dedicated voting member position as a part of the required School Council membership of which the purpose is to provide a point of contact between the school council and the regional and provincial Association.

These OAPCE Liaison Representatives sit as part of our Regional Council and become the conduit through which we share parent's views and concerns with the OAPCE. We have had a marked increase in attendance at our meetings and have had the pleasure of welcoming many new parents at these meetings.

Our central mandate is to share information with and for parents, to have them better informed of TCDSB and Ministry of Education policies. As advocates for Catholic Education, we hope that providing the proper information and resources for parents, they can help their children succeed in school, and if all our children succeed, then Catholic Education succeeds.

This part of our mandate was fulfilled through formal and informal presentations at our monthly meetings. Our meetings included a number of outside speakers, informative reports from our own OAPCE Directors and presentations and consultations by TCDSB Staff. We continue to drive the organization forward through positive succession planning by including new members to the Executive and as Directors using transparent methods of accountability.

Presentations, Events and Resource Sharing:

This past year, OAPCE Toronto invited a number of presenters to speak on topics of interest and of concern to TCDSB parents. OAPCE Toronto has had an increase in Trustee and Director of Education presence at all events and we continue to encourage and welcome this presence.

September 2018 –

At this meeting we had round table discussions about several important policies and information pieces for CSPC (by-laws, treasurer reports, fundraising, new parents etc.).

January/February 2019 –

Presentation from Parent Engagement Department about the role of Treasurer and Financial reporting and fundraising guidelines. Presentation from Conflict Resolution department was provided regarding how to deal with possible conflict resolutions in parent councils and schools.

June 2019 –

Wonderful presentation from Catholic Teachers Centre, Father Obinna Ifeanyi and Superintendent Michael Caccamo presented to parents the “Renewing The Promise” new documents from ICE/Bishops. Great discussion about how to lead as Catholics in our school and community, most importantly as parents in Catholic Education.

OAPCE ‘s first petition “Un-Pause the PRO-Grants” –

OAPCE Toronto initiated the first petition for parents in Toronto and across the province to continue with the very valuable Parent Reaching Out Grants for parents. The petition was very well received and we had almost 1,000 people sign it. The petition was mentioned at sessions at Queen’s Park with copies sent to the Minister of Education. The PRO Grant was reinstated although we have still not received any info about how to apply for them

OAPCE Toronto Commissioning and Principal of Excellence Ceremony –

OAPCE Toronto held its 13th Annual Commissioning and Principal of Excellence Awards in November. This year, we continued with the implementation of the Parent Volunteer of Excellence Award of which 10 parents were recognized for their volunteer work. There was an increase in attendance of participants and we honored some wonderful administrators and dedicated parents in the TCDSB who help to sustain that parent engagement is prevalent at the school level.

OAPCE Toronto participates and helps to facilitate “Celebrate OAPCE 80 Conference” –

On April 5 and 6 OAPCE hosted its 80th Annual Conference in conjunction with the TCDSB. The Friday night evening networking event took place at Montecasino Hotel and Event Centre where parents from across the province participated in an informal meet and greet. On Saturday April 6 all day Conference held at Madonna Secondary school began with a wonderful mass led by Cardinal Collins, a commissioning ceremony of OAPCE reps, then the keynote Speaker Greg Rogers on the Catholic Graduate Expectations. All day workshops took place with our famous Vendor mall of over 60 vendors for parents to visit. While the business of the conference was taking place, our President, Chair of Trustees along with several parents boarded a bus to make their way to participate in the Education Rally at Queens Park where our very own A. Crudo-Perri spoke in front of thousands of people.

The Conference wrapped up with our Annual Gala and Awards dinner where we acknowledged several OAPCE partners with awards, including the Gloria Nanne award to Chair Maria Rizzo and the Honorary OAPCE Lifetime Award to Director of Education Rory McGuckin.

Over 100 parents from the TCDSB participated in the two-day event and 300 people in total attended the conference. A true success!

Participation in TCDSB Committees and Delegations:

Throughout the year we have participated in a number of ways to provide value added input to policy changes, consultations and issues at the TCDSB. We have always engaged our parents as best as we can to ensure they are aware of what is going on at the TCDSB, as well as seek their input when needed. We have joined the Nurturing Our Catholic Community committee and always seek opportunities to inform ourselves of any items of importance for parents to share.

OAPCE Toronto attended a Budget consultation with TCDSB Senior Staff and provided a report to Board this past year as well.

Increased Communications via the OAPCE Provincial Newsletter, OAPCE Toronto New Website, Email Updates and Social Media:

We provide parents with regular updates on how the organization is supporting Catholic Education at our regional and provincial level, as well as sharing with everyone our current and future activities. Each month, there are new resource links for CSPCs and for parents according to trends in parent requests.

We continue to build on tools and strategies to best communicate with and for our parents, including updating information on our website, building on communications tools that help us reach out to parents. We are also very active on social media on both Facebook and Twitter, and we have launched our new website toronto.oapce.org. We also develop and distribute information packages for our representatives that enable them to share information with their councils.

