

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA September 16, 2021

Joseph Martino, Chair
Trustee Ward 1

Nancy Crawford, Vice Chair
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Markus de Domenico
Trustee Ward 2

Daniel Di Giorgio
Trustee Ward 10

Normal Di Pasquale
Trustee Ward 9

Keith Baybayon
Student Trustee

Michael Del Grande
Trustee Ward 7

Angela Kennedy
Trustee Ward 11

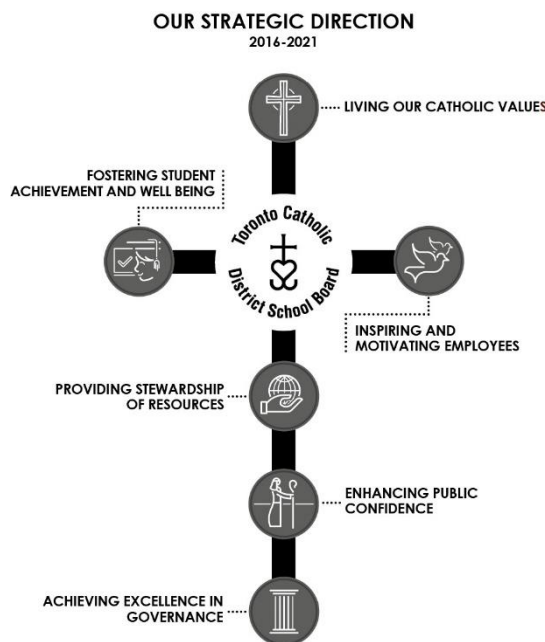
Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

Stephanie De Castro
Student Trustee



MISSION

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

VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293

Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298

Assistant Recording Secretary: Sarah Pellegrini, 416-222-8282 Ext. 2207

Dr. Brendan Browne
Director of Education

Joseph Martino
Chair of the Board

LAND ACKNOWLEDGEMENT

Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories of the Anishinabek (a-ni-shna-bek), the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Wendat peoples. We also acknowledge the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation and Toronto is subject to The Dish with One Spoon covenant. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit peoples in Ontario and the rest of Canada.

La Reconnaissance du Territoire

Nous témoignons du plus grand respect pour les Peuples autochtones au Canada et nous avons à cœur de souligner que tous les immeubles du Toronto Catholic District School Board sont situés sur les terres traditionnelles de la Nation Anishinabek, de la Confédération de Haudenosaunee et des Wendats. Il est également important de noter que le territoire visé par le Traité 13 est celui des Mississaugas de la Première Nation Credit et que celui de Toronto est protégé par l'accord d'« un plat à une cuillère ». Nous tenons également à rappeler la présence pérenne et l'importance des contributions des Premières Nations, des Metis et des Inuits en Ontario, et dans tout le Canada.



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

Joseph Martino, Chair

Nancy Crawford, Vice Chair

Thursday, September 16, 2021

7:00 P.M.

	Pages
1. Call to Order	
2. Memorials and Opening Prayer	
3. Land Acknowledgement	
4. Singing of O Canada	
5. Roll Call & Apologies	
6. Approval of the Agenda	
7. Reports from Private Session	
8. Notices of Motions	
9. Declarations of Interest	
10. Approval and Signing of Minutes of the Previous Meetings	
10.a. Regular Board Held August 19, 2021	1 - 32
10.b. Special Board Held August 31, 2021	33 - 40

11. **Presentations**
 - 11.a. **From the Chair of the Board - NIL**
 - 11.b. **From the Director of Education** 41 - 42
 - 11.c. **From the Student Trustee(s) - NIL**
12. **Delegations**
13. **Consideration of Motions for which previous notice has been given**
 - 13.a. **From Trustee de Domenico regarding Request from the Ministry of Education for Provincial Menstrual Funding** 43 - 44
14. **Consent and Review**
15. **Unfinished Business from Previous Meetings**
16. **Matters recommended by Standing Committees of the Board**
17. **Matters recommended by Statutory Committees of the Board**
 - 17.a. **From the Special Education Advisory Committee: Consideration of Motion from Deborah Nightingale, SEAC Representative regarding Grade 4 Assessments, Identification, Placement & Review Committees and Placements (Refer to September 16, 2021 Addendum)**
 - 17.b. **From the Special Education Advisory Committee: Communication from Brant Haldimand Norfolk CDSB to Minister Lecce in Support of Bill 172, Education Statute Law Amendment Act regarding Fetal Alcohol Spectrum Disorder (Refer to September 16, 2021 Addendum)**
18. **Matters referred/deferred from Committees/Board**
19. **Reports of Officials for the Information of the Board of Trustees**
 - 19.a. **Annual Report 2020-2021: Communications and Community Engagement** 45 - 81

20.	Reports of Officials Requiring Action of the Board of Trustees	
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20.b.	From the Governance and Policy Committee: Update to Policy on Electronic Participation in Meetings of the Board, Committees of the Board and the Committee of the Whole Board Policy T.19	86 - 96
20.c.	From the Governance and Policy Committee: Policy on Early Learning and Child Care Policy B.R.02	97 - 144
20.d.	From the Governance and Policy Committee: Update to Operational Procedures on Selection Process for Community and Parent/Guardian Membership on Advisory/Ad Hoc Committees	145 - 149
20.e.	From the Governance and Policy Committee: Updated Policy on Safe Schools Policies S.S.01 and S.S.12	150 - 234
20.f.	From the Governance and Policy Committee: COVID-19 Immunization Disclosure Policy H.M.03 (New)	235 - 246
20.g.	From the Governance and Policy Committee: Legal Counsel Policy A.12	247 - 252
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21.	Reports from External Committees / Organizations	
22.	Listing of Communications	
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22.b.	From the Special Education Advisory Committee: Approved Minutes of the Meeting Held June 9, 2021 (Refer to September 16, 2021 Addendum)	
23.	Inquiries and Miscellaneous	
24.	Updating of Pending Lists	

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25.	Closing Prayer	
26.	Adjournment	

OUR MISSION

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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 TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

HELD THURSDAY, AUGUST 19, 2021

PRESENT:

Trustees:

J. Martino, Chair
F. D'Amico - Virtual
M. de Domenico
M. Del Grande - Virtual
D. Di Giorgio
A. Kennedy
I. Li Preti - Virtual
T. Lubinski - Virtual
M. Rizzo - Virtual
G. Tanuan

Student Trustees:

K. Baybayon
S. De Castro

Staff:

B. Browne
D. Boyce
A. Della Mora
S. Camacho
A. Bria
M. Caccamo
S. Campbell
D. Chen
F. Cifelli

L. DiMarco
K. Dixon
M. Farrell
C. Fernandes
L. Latham
M. Loberto
P. Matthews
M. Meehan
R. Peterson
R. Putnam
S. Vlahos
J. Wujek

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

External Guests: V. Dubey - Associate Medical Officer of Health,
Toronto Public Health (TPH)
N. Welch - Director, COVID-19 Liaison, TPH
K. Hodginkson - General Manager, Toronto Student
Transportation Group ·
A. Robertson, Parliamentarian

5. Roll Call and Apologies

An apology was extended on behalf of Trustee Crawford. Trustee Di Pasquale was absent.

6. Oath of New Student Trustee – Stephanie De Castro

Mr. Paul Matthews, General Legal Counsel, administered the Declaration of Office and the Oath of Allegiance to new Student Trustee Stephanie De Castro.

On behalf of the Board of Trustees and Staff, Director Browne extended welcome to Student Trustee De Castro.

7. Approval of the Agenda

MOVED by Trustee Lubinski, seconded by Trustee Kennedy, that the Agenda, as amended to include the Addendum and Item 9c) Notice of Motion from Trustee Lubinski regarding Reconsideration of Liquor Waiver for St. Vincent de Paul Catholic School, be approved.

Trustee Di Giorgio left the horseshoe at 7:18 pm and returned at 7:19 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
de Domenico
Del Grande
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Tanan

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

Trustee Rizzo joined the meeting virtually at 7:23 pm.

9. Notices of Motions

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

9a) From Trustee Kennedy regarding Vaccination Policy:

WHEREAS: It is a primary responsibility of the Toronto Catholic District School Board (TCDSB) to provide its students and Staff with a safe learning and working environment;

WHEREAS: COVID-19 continues to be highly transmissible in our community, and it is imperative that the Board of Trustees provide students, Staff and all stakeholders and their families with information that will assist in reducing the spread of COVID-19, in all TCDSB schools and facilities; and

WHEREAS: The Ministry of Education issued a return to school direction approved by the Office of the Chief Medical Officer of Health for the purposes of regulations made under the Reopening Ontario (A Flexible Response to COVID-19) Act, 2020, which among other things, directed Ontario School Boards in collaboration with Public Health Units to communicate proactively with the school community about COVID-19 prevention measures.

THEREFORE, BE IT RESOLVED THAT:

1. The Board of Trustees request that Staff bring to the Governance and Policy Committee a draft “COVID-19 Vaccination Policy” and present the draft policy to the Board of Trustees as soon as is reasonably possible; and
2. The Board of Trustees further requests that Staff and the Governance and Policy Committee develop the policy in expedited consultation with Toronto Public Health, as well as TCDSB stakeholders and education partners; and
3. That this Notice be considered at today’s meeting, therefore using Bylaw 10.4.9: *No matter shall be placed on the draft Agenda or Order Paper of a*

Meeting of the Board of Trustees: unless with the majority affirmative vote of all Trustees eligible to vote on the matter

The Chair ruled Part 3 of the Motion out of order.

Trustee Kennedy challenged the Chair's ruling.

Results of the Vote taken on the Chair's Ruling, as follows:

In Favour

Trustees D'Amico
Del Grande
Di Giorgio
Li Preti
Lubinski
Martino
Tanuan

Opposed

de Domenico
Kennedy
Rizzo

The Chair's Ruling was upheld.

The Notice of Motion will therefore be considered at the September 16, 2021 Regular Board Meeting.

Student Trustees Baybayon and De Castro wished to be recorded as voted in opposition.

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

- 9b) From Trustee de Domenico regarding Request from the Ministry of Education for Provincial Menstrual Funding** will be considered at the September 16, 2021 Regular Board Meeting.

WHEREAS: The TCDSB had unanimously passed a motion during the November 14 Corporate Services, Strategic Planning and Property

Committee Meeting to provide free menstrual products in all TCDSB schools;

WHEREAS: The Board has been unable to provide free menstrual products for our secondary and elementary schools, due to the lack of funding;

WHEREAS: The return to school plan released by the Ministry of Education has committed to having students attend in-person every single day, and the need for menstrual products are higher than ever;

WHEREAS: Lack of access due to the economic factors that impact girls and women around the world has worsened with the pandemic, as many families lost jobs and are unable to pay their financial dues;

WHEREAS: The TCDSB sent a letter to Ontario Education Minister Stephen Lecce asking for funding for free menstrual products in all schools in the Province; and

WHEREAS: Other school Boards, such as Waterloo Region District School Board and York Region District School Board have also expressed their support in the Toronto Youth Cabinet's call for free menstrual products in all Ontario school Boards.

BE IT RESOLVED THAT: The Chair of the Board send a letter to the Ministry of Education to request provincial funding in order to provide free menstrual products in all schools within the Province.

MOVED by Trustee Lubinski, seconded by Trustee Tanuan, that Item 9c) be adopted as follows:

9c) From Trustee Lubinski regarding Reconsideration of Liquor Waiver for St. Vincent de Paul Catholic School:

WHEREAS: Over the past number of years, St. Vincent de Paul (SVDP) Catholic School has held numerous fundraising events (like many other TCDSB schools) for which a liquor permit was obtained;

WHEREAS: SVDP Elementary School is planning to hold their annual Outdoor Community BBQ event on Monday, September 27, 2021 from 5:30

to 7:30 p.m. Price of admission is a non-perishable food item to be donated to the local Parkdale Food Bank in honour of the school's saint;

WHEREAS: SVDP Catholic School Parent Council (CSPC) is requesting that the Board's liquor policy be waived for this event. This event will only take place if public health guidelines, at the time specified, will allow;

WHEREAS: During the event, local artisan beer will be sold by SafeServe certified SVDP school parents in a special designated area in the schoolyard. The children's activity area and BBQ food area will be situated in an entirely separate section;

WHEREAS: Proceeds from the event will go towards CSPC initiatives within the school;

WHEREAS: Many other schools throughout TCDSB have hosted similar events for which liquor waivers were granted. A list of some of these waivers have been provided in the Addendum (refer attachment) to this motion;

WHEREAS: As per the Motion that was passed on September 5, 2019, Staff was contacted earlier this month regarding the SVDP liquor waiver but approval was not granted; and

WHEREAS: TCDSB Legal Counsel advised on August 12, 2021 that a Notice of Motion should be presented to the Board for reconsideration of the September 2019 motion, or to present this liquor waiver request to the Board of Trustees for approval.

BE IT RESOLVED THAT: The Permit Policy B.R.05, Regulation 6 of Appendix A, be waived and that permission be granted to SVDP Catholic School to serve or sell alcohol during their Outdoor Community BBQ event on Monday September 27, 2021.

MOVED by Trustee Lubinski, seconded by Trustee Tanuan, that the Agenda be reopened to reorder Item 9c) Notice of Motion from Trustee Lubinski regarding Reconsideration of Liquor Waiver for SVDP Catholic School to Item 21b) Reconsideration of Liquor Waiver for SVDP Catholic School.

Results of the Vote taken, as follows:

In Favour

Trustees D'Amico
Del Grande
Kennedy
Lubinski
Martino
Tanuan

Opposed

de Domenico
Di Giorgio
Li Preti
Rizzo

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in opposition.

MOVED by Del Grande, seconded by Trustee Lubinski, that Item 24a) Inquiry from Trustee Del Grande regarding Consistency of Procedural Policies at TCDSB be added.

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that Item 21b) Reconsideration of Liquor Waiver for SVDP Catholic School be reordered to Item 16a) Unfinished Business from Previous Meeting.

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that Item 9a) Notice of Motion from Trustee Kennedy regarding Vaccination Policy be added and reordered as Item 21b).

Results of the Vote taken on the Addition of Item 24a) Inquiry from Trustee Del Grande regarding Consistency of Procedural Policies at TCDSB, as follows:

In Favour

Trustees D'Amico
Del Grande
Kennedy
Lubinski
Martino
Tanuan

Opposed

de Domenico
Di Giorgio
Li Preti
Rizzo

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in opposition.

Results of the Vote taken on the Reordering of Item 21b) Reconsideration of Liquor Waiver for St. Vincent de Paul Catholic School to Item 16a), as follows:

In Favour

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

Opposed

de Domenico

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in opposition.

Results of the Vote taken on the Addition of Item 21b) Motion from Trustee Kennedy regarding Vaccination Policy, as follows:

In Favour

Opposed

Trustees	D'Amico
	de Domenico
	Del Grande
	Di Giorgio
	Kennedy
	Li Preti
	Lubinski
	Rizzo
	Martino
	Tanuan

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

10. Declarations of Interest

There were none.

11. Approval and Signing of Minutes of the Previous Meetings

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that Items 11a), 11b), 11c), 11d), 11e) and 11f) be adopted as follows:

11a) Special Board (Student Achievement) Held May 27, 2021 approved;

11b) Student Achievement Held May 27, 2021 approved;

11c) Special Board (Corporate Services) Held June 8, 2021 approved;

11d) Corporate Services Held June 8, 2021 approved;

11e) Regular Board Held June 10, 2021 approved; and

11f) Special Board Held June 29, 2021 approved.

The Motion was declared

CARRIED

12. Presentations

12a) From the Chair of the Board – Nil

MOVED by Trustee Tanuan, seconded by Trustee Kennedy, that Items 12b) and 12c) be adopted as follows:

12b) From the Director of Education received; and

12c) From the Student Trustees received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
de Domenico
Del Grande
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

Trustee Di Giorgio left the horseshoe at 8:35 pm and returned at 8:40 pm.

Student Trustees Baybayon and De Castro left the horseshoe at 8:53 pm and returned at 8:55 pm.

Trustee de Domenico left the horseshoe at 8:57 pm and returned at 9:01 pm.

MOVED by Trustee Tanuan, seconded by Trustee Di Giorgio, that Item 12d) be adopted as follows:

- 12d) Toronto Public Health - Dr. Vinita Dubey, Associate Medical Officer of Health and Nicole Welch, Director, COVID-19 Liaison, Toronto Public Health received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
de Domenico
Del Grande
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

Trustee de Domenico left the horseshoe at 9:01 pm and returned at 9:02 pm.