CSPC Resource and Presentations:

Through our regular and ongoing orientation to all CSPC members we have provided many parents with the tools and strategies to effectively strengthen their council and help them to overcome barriers in supporting student achievement at the local level. Through these presentations, emails, and phone calls, we have provided support to parents and helped them directly or we have connected them with the appropriate staff members in order to resolve issues and concerns that they may have encountered. Our scope has always been to help them reach resolutions that are intact with our Catholic values.

OAPCE Toronto: In the Province:

All three OAPCE Toronto Directors have contributed to the provincial organization in a number of ways. We have attended all of our Director meetings that have taken place over a variety of weekends with our Board of Directors from across the province. In October 2018, OAPCE hosted its 79th AGM and Summit in Dufferin Peel at Philip Pocock Secondary School and was a wonderful success drawing parents from across the province.

As OAPCE Directors representing Toronto we take this role with great responsibility and have made several recommendations to the Board of Directors to find improvements to eliminate barriers for parents and to ensure financial efficiencies. We are continually sharing our information received from the organization to TCDSB parents, and will continue to advocate for all parents in Toronto in support of Catholic Education.

OUR FOCUS FOR 2019/2020

OAPCE Toronto continues to build on its successes and looks to make improvements for the future, and to find strategies to help implement them:

- Continue to increase membership. Our goal is to have one official OAPCE representative on all our schools.
- Continue to hold informative presentations and meetings for parents. Our current relationship with Chair of Trustees Maria Rizzo and Director of Education Rory McGuckin is that of mutual respect and we look forward to building this relationship to help continue all of our efforts supporting and nurturing Catholic Education at the TCDSB.
- Increase communication between OAPCE Toronto and CPIC and TCDSB Parent Engagement staff in order to eliminate any duplication of effort thereby reducing financial expenditures and helping to bring forth a clear definition to parents as to who we are and what we do. We have built a strong relationship with current Chair John Del Grande and hope to continue to build on that.
- Continue to sit on any TCDSB committees in an effort to build partnerships so as to continue to advise and be consulted and provide valuable input on issues that affect our local parent communities.
- Organize our 14th Annual Commissioning Ceremony and Principal of Excellence and Parent Volunteer of Excellence Awards.

We are currently working on our own Parent-to-Parent Engagement Manual that we will launch in the Fall of 2019. This resource we hope will become a valuable tool for parents and CSPC's.

As one of our mandates is to build on current parent representatives and “spread the wealth” of knowledge while continuing to build on our success, we recently held our Executive elections where several new positions have been fulfilled.

The New OAPCE Toronto Executive which will begin its positions in 2020 are:

President - Dave Bennett - also OAPCE Director East

Vice-President - Jana Seymour

Executive Treasurer - Luisa Polidoro

Executive Secretary - Gus Gikas

Joe Fiorante remains OAPCE Director Central

Nick Giovanelli remains OAPCE Director West/Executive Treasurer OAPCE Provincial.

Annalisa Crudo-Perri will take on her new role as OAPCE Toronto Past President and still remains current OAPCE President Provincial.

We truly appreciate that OAPCE has become an integral part of this Board, and look forward to working together with Staff and Trustees to represent the views of parents and stakeholders at the Toronto Catholic District School Board.

OAPCE Toronto is truly honored to represent the many parents and stakeholders in Catholic Education. As President of this amazing organization we appreciate the help, guidance and support given to us by everyone at the TCDSB. We thank you for your time and look forward to another wonderful year as advocates for parents in Catholic Education.

Yours in Catholic Education,

Annalisa Crudo-Perri

OAPCE President

OAPCE Toronto Delegation:

**TCDSB Student Achievement and Well Being Catholic
Education and Human Resources Committee**

November 7, 2019



Mr. Gary Tanuan, Chair, Student Achievement Committee

Mr. Rory McGuckin, Director, TCDSB

Trustees TCDSB

Associate Directors, Staff and Parents.

OAPCE Toronto, is the voice of parents with children enrolled in Catholic Education in the TCDSB and as such obligated to represent their views regarding revisions to the Board's Code of Conduct Policy.

First, in regard to the Catholic Education and Living Our Catholic Values Sub-Committee, the mandate of this committee from the onset has not only been unclear but was and continues to be confusing to many parents. Especially as we stand here tonight in front of the Board's Student Achievement and Catholic Education Committee.

DO we need a committee of a committee? How can parent engagement be the focus when the first meetings were at 1 pm -

In the middle of the work day, making it inaccessible to most parents. In May of 2019 we formally requested that OAPCE Toronto be allowed to sit on this committee, in light of the fact other organizations were asked to join.

We are the only recognized parent association by the Ministry of Education through Regulation 612 to represent the parents in the TCDSB and the province, yet we were told “Your Parent Group is an external organization and independent of the Board, you can make deputations at all committee meetings and our public meetings are open to all.” OAPCE sits at the ICE Table, our President represents the parents from across the province on it, and any input that we can offer as parents would have been beneficial to this most recent process to say the least.