15. Consent and Review

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

- 16a) Reconsideration of Liquor Waiver for St. Vincent de Paul Catholic School – Trustee Lubinski;
- 20c) Return to School 2021-22– Trustee Kennedy;
- 20d) Update on Acceptable Use of Technology Policy and Social Media Guidelines – Trustee Di Giorgio;
- 20e) Equity Poverty Action Network (EPAN) School – Trustees Di Giorgio and Li Preti;
- 21a) From the Governance and Policy Committee: Fair Practice in Hiring – Trustee Di Giorgio;
- 21b) Motion from Trustee Kennedy regarding Vaccination Policy; and
- 24a) Inquiry from Trustee Del Grande regarding Consistency of Procedural Policies at TCDSB – Trustee Del Grande

MOVED by Trustee Lubinski, seconded by Trustee Tanuan, that the Items not held be received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D’Amico
de Domenico
Del Grande
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

- 20a) REVISED: Annual Report of the Conflict Resolution Department;
- 20b) Annual Parent/Guardian Voice Survey 2021;
- 25a) Master Pending List and Rolling Calendar; and
- 25b) Annual Calendar of Reports and Policy Metrics

The Chair declared a 10-minute recess.

The meeting resumed with Trustee Martino in the Chair with no change to the attendance list.

16. Unfinished Business from Previous Meetings

MOVED by Trustee Lubinski, seconded by Trustee Tanuan, that Item 16a) be adopted as follows:

16a) Reconsideration of Liquor Waiver for St. Vincent de Paul Catholic School:

WHEREAS: Over the past number of years, St. Vincent de Paul Catholic School (SVDP) has held numerous fundraising events (like many other TCDSB schools) for which a liquor permit was obtained;

WHEREAS: St. Vincent de Paul Elementary School is planning to hold their annual Outdoor Community BBQ event on Monday, September 27, 2021 from 5:30 to 7:30 p.m. Price of admission is a non-perishable food item to be donated to the local Parkdale Food Bank in honour of the school's saint;

WHEREAS: The St. Vincent de Paul CSPC is requesting that the Board's liquor policy be waived for this event. This event will only take place if public health guidelines, at the time specified, will allow;

WHEREAS: During the event, local artisan beer will be sold by SafeServe certified SVDP school parents in a special designated area in the schoolyard. The children's activity area and BBQ food area will be situated in an entirely separate section;

WHEREAS: Proceeds from the event will go towards CSPC initiatives within the school;

WHEREAS: Many other schools throughout TCDSB have hosted similar events for which liquor waivers were granted. A list of some of these waivers have been provided in the addendum to this motion;

WHEREAS: As per the Motion that was passed on September 5, 2019, Staff was contacted earlier this month regarding the SVDP liquor waiver but approval was not granted; and

WHEREAS: TCDSB legal consul advised on August 12, 2021 that a Notice of Motion should be presented to the Board for reconsideration of the Sept. 2019 motion or to present this liquor waiver request to the Board of Trustees for approval

BE IT RESOLVED THAT: The Permit Policy B.R.05, Regulation 6, of Appendix A be waived and that permission be granted to St. Vincent de Paul Catholic School to serve or sell alcohol during their Outdoor Community BBQ event on Monday September 27, 2021.

Student Trustee De Castro left the horseshoe at 9:54 pm and returned at 9:54 pm.

MOVED by Trustee Kennedy, seconded by Trustee de Domenico, that the Question be called.

Results of the Vote taken, as follows:

In Favour

Trustees D'Amico
de Domenico
Di Giorgio
Kennedy
Li Preti
Martino
Rizzo
Tanuan

Opposed

Del Grande
Lubinski

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

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

In Favour

Trustees D'Amico
Di Giorgio
Del Grande
Lubinski
Tanuan

Opposed

de Domenico
Kennedy
Li Preti
Martino
Rizzo

The Main Motion was declared

LOST ON A TIE

Student Trustees Baybayon and De Castro wished to be recorded as voted in opposition.

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

MOVED by Trustee Kennedy, seconded by Trustee de Domenico, that Item 20c) be adopted as follows:

20c) Return to School 2021-22 received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo, that:

WHEREAS: It is a primary responsibility of the TCDSB to provide its students and Staff with a safe learning and working environment;

WHEREAS: COVID-19 continues to be highly transmissible in our community, and it is imperative that the Board of Trustees provide students, Staff and all stakeholders and their families with information that will assist in reducing the spread of COVID-19 in all TCDSB schools and facilities;

WHEREAS: The Ministry of Education issued a return to school direction approved by the Office of the Chief Medical Officer of Health for the purposes of regulations made under the Reopening Ontario (A Flexible Response to COVID-19) Act, 2020, which, among other things, directed Ontario School Boards in collaboration with Public Health Units to communicate proactively with the school community about COVID-19 prevention measures.

THEREFORE, BE IT RESOLVED THAT:

1. The Board of Trustees request that Staff bring to the Governance and Policy Committee a draft “COVID-19 Vaccination Policy” and present the draft policy to the Board of Trustees as soon as is reasonably possible; and
2. The Board of Trustees further request that Staff and the Governance and Policy Committee develop the policy in expedited consultation with Toronto Public Health, as well as TCDSB stakeholders and education partners.

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

In Favour

Opposed

Trustees D’Amico
de Domenico
Del Grande
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

Student Trustee De Castro left the meeting at 10:30 pm.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Lubinski, that:

WHEREAS: The Government of Ontario has mandated mask wearing in schools;

WHEREAS: Science literature has concluded that N95 masks prevent the COVID virus molecules from being inhaled;

WHEREAS: All other masks are inadequate; and

WHEREAS: It is known that wearing a mask for an extended period of time causes CO2 to be breathed back in as well as personal discomfort.

BE IT RESOLVED THAT:

1. N95 masks be provided daily to all students and Staff; and
2. All students and Staff obtain five minutes of non-mask breathing each hour.

Trustee Del Grande requested that the Question be split.

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

In Favour

Trustees Del Grande
Lubinski

Opposed

D'Amico
de Domenico
Di Giorgio
Kennedy
Li Preti
Martino
Rizzo
Tanuan

Part 1 of the Motion was declared

FAILED

Student Trustee Baybayon wished to be recorded as voted in opposition.

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

In Favour

Opposed

Trustees D'Amico
Del Grande
Lubinski
Tanuan

de Domenico
Di Giorgio
Kennedy
Li Preti
Martino
Rizzo

Part 2 of the Motion was declared

FAILED

Student Trustee Baybayon wished to be recorded as voted in opposition.

Trustee Tanuan left the horseshoe at 10:56 pm and returned at 11:03 pm.

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

In Favour

Opposed

Trustees D'Amico
de Domenico
Del Grande

Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

Student Trustees Baybayon wished to be recorded as voted in favour.

27. Adjournment

MOVED by Trustee Del Grande, seconded by Trustee de Domenico, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Trustees de Domenico
Del Grande
Di Giorgio
Li Preti
Lubinski
Rizzo
Tanuan

Opposed

D'Amico
Kennedy
Martino

The Motion was declared

CARRIED

Student Trustee Baybayon wished to be recorded as voted in favour.

8. Reports from Private Session

MOVED by Trustee de Domenico, seconded by Trustee Kennedy, that the reports from PRIVATE Session be received:

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
de Domenico
Del Grande
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustee Baybayon wished to be recorded as voted in favour.

Trustee Di Giorgio left the meeting at 11:09 pm.

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the following reports from PRIVATE Session be received:

- a. Approved Minutes of the following previous meetings: Student Achievement and Well Being, Catholic Education and Human Resources held May 6, 2021; Corporate Services, Strategic Planning and Property Committee held June 8, 2021; Regular Board held June 10, 2021 and Special Board held June 29, 2021; and
- b. Reports regarding St. Michael's Choir School Governance and new Executive Appointments.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
de Domenico
Del Grande
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustee Baybayon wished to be recorded as voted in favour.

ITEMS NOT DISCUSSED

- 20d) Update on Acceptable Use of Technology Policy and Social Media Guidelines (Held by Trustee Di Giorgio);
- 20e) Equity Poverty Action Network (EPAN) School (Held by Trustees Di Giorgio and Li Preti);
- 21a) From the Governance and Policy Committee: Fair Practice in Hiring and Promotion H.M.40 (Held by Trustee Di Giorgio); and
- 24a) Inquiry from Trustee Del Grande regarding Consistency of Procedural Policies at the TCDSB

SECRETARY

CHAIR

ADDENDUM: (Refer Items 9c) and 16a)

LIQUOR WAIVERS GRANTED 2019:

Student Achievement Public 2019-01-14

16d)	Liquor Waiver Request for St. Eugene Catholic School Event on May 10, 2019	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at St. Eugene Catholic School on May 10, 2019 for the Comedy Night event.
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Corporate Services Public 2019-02-14

15d)	Liquor Waiver Request for Senator O'Connor Catholic Secondary School Event on March 7, 2019	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at the Senator O'Connor Catholic Secondary School Irish Dinner Event, between 6:00 pm to 10:30 pm on Thursday March 7, 2019.
15e)	Liquor Waiver Request for Senator O'Connor Catholic Secondary School Event on June 6, 2019	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at the Senator O'Connor Catholic Secondary School Staff Retirement Party Event, between 5:00 pm to 11:00 pm on Thursday June 6, 2019.
15f)	Liquor Waiver Request for Blessed Cardinal Newman Catholic High School Retirement Event on May 3, 2019	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at the Blessed Cardinal Newman Catholic High School Retirement Event, between 6:00 pm to 9:00 pm on Friday May 3, 2019.
15g)	Liquor Waiver Request for Immaculate Conception Catholic School Art Exhibit Event on May 9, 2019	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at the Immaculate Conception Catholic School Art Exhibit Event, between 6:00 pm to 9:00 pm on Thursday May 9, 2019.

Corporate Services Public 2019-03-21

15h)	Liquor Waiver for Senator O'Connor College School on April 11, 2019	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at Senator O'Connor College School on April 11, 2019 for the Staff Social event.
	Liquor Waiver for Brebeuf College Event on May 10, 2019	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at Brebeuf College School on May 10, 2019 for the Alumni Pub Night event.
	Liquor Waiver Request for Francis Libermann Catholic High School Event on June 13, 2019	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at Francis Libermann Catholic High School on June 13, 2019 for the Staff Retirement Party.

Corporate Services 2019-04-11

b)	Liquor Waiver for St. Patrick Catholic Secondary School Event on June 14, 2019 (Recommendation)	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at St. Patrick Catholic Secondary School on June 14, 2019 for the Staff Social.
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Board 2019-04-24

j)	Liquor Waiver Request for St. Clement Catholic School Event on June 1, 2019	That Regulation 6, of Appendix A of the Permits Policy B.R. 05, be waived in order to be able to serve alcohol at St. Clement on June 1, 2019 between 11 am to 4pm for the school Fun Fair.
k)	Liquor Waiver Request for St. Cecilia Catholic Elementary School Event on June 6, 2019	That Regulation 6, of Appendix A of the Permits Policy B.R. 05, be waived in order to be able to serve alcohol at St. Cecilia on June 6, 2019 between 3 pm to 8 pm for the CSPC Fun Fair.
l)	Liquor Waiver Request for St. Mary of the Angels Catholic	That Regulation 6, of Appendix A of the Permits Policy B.R. 05, be waived in order to be able to serve alcohol at St. Mary of the Angels on August 17, 2019

School Event on August 17, 2019 and August 18, 2019	between 7 pm to 11:59 pm and on August 18, 2019 from 3 pm to 11 pm for the Church Festival.
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Corporate Services 2019-05-09

1.	Liquor Waiver for St. John Paul II Catholic Secondary School Event on May 31, 2019	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at St. John Paul II Catholic Secondary School on May 31, 2019 for the alumni event.
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Corporate Services 2019-06-06

b)	Liquor Waiver for St. Pius X Catholic School Event on June 15, 2019 (Recommendation)	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at St. Pius X Catholic School on June 15, 2019 for the Family Fun Day Event.
c)	Liquor Waiver for Loretto College School Event on June 21, 2019 (Recommendation)	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at Loretto College School on June 21, 2019 for the Staff Retirement Party Event.
d)	Liquor Waiver for Mary Ward Catholic Secondary School Event on June 24, 2019 (Recommendation)	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at Mary Ward Catholic Secondary School on June 24, 2019 for the Staff Retirement Party Event.

Board 2019-06-13

Liquor Waiver request for St. Matthew Catholic School Event between August 29 – September 1, 2019	That Regulation 6, of Appendix A of the permits Policy B.R.05, be waived in order to serve alcohol at the St. Matthew Catholic School Parish Community Festival between August 29 and September 1, 2019.
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Board 2019-08-22

Liquor Waiver request for St. Pius X Catholic School Family Fun day event September 21, 2019	That Regulation 6 of Appendix A of the Permits Policy B.R.OS be waived in order for alcohol to be served at St. Pius X Catholic School family fun day event on September 21, 2019.
Liquor Waiver request for Dante Alighieri Academy Music and Culture show event, September 7, 2019	That Regulation 6 of Appendix A of the Permits Policy B.R.OS be waived in order for alcohol to be served at Dante Alighieri Academy Music and Culture show event on Sept. 7, 2019.

Student Achievement Public 2019-09-05

17e)	Liquor Waiver Request from St. Clement Catholic School regarding Fun Fair Event on Saturday, September 28, 2019	That Regulation 6, of Appendix A of the Permits Policy B.R.05 be waived, in order to be able to serve alcohol at St. Clement Catholic School on September 28, 2019 for the Family Fun Fair and; That all liquor waiver requests be delegated to the Director or his designate for approval.
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LIQUOR WAIVERS GRANTED 2018:

Student Achievement PUBLIC 2018-01-11

c)	Liquor Waiver Request for Brebeuf College Service Trip to Peru Fundraiser Event , February 10, 2018	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at Brebeuf College on Saturday, February 10, 2018 for the Peru Service Trip event.
d)	Liquor Waiver Request for Senator O'Connor Catholic High School Annual Irish Dinner Event , March 1, 2018	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at Senator O'Connor Catholic High School on Thursday, March 1, 2018 for the Annual Irish Dinner Event.
e)	Liquor Waiver Request for Senator O'Connor Catholic High School Year-End Staff Social Event , June 14, 2018	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at Senator O'Connor Catholic High School on Thursday, June 14, 2018 for the Year-End Staff Social Event.

Student Achievement PUBLIC 2018-04-05

e)	Liquor Waiver Request for Cardinal Carter Academy of the Arts Event on April 21, 2018 (Recommendation)	Regulation 6, of Appendix A of the Permits Policy B.R. 05, be waived in order to be able to serve alcohol at Cardinal Carter on Saturday April 21, 2018, for the closing night party for the TCDSB Staff Arts musical, Curtains
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Corporate Services PUBLIC 2018-04-12

k)	Liquor Waiver Policy Request for Brebeuf College Event, May 11, 2018	That Regulation 6 of Appendix A of the Permits Policy B.R.04 be waived in order to be able to serve alcohol at Brebeuf College on Friday, May 11, 2018 for the Brebeuf Alumni Pub Night Event
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Board PUBLIC 2018-04-19

17b	Liquor Waiver Request for James Culnan Catholic School's multicultural Potluck and Dance Event on May 25, 2018	That Regulation 6, of Appendix A of the Permits Policy B.R. 05 be waived in order to be able to serve alcohol at James Culnan on Friday, May 25, 2018, for the Multicultural Potluck and Dance event
17c	Liquor Waiver Request for St. Cecelia Catholic School's Fun Fair Event on June 7, 2018	That Regulation 6, of Appendix A of the Permits Policy B.R. 05, be waived in order to be able to serve alcohol at St. Cecelia on Thursday, June 7, 2018, for the Fun Fair event

Board PUBLIC 2018-05-17

17j	Liquor Waiver Request for St. Pius X Catholic School year-end family fun day.	That Regulation 6 of Appendix A of the Permits Policy B.R.05 be waived in order to serve alcohol at St. Pius X Catholic School year-end family fun day event on June 16, 2018.
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Student Achievement PUBLIC 2018-05-31

g)	Liquor Waiver Request for St. Mary of the Angels Catholic School for Feast of St. Mary event.	That Regulation 6 of Appendix A of the Permits Policy B.R.05 be waived in order to be able to serve alcohol at St. Mary of the Angels from 5:00pm to 11:00pm on Saturday August 18, 2018 and from 1:00pm to 10:00pm on Sunday August 19, 2018 for the Feast of St. Mary of the Angels event.
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Corporate Services PUBLIC 2018-06-06

j)	Liquor Waiver Request for Our Lady of Peace Catholic School Fun Fair Event, September 15, 2018 (Recommendation)	That Regulation 6, of Appendix A of the Permits Policy B.R.05, be waived in order to serve alcohol at Our Lady of Peace Catholic School on Saturday September 15, 2018
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BOARD PUBLIC 2018-06-14