Secondly, we are very concerned that there has been no formal communication from this committee or the Board in regard to the proposed changes, new motions or discussion regarding the Code of Conduct. Unless a parent is tuned into social media, or news media, they are not aware of where things stand currently. Believe it or not, there are many parents who do not engage in social media or pay attention to the news. We lead busy lives with family responsibilities, and we have received countless emails, phone calls and messages from parents with questions.

OAPCE Toronto has always ensured that the parent voice is heard, but unless you inform the parents how can they engage? We drown ourselves with surveys and consultations, yet, there is has been not one piece of communication sent to our PARENTS – and we emphasize PARENTS. The amount of delegations up until today can reiterate this as the majority have been from external organizations voicing their opinions.

Thirdly, once again, as partners with ICE, with a formal seat the ICE Table, we ask that the TCDSB refer to and accept the monograph that was that explores the issues related to supporting students in our Catholic schools – it was introduced based on feedback from the Bishops of the Education Commission, and the feedback provided by the ICE partners.

We all working to benefit, promote and preserve PUBLICLY funded Catholic Education – the Chair of the OHRC has stated that as a public system we need to abide by the laws of Ontario. No one is above the law.

To question what has been created by our own Education Partners, our own Bishops is questionable in itself, we respectfully ask that the TCDSB trustees ensure that as the monograph states “Catholic Schools should consciously create an environment where students who feel marginalized, rejected or vulnerable can experience safe, nurturing inclusive, communities of faith”.

Furthermore, we appreciate the tireless work that some of our Trustees, has done in the months to ensure that we parents are informed and understand that as the TCDSB we need to be inclusive, and most importantly, follow the law.

Our students represent a new generation of diverse, dynamic, open-minded young Catholics who will determine the future of not only Catholic Education, but our Catholic Faith. Please protect their hopes, dreams and aspirations so they can reach the full potential of who they are what they want to be.

We cannot fail them. We ask that as Trustees, you stand together and recognize all human rights as enshrined in the laws of Ontario.

OAPCE Toronto



For Immediate Release- November 11, 2019

OAPCE Toronto Supports the TCDSB's New Policy S.S. 09 Code of Conduct

Toronto, ON – The Ontario Association of Parents in Catholic Education (OAPCE) Toronto supports the TCDSB Board of Trustees decision to create a Code of Conduct with recommendations from the Archdiocese of Toronto.

OAPCE Toronto, is the voice of parents with children enrolled in Catholic Education in the TCDSB and as such was obligated to represent their views regarding revisions to the Board's Code of Conduct Policy at the November 7 Student Achievement and Well-Being and Catholic Education Committee Meeting.

OAPCE Toronto also questioned the role of the "Catholic Education and Living Our Catholic Values Sub-Committee", its unclear mandate and lack of clarity to many parents. During the extensive deliberative process regarding recommendations for a new TCDSB Code of Conduct, no formal communication from this sub-committee or the Board was ever communicated to TCDSB parents or school communities.

"OAPCE Toronto has always ensured that the parent voice is heard, but unless parents are informed how are they to be engaged," says OAPCE Director Dave Bennett. "We drown ourselves with surveys and consultations, yet, there is has been not one piece of communication sent to our PARENTS." He cited that the majority of the delegations up until the November 7 meeting came from external organizations voicing their own opinions.

OAPCE is partners with the Institute for Catholic Education (ICE), and has a formal seat at the ICE table. OAPCE Toronto has requested that the TCDSB Board of Trustees refer to and accept the monograph that was created to explain how to support students in our Catholic schools. This material was introduced based on feedback from the Bishops of the Education Commission, and the feedback provided by ICE partners. As it states, "Catholic Schools should consciously create an environment where students who feel marginalized, rejected or vulnerable can experience safe, nurturing inclusive, communities of faith".

“Our students represent a new generation of diverse, dynamic, open-minded young Catholics who will determine the future of not only Catholic Education, but our Catholic Faith,” says Annalisa Crudo-Perri, OAPCE President, “Please protect their hopes, dreams and aspirations so they can reach the full potential of who they are, and what they want to be”.

OAPCE Toronto appreciates the tireless work that some of the TCDSB Trustees, and our most notably, the Chair of the Board, has undertaken in the past several months to ensure that parents were informed and understood that our inherent responsibility as a publicly funded Catholic school board to be inclusive, and most importantly, follow the law.

About OAPCE

As Ontario’s parent voice association, the Ontario Association of Parents in Catholic Education (OAPCE) is the authoritative voice of Ontario parents and guardians in Catholic education. OAPCE Toronto is the regional affiliate of OAPCE. We are the provincial voice that is authorized through the Education Act and Regulation 612, to represent families with children enrolled in the English Catholic education system. OAPCE is a vital connection between the Ministry of Education, Catholic District School Boards in Ontario, the Institute of Catholic Education, Ontario Catholic Trustees, Parish, Regional Parent’s Associations, School Councils and other valuable parent groups, and prominent advocate for Catholic education excellence and student success. OAPCE elevates the profile of a publicly funded Catholic system of education by providing opportunities for ongoing information sharing, resources, learning, networking and community building.

For media requests, please contact oapce.toronto@gmail.com