17h)	Liquor Waiver Request for Cardinal Leger Catholic School Retirement Celebration Event , June 28, 2018	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived in order to be able to serve alcohol at the Retirement Celebration Event at Cardinal Leger on Thursday, June 28, 2018
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Board PUBLIC 2018-08-23

18 d)	Liquor Waiver Request for Senator O'Connor College School Staff Social Event , September 6, 2018	That Regulation 6, of Appendix A of the Permits Policy B.R. 05 be waived, in order to be able to serve alcohol at Senator O'Connor College School on Thursday September 6, 2018, for the Staff Social Event between 3:00 and 7:00 pm.
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Student Achievement PUBLIC 2018-10-04

l)	Liquor Waiver Request for James Culnan Catholic School, Catholic School Parent Council Halloween Dance Event , Friday October 26, 2018	That Regulation 6, of Appendix A of the Permits Policy B.R.05, be waived in order to serve alcohol at James Culnan Catholic School on Friday October 26, 2018 between 6:00 and 10:00 pm.
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Corporate Services PUBLIC 2018-10-11

c)	Liquor Waiver Request for Jean Vanier Catholic Secondary School Staff Team Building Event , October 26, 2018	That Regulation 6, of Appendix A of the Permits Policy B.R.05, be waived in order to serve alcohol at Jean Vanier Catholic Secondary School on Friday October 26, 2018, between 5 to 9 pm.
f)	Liquor Waiver Request for Brebeuf College School Staff Team Building Event , October 21, 2018	That Regulation 6, of Appendix A of the Permits Policy B.R.05, be waived in order to serve alcohol at Brebeuf College School on Sunday October 21, 2018, between 11am to 3 pm.

Student Achievement PUBLIC 2018-11-01

a)	Liquor Waiver Request for Our Lady of Perpetual Help Catholic School CSPC Trivia Night, November 22, 2018	That Regulation 6, of Appendix A of the Permits Policy B.R.05, be waived in order to serve alcohol at Our Lady of Perpetual Help Catholic School on Thursday November 22, 2018 between 6:00 and 12:00 am.
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Corporate Services 2018-12-12

1.	Liquor Waiver Request for Neil McNeil Catholic Secondary School Big Brother Student Leadership Program Event, February 8, 2019 (Recommendation)	That Regulation 6 of Appendix A of the Permits Policy B.R. 05 be waived and that permission be granted to serve alcohol at the Neil McNeil Catholic Secondary School Big Brother Student Leadership Program Event, between 6:00 pm to 11:00 pm on Friday, February 8, 2019.
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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 SPECIAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

HELD TUESDAY, AUGUST 31, 2021

PRESENT:

Trustees:

J. Martino, Chair
N. Crawford, Vice- Chair
F. D'Amico - Virtual
M. de Domenico - Virtual
M. Del Grande - Virtual
D. Di Giorgio
A. Kennedy - Virtual
I. Li Preti - Virtual
T. Lubinski
M. Rizzo - Virtual
G. Tanuan

Student Trustees:

K. Baybayon - Virtual
S. De Castro - Virtual

Staff:

B. Browne
D. Boyce
A. Della Mora
S. Camacho
M. Loberto
P. Matthews
R. Putnam

S. Harris, Recording Secretary

S. Hinds-Barnett, Assistant Recording Secretary

External Guest: A. Robertson, Parliamentarian

3. Roll Call and Apologies

An apology was extended on behalf of Trustee Di Pasquale.

6. Approval of the Agenda

MOVED by Trustee Lubinski, seconded by Trustee Di Giorgio, that the Agenda be approved.

The Motion was declared

CARRIED

7. Reports from Private Session

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that the following report be received:

In PRIVATE Session: The Board of Trustees received a verbal update regarding Toronto Elementary Catholic Teachers (TECT) Bargaining.

Trustees Del Grande had declared an interest in that Item, as referenced below in Item 9 - Declarations of Interest.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

9. Declarations of Interest

In PRIVATE Session Trustee Del Grande declared an Interest in Item 13a) Toronto Elementary Catholic Teachers (TECT) Bargaining Update (Verbal) - Adrian Della Mora, Associate Director of Academic Affairs and Chief Operating Officer as he has a family member who is an employee of the Board. Trustee Del Grande recused himself and did not vote nor participate in discussions regarding that Item.

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

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

16a) Use of Schools as Polling Stations received.

MOVED IN AMENDMENT by Trustee Lubinski, seconded by Trustee Di Giorgio, that:

WHEREAS: This Special Board meeting was called at the request from six Trustees on Tuesday August 24, 2021 regarding the potential use of our schools for polling stations on Election Day 2021;

WHEREAS: Millions of dollars were spent to reopen the schools and protect our students and Staff;

WHEREAS: Mental health issues are on the rise due to extended on-line schooling and isolations from friends and peers;

WHEREAS: Schools have traditionally been used as polling stations in the past, however, we are in pandemic for the last eighteen (18) months, and this is not a regular school year;

WHEREAS: Elections Canada can put up big outdoor tents on their properties which they have a lot of;

WHEREAS: Commercial buildings, arenas and public municipal buildings can be used for polling stations;

WHEREAS: A request for outdoor graduations on behalf of our school communities was made in June of this year, but that was not allowed; and

WHEREAS: For this Board to now allow unidentified people to our indoor school facilities would carry more risk to our system, especially with the onset and prevalence of lethal variants.

THEREFORE BE IT RESOLVED: That the Director write a letter to Elections Canada to notify them that the Toronto Catholic District School Board (TCDSB) has passed a resolution that it will not permit polling

stations in its schools in the upcoming federal election so that the Board totally eliminates any additional risk of exposure of COVID to our students and Staff.

MOVED in AMENDMENT to the AMENDMENT by Trustee Kennedy, seconded by Trustee Del Grande:

THEREFORE BE IT RESOLVED: That the Director write a letter to Elections Canada to notify them that the TCDSB has passed a resolution that it will not permit polling stations in its schools in the upcoming federal election so that the Board totally eliminates any additional risk of exposure of COVID to our students and Staff.

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

In Favour

Trustees Crawford
Del Grande
Kennedy
Lubinski
Martino
Tanuan

Opposed

D'Amico
de Domenico
Di Giorgio
Li Preti
Rizzo

The AMENDMENT to the AMENDMENT was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in opposition.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Lubinski
Martino
Tanuan

D'Amico
de Domenico
Di Giorgio
Li Preti
Rizzo

The AMENDMENT, as amended, was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

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

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Tanuan

Rizzo

The Motion, as amended, was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

23. Adjournment

MOVED by Trustee Del Grande, seconded by Trustee Di Giorgio, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Kennedy
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Li Preti did not vote/respond.

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

SECRETARY

CHAIR



Director's Monthly Report

September 2021

For everyone in education, September is the most exciting month of the year. Though this year continues to proceed with anxiety, trepidation, and concern about our way forward in this pandemic, it also ushers in a new beginning in education. We are blessed by the dedication and commitment of all TCDSB staff who have been doing everything within their scope of practice and influence to support students and welcome them back to another school year in the Toronto Catholic District School Board.

As we begin a new school year, we do so more cognizant than ever of vaccination rates, on-going testing, processes, protocols, and preventative measures intended to make our schools and communities as safe as possible as students return to school. We continue to commit to working closely with our partners in public health, community agencies and partners to make our return to school as welcoming as possible for students both in-person and virtually.

I have enjoyed the opportunity to be in our schools visiting with students, staff, and parents during the first few days back, and recognize how important our role is in education to serve and support students and families. While I look forward to my opportunity to connect with our student virtually, my time with students in person at schools revealed enormous smiles behind masks in the playground and throughout the school. Students, staff, parents, and caregivers may be nervous and anxious about this return to school, but there is universal appreciation and acknowledgement of the importance of being engaged in school, connecting with peers, and community.

Our staff continue to serve in ways that manifest their professionalism, their expertise, and their commitment to modeling Christ to others in every role and responsibility throughout the system. I thank each and every staff member for their on-going service on behalf of all TCDSB students and families.

We move forward with eyes of faith and hope, hearts of kindness and love, and minds of justice and peace recognizing that whatever we accomplish, we do so best in partnership and community.

Highlights from the past month include:

- **Director's Annual General Meeting (Virtual)** - This annual event brings leaders from across the organization together as we embark on a new school year. While being limited by Covid protocols, this event recognizing 2020 and 2021 New Administrators and Business Leaders, along with the Celebration of the Eucharist, was hosted virtually.
- Celebrating September as **Hospitality as the Virtue of the Month** for September and recognizing important observances such **Ukrainian Canadian Heritage Month** and **Bike to School/Work Month**

- **Back to School Week** – celebrating the return to school and student success – had the pleasure to visit schools and engage with students, school staff, parents, and the school community:
 - First Day of School celebrations at **St. Paul and St. Margaret** Catholic Schools
 - **St. Clare** Elementary Catholic School on Bike to work Month
 - Welcoming newcomers at **St. Lawrence** Elementary Catholic School
 - School visits to **St. Bonaventure, St. Augustine of Canterbury, and James Cardinal McGuigan** Secondary School
 - Celebrating **Ukrainian Heritage Month** at **St. Demetrius**
- Attended a first day of school visit with Minister Lecce and MPP Martin with the Chair of the Board at **St. Margaret Catholic School** to engage in an outdoor Gr. 3 class.
- Engaged with staff at **Chaminade College Secondary** School to celebrate the start of the new school year.
- Had the pleasure to connect with our **Elementary School Secretaries** at the Opening Day In-Service event.
- **Engaging with media** on behalf of the TCSDB and education in Ontario on City TV, CTV, and the Toronto Star.
- Engaging with **Toronto Public Health** with vaccination and testing strategies in Toronto, and public health recommendations from TPH that impact and influence TCDSB staff and students.
- Continuing **important connections throughout the with the Deputy Minister of Education, Toronto Public Health, and the Ministry of Health** in support of provincial and local initiatives to keep students, staff, and families safe and healthy during this current COVID pandemic.
- Participating on and contributing to **provincial leadership conversations** with **Directors of Education and Health officials** from across the province in support of TCSDB staff, students, and families, and to influence public policy decisions in support of education and health care.
- **Meeting with Catholic Directors** from across the province in support of best practices, shared issues, solutions, and advocacy throughout Catholic education in Ontario.



*Markus de Domenico
Trustee Ward 2*

E-mail: Markus.deDomenico@tcdsb.org

Voicemail: 416-512-3402

To: Regular Board Meeting: September 16, 2021

From: Markus de Domenico, Trustee Ward 2

Subject: Consideration of Motion – Motion to request the Ministry of Education for provincial menstrual funding.

MOVED BY: Markus de Domenico, SECONDED BY: Garry Tanuan

WHEREAS: The TCDSB had unanimously passed a motion during the November 14 Corporate Services Committee Meeting to provide free menstrual products in all TCDSB schools;

WHEREAS: The board has been unable to provide free menstrual products for our secondary and elementary schools, due to the lack of funding;

WHEREAS: The return to school plan released by the Ministry of Education has committed to having students attend in-person every single day, and the need for menstrual products are higher than ever;

WHEREAS: Lack of access due to the economic factors that impact girls and women around the world has worsened with the pandemic, as many families lost jobs and are unable to pay their financial dues;

WHEREAS: The Toronto District School Board sent a letter to Ontario Education Minister Stephen Lecce asking for funding for free menstrual products in all schools in the province; and

WHEREAS: Other school boards, such as Waterloo Region District School Board and York Region District School Board have also expressed their support in the Toronto Youth Cabinet's call for free menstrual products in all Ontario school boards.

BE IT RESOLVED THAT: The Chair of the Board send a letter to the Ministry of Education to request provincial funding in order to provide free menstrual products in all schools within the province.

Markus de Domenico
Trustee, Ward 2



REPORT TO

REGULAR BOARD

**ANNUAL REPORT 2020-2021: COMMUNICATIONS
AND COMMUNITY ENGAGEMENT**

And let us consider how to provoke one another to love and good deeds, not neglecting to meet together, as is the habit of some, but encouraging one another, and all the more as you see the Day approaching. Hebrews 10:24-25

Created, Draft	First Tabling	Review
September 6, 2021	September 16, 2021	Click here to enter a date.

Shazia Vlahos, Chief of Communications and Government Relations

Derek Chen, Superintendent of Equity, Diversity, Indigenous Education and Community Relations

INFORMATION REPORT

Vision:

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

Mission:

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

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



Brendan Browne, PhD
Director of Education

A. Della Mora
Associate Director of Academic
Affairs and
Chief Operating Officer

D. Boyce
Associate Director of
Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board (TCDSB) is committed to enhancing public confidence through timely, accessible and transparent communications and continuous improvement through authentic community engagement. This report highlights key staff-planned, supported, and executed system-wide communications and consultation initiatives, learning opportunities, community and cultural engagement events, and advisory committee undertakings for the 2020-2021 academic year.

The scope of communications and community engagement initiatives undertaken by staff in the 2020-2021 school year is comprehensive and supports all six strategic directions of the Multi-Year Strategic Plan, with particular emphasis on Enhancing Public Confidence, Achieving Excellence in Governance and Living our Catholic Values.

The 2020-2021 year was unique, impacted and affected by labour disruption and a system-wide school closure due to the COVID-19 pandemic. Staff endeavoured to organize virtual events and activities to ensure TCDSB stakeholders continued to experience the rich traditions of cultural events, and seek input on matters pertaining to school renewal projects, student learning models, budget consultations, student voice and parent/guardian voice surveys.

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

B. PURPOSE

1. This report is submitted in compliance with mandatory reporting requirements in two policies: Communications Policy A. 37 and Community Engagement Policy T.07.
2. The Communications Policy (A. 37) states:

The effectiveness of this policy in supporting comprehensive best practice communications across the Toronto Catholic District School Board (TCDSB) will be evaluated annually. The highlights, analysis and findings will be documented and published in a formal annual report and presented to the Board of Trustees in September of each year for review.

3. The Community Engagement Policy (T.07) stipulates:
A report of the community engagement process as reported by staff is to be reviewed by the Board annually.
4. The appendices in this report contain the main communications, consultation, community engagement and cultural events, as well as promising practices to promote student achievement and wellbeing undertaken by the Board's various community advisory committees in the 2020-2021 school year.

C. BACKGROUND

1. *Appendices A and B* summarize community engagement activities and consultations within the TCDSB from the 2020-2021 school year.
2. *Appendix C* summarizes promising practices and initiatives undertaken by staff in consultation with the Board's Community Advisory Committees in the 2020-2021 school year.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The TCDSB strives to involve parents/guardians, stakeholders, and community members in meaningful ways on matters under the Board's purview to better understand priorities and community concerns when making decisions. Appendices A, B and C demonstrate the Board's commitment to effective community involvement to foster relationships, promote equity, and garner stakeholder input.
2. In 2020-2021, due to the pandemic community engagement opportunities related to the budget, capital and planning projects, parent/guardian voice survey, student voice survey, return to school surveys and student learning model registration were held virtually.
3. In 2020-2021, learning opportunities afforded through workshops, and monthly cultural and heritage celebrations and events, demonstrated the Board's commitment to creating and sustaining a rich environment of learning, inclusion, equity, diversity, anti-racism, and anti-oppression. Due to the conferences and workshops offered virtually, participation numbered in the hundreds and thousands for many events. Heritage celebrations expanded their scope to include more components focused on education around anti-

racism. During the period of school closures, the workshops and heritage celebrations were held virtually and shared across the system.

4. The [TCDSB Community Consultation webpage](#) continues to provide the public with information about all active TCDSB public consultations and opportunities for involvement.
5. The Equity Department coordinates translations for key parent/guardian communications in the 12 most common languages at the TCDSB and the website offers a Google translate feature.
6. The Communications Department continues to amplify the TCDSB's reputation, profile and reach through the use of various communication tools including:
 - School Messenger: Used regularly throughout the school year to disseminate pertinent information (labour, COVID-19, return to school, vaccination opportunities, etc.) directly to TCDSB parents/guardians;
 - Survey tools like Survey Monkey and Qualtrics have been used when seeking input on learning model registration and the budget. Moving forward Qualtrics will solely be used.
 - Social Media Strategy has been successfully adopted to expand reach on all channels including Twitter, Instagram, Facebook and Youtube;
 - Weekly Wrap-up (targets everyone on exchange);
 - Daily digest of pertinent communications to school administrators and business leaders via Management Matters Forum;
 - Monthly updates for schools to include in their newsletters;
 - Trustee newsletters; and
 - TCDSB website continues to be updated and improved. A Return to School section was created and devoted to providing timely updates on plans, COVID advisory, health and safety measures, ventilation in schools, and FAQs.
 - RFP for a TCDSB website overhaul is underway and closes on September 10, 2021.
7. The Communications Department constantly monitors and evaluates the effectiveness of its strategies, communication tools, including social media platforms and trends to ensure content and messages are received by intended audiences including families, students and staff.

8. Following two years' worth of consultation, the Communications Department has developed the TCDSB's first-ever social media guidelines which are now operational.
9. In the 2020-2021 academic year, advisory committees have worked with Board staff to implement a variety of practices to support student achievement and well-being through cultural responsiveness and equity.

E. METRICS AND ACCOUNTABILITY

1. The outcome/impact of each initiative in community engagement and outreach, communications, and advisory committee undertakings is outlined in a dedicated column in each of the Appendices A, B, C.
2. An important guiding principle of community engagement and consultation at the TCDSB is broad-based accessibility. The Board strives to engage the greatest number of stakeholders meaningfully and authentically. To this end, the Board routinely uses a variety of web-based tools, virtual and actual town-hall forums, face-to-face meetings, workshops, and information sessions.
3. The Communications Department's social media strategy has led to enhanced reach and profile for the TCDSB. Through regular content creation/curation, the use of tools to schedule posts to maintain a constant presence and the use of active content (ie. videos, quality images and graphical interchange formats (GIFs), all TCDSB managed accounts have seen a significant increase in followers and impressions. The use of Facebook and Youtube has enabled TCDSB live stream events including the Lunch with the Director Live Q&A events.
 - a. TCDSB Twitter saw an increase of 1,100 followers since September 2020 (currently there are 47.8K followers);
 - b. The Directors Twitter saw an increase of followers and is currently at 3,650 followers. Each month, Director engagement increases largely due to the monthly Lunch with the Director, led by the Communications Department . Each live event receives approximately 430-960 views.
 - c. Instagram saw an additional 1,146 followers since last year, with a total of 6,203 followers; and
 - d. Facebook (introduced late 2019) now has 1,748 followers, up from 1,516 last September.
2. The Communication Department continues to make updates and improvements to the website by adopting industry best practices and creating and implementing newly created guidelines and protocols. As a result of these initiatives, the TCDSB website has seen increased web traffic and user engagement during the 2020-2021 school year. Some of the highlights include:

- a. The total number of pages viewed increased by more than 20% compared to the 2019-2020 school year.
- b. Due to several search-related improvements, users can find relevant TCDSB web pages through Google much easier, with 700,000 more sessions through Google compared to the same period last year.
- c. The COVID Advisory page, one of the most searched for and visited pages in 2020-2021, was consistently ranked in the top 3 in Google's search results for terms related to COVID cases in Toronto schools.
- d. The previously mentioned Return to School section generated close to 10% of the overall web traffic to TCDSB.org, making it one of the most visited and useful resources for our users in the 2020-2021 school year.
- e. By adopting a more consistent and user-friendly approach to page design and formatting, the TCDSB website improved the level of engagement, with users spending 11% more time on our pages.

F. CONCLUDING STATEMENT

This report is for the information of the Board.

APPENDIX A - ANNUAL REPORT 2020-2021:

Learning Opportunities and Cultural Events

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
2021 TCDSB Mass and Cultural Expose: In commemoration of African- Canadian Heritage Month	02/2021	<ul style="list-style-type: none"> • Involve • Collaborate • Consensus • Empower 	<p>TCDSB Community Relations Department initiative featuring a mass and a plethora of workshops, webinars, staff and student PD, and other cultural engagements and celebrations of African Canadian culture.</p> <p>To celebrate its contributions to Catholicity, Canada and the globe.</p>	<ul style="list-style-type: none"> • Attended by over 30 000 students, staff and community from over 17 schools • African Canadian Heritage was recognized through a celebratory mass followed by artistic, pedagogical presentations, and other engagements for staff students and community
Anti-Racism Conference And Anti-Racism Video Competition	05/2021	<ul style="list-style-type: none"> • Inform • Involve 	<p>To offer professional development to students grades 7-10 and their teachers on topics such as anti-black, anti-Indigenous, anti-Asian sentiments, Implicit Bias, Equity and Faith, White Privilege, and others during a 2-day conference.</p>	<ul style="list-style-type: none"> • The 2-day events had more than a thousand student and teacher participants • A comprehensive list of resources was posted on the TCDSB website • More than 50 entries for the anti-racism video competition were received

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
AQ Funding for FNMI Courses 2020/21	09/2020 to 05/2021	<ul style="list-style-type: none"> • Involve • Collaborate • Consensus • Empower 	The initiative offered full funding for Ontario FNMI AQ courses. The Indigenous Education Department believes that subsidized AQ courses will provide and strengthen teachers and administrators with a deeper understanding and relationship with Indigenous culture, while building networks of support for educators.	<ul style="list-style-type: none"> • Increase in satisfaction among educators on Indigenous focused professional development and resources • Increase in participation of Indigenous parents in education
Arts and Artificial Intelligence (AI) Project	01/2021 01/2021 02/2021 02/2021 05/2021 05/2021 05/2021 05/2021	<ul style="list-style-type: none"> • Inform • Involve • Collaborate 	To offer culturally relevant art workshops about Indigenous Art, augmented by Artificial Intelligence (AI) in partnership with York University and IBM.	<ul style="list-style-type: none"> • Ninety students from grades 8 and 9 from St. Leo and James Cardinal McGuigan participated in the workshops • This project will be expanded to include Asian, African and Indigenous arts
Asian Canadian Heritage Virtual Celebration	05/2021	<ul style="list-style-type: none"> • Inform • Involve 	To educate, celebrate and honor the Asian Canadian contributions to Canada via a virtual celebration, heroes' day, and Anti-Asian workshops.	<ul style="list-style-type: none"> • The virtual celebration, heroes' day and Anti-Asian workshops were posted on YouTube, Ark Website and on TCDSB website

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
Celtic Canadian Heritage Month Virtual Celebration	03/2021	<ul style="list-style-type: none"> • Involve • Collaborate • Inform 	To celebrate and educate students about Celtic heritage and culture, the Community Relations Department organized a virtual celebration.	<ul style="list-style-type: none"> • Featured on TCDSB website and on YouTube • Learning resources were shared with schools on the TCDSB webpage
Community Resources	05/2021	<ul style="list-style-type: none"> • Inform 	To support vulnerable families during the COVID-19 pandemic, a list of resources and support from the various communities was created.	<ul style="list-style-type: none"> • The list of resources and community support for food and nutrition, mental health, tutoring and job opportunities, was shared and posted on the TCDSB website
Connections and Conversations Series	11/2020 01/2021 03/2021 04/2021 05/2021	<ul style="list-style-type: none"> • Inform • Collaborate 	To provide staff with a voice and safe space to share and talk about issues such as anti-racism, truth and reconciliation, diverse culture and identity, global movements and 2SLGBTQ+	<ul style="list-style-type: none"> • Monthly staff attendance ranged between 100-300 • Staff were provided with resources and information on the topics presented
ELDER in-Residence Program	09/2020 - 05/2021	<ul style="list-style-type: none"> • Inform • Involve • Collaborate 	To support Indigenous students, the Community Relations Department works in collaboration with community partners and Elders to identify and address topics relevant to the health, including mental health	<ul style="list-style-type: none"> • Increased Indigenous focused professional development and resources • Increased participation of Indigenous parents in education

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
			and wellbeing, of Indigenous students.	
Equity Book Club	12/2020 04/2021 06/2021	<ul style="list-style-type: none"> • Involve • Collaborate • Consensus • Empower 	To learn more about anti-racism and anti-oppression, residential schools, and to share perspectives.	<ul style="list-style-type: none"> • Increased awareness amongst participants of anti-racism and anti-oppression practices
Equity In-Service for Principals about Anti-Black Racism	05/2021	<ul style="list-style-type: none"> • Involve • Collaborate • Consensus • Empower 	To offer a professional learning opportunity for elementary and Secondary schools principals on anti-Asian racism and equity	<ul style="list-style-type: none"> • All TCDSB principals were provided with the PD on the impact and the effects of anti-Black racism
Equity Series for Principals	02/2021 – 06/2021	<ul style="list-style-type: none"> • Inform • Involve 	To offer a professional learning opportunity for principals on implicit bias, understanding anti-Black and anti-Asian racism, anti-Indigeneity, and inclusion	<ul style="list-style-type: none"> • Approximately 50 principals were in attendance for the entire series
Equity Walk Review and Conversations with Principals	06/2021	<ul style="list-style-type: none"> • Inform • Involve 	To involve school community leaders in the review and continuing conversations about conducting an equity walk initiative in their schools and to get their opinion and ideas on how to make the school environment more welcoming and equitable	<ul style="list-style-type: none"> • Continuous conversation and review with principals of St. Martin de Porres, OL of Grace, SMT and Francis Libermann • The experience allowed principals to reflect on how to make their school more welcoming

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
Filipino Canadian Heritage Month Virtual Celebration	06/2021	<ul style="list-style-type: none"> • Inform • Involve • Collaborate 	To engage the Filipino community on a virtual celebration to honor Filipino contributions to Canada during the Philippine Independence Day on June 12 and offer webinars on various topics such as Proudly Pinoy Role Models, STEM projects and newcomer reunification programs	<ul style="list-style-type: none"> • Close to 1000 community members and partner agencies participated in the video and webinars which were posted on YouTube and on TCDSB website
First Nation Storyteller	10/2020 - 05/2021	<ul style="list-style-type: none"> • Involve • Collaborate • Empower 	First Nation Storyteller visited 40 schools sharing his First Nation's culture from grades k to 12 through interactive storytelling and music	<ul style="list-style-type: none"> • Increase in educational opportunities to improve the knowledge of indigenous and non-indigenous students and educators on the histories, cultures, traditions, perspectives and contributions of First Nations, Métis and Inuit peoples
Food Donation Initiative with Sheraton Hotel And Convention Centre (Airport Road)	2020-2021	<ul style="list-style-type: none"> • Collaborate 	To support Student Nutrition Programs (SNP) and EPAN schools, the Community Relations Department partnered with the Sheraton Hotel C.C. (Airport Road)	<ul style="list-style-type: none"> • Students and families from Several Equity Poverty Action Network (EPAN) schools received hundreds of donated meals. All meals were

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
			Location) to disburse excess food to SNP programs	sealed and packaged according to Public Health food safety and COVID protocol
Food Hamper Initiative Between the TCDSB, TDSB and Muslim Welfare Canada	2021	<ul style="list-style-type: none"> • Collaborate 	Food hampers were assembled and delivered to families in need in the Scarborough area. Videos were also created and shared by Chefs from the Metro Convention Center using the hamper ingredients and demonstrating techniques and recipes to improve the family's culinary skills	<ul style="list-style-type: none"> • 30 pounds food hampers were delivered to specific schools supporting 200 families in the spring/summer of last school year. We will be continuing the initiative during the 21/22 school year
Indigenous Art Project	04/2021	<ul style="list-style-type: none"> • Involve • Collaborate • Consensus • Empower 	Metis Artist and Knowledge Keeper visit Grade 7 & 8 elementary schools supporting the Grade 7 & 8 new History curriculum roll out.	<ul style="list-style-type: none"> • Improvement in Indigenous student well-being • Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
				<ul style="list-style-type: none"> • Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples
Indigenous History Month	06/2021	<ul style="list-style-type: none"> • Inform • Collaborate 	To celebrate Indigenous culture, history and spiritual connections with high school and elementary students, teachers, staff, administrations, parents and community organizations, the Community Relations Department organized a virtual celebration.	<ul style="list-style-type: none"> • A series of videos was posted on the TCDSB website • Workshops were offered on the Doctrine of Discovery and Indigenous art
Italian Canadian Heritage Month Virtual Cultural Expose	06/2021	<ul style="list-style-type: none"> • Involve • Collaborate • Inform 	<p>To celebrate and educate students about Italian heritage and culture, the Community Relations Department</p> <p>Created a virtual cultural expose highlighting the significant contributions and global impacts made</p>	<ul style="list-style-type: none"> • Several community members, schools and TCDSB staff provided content for the video that was posted on YouTube and on TCDSB website for student and parent viewing. Learning resources were also shared

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
				with schools on the TCDSB webpage
Kids Up Front and Bob's by Sketchers shoe donation	10/2020	<ul style="list-style-type: none"> Collaborate 	To provide students attending EPAN schools with brand-new multipurpose Sketchers shoes	<ul style="list-style-type: none"> All EPAN schools received multiple sizes of new Sketchers shoes. A total of 6000 pairs were distributed
Latin-Hispanic Canadian Heritage Virtual Cultural Expose	10/2020	<ul style="list-style-type: none"> Inform Involve Collaborate 	<p>To celebrate and educate students about Latin-Hispanic heritage and culture, the Community Relations Department</p> <p>Created a virtual cultural expose highlighting the significant contributions and global impacts made</p>	<ul style="list-style-type: none"> Several community members, schools and TCDSB staff provided content for the video that was posted on YouTube and on TCDSB website for student and parent viewing. Learning resources were also shared with schools on the TCDSB webpage
Listening with the Heart: Building Safe and Inclusive Classrooms	10/2020 – 01/2021	<ul style="list-style-type: none"> Involve Collaborate Consensus Empower 	Focused on the self- practice of mindfulness and Christian meditation, and in setting a safe space for non-judgement, self-regulation and resiliency	<ul style="list-style-type: none"> Understanding of how Christian meditation and Increased knowledge and awareness of anti-racism and anti-oppression, leading to equitable

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
			Celebrating diversity in the classroom, applying mindfulness and Christian meditation practices; focusing on active listening, conversational structures, opportunities for participants to understand identity, unpacking privilege, and recognizing implicit bias	<p>classrooms and workplaces</p> <ul style="list-style-type: none"> • Shared knowledge with colleagues • Mindfulness can be used to establish a safe space for non-judgement, self-regulation, and resiliency
Maple Leaf Sports and Entertainment (MLSE) Career Fair	2021	<ul style="list-style-type: none"> • Collaborate • Inform 	3 Virtual Career fairs were created to educate and inform TCDSB students on several career options in the Maple Leaf Sports and Entertainment corporation	<ul style="list-style-type: none"> • A very diverse panel shared their journey on working for the organization and what education and training was received for the position. Students also learned about the MLSE career page, launch pad training mentorship and were able to start their own LinkedIn account and add the panelists for future networking
Newcomers Conference, Virtual	10/2020 and 03/2021	<ul style="list-style-type: none"> • Inform • Involve 	To provide newcomer students with information on navigating the Canadian educational system,	<ul style="list-style-type: none"> • Approximately 200 newcomer students from

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
Newcomers Video Competition			<p>on health and wellness, as well as information on adjusting life in Canada</p> <p>To provide opportunity for newcomer students to share their thoughts about “What I Wish my Teachers Knew About Me” via a video competition</p>	<p>grades 6 to 12 were in attendance</p> <ul style="list-style-type: none"> 12 video entries were received
Orange Shirt Day (now known as National Day for Truth and Reconciliation)	09/2021	<ul style="list-style-type: none"> Inform Collaborate 	To educate students on residential schools and to honor its survivors and victims, the Community Relations Department Orange continued its tradition of providing orange shirts to Indigenous students	<ul style="list-style-type: none"> Pictures of the day were posted on the TCDSB website
Partnership Between TCDSB and Skate to Great	2020/2021	<ul style="list-style-type: none"> Collaborate 	To provide schools with limited skating resources free skates and helmets, the Community Relations Department continued its partnership with Skate to Great	<ul style="list-style-type: none"> Several schools received new Bauer helmets free of charge. Several newcomer students were able to participate and experience a new Canadian sport
Polish - Canadian Heritage Month Celebration	05/2021	<ul style="list-style-type: none"> Inform Involve Collaborate 	To celebrate and educate students about Polish heritage and culture, and Polish Canadian community’s contribution to Canada	<ul style="list-style-type: none"> A video highlighted the Polish contributions to TCDSB and Canadian society

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
				<ul style="list-style-type: none"> The celebration was promoted through all TCDSB communication mediums, and the video was posted on TCDSB website and YouTube channel.
Portuguese - Canadian Heritage Month Celebration	06/2021	<ul style="list-style-type: none"> Inform Involve Collaborate 	To celebrate and educate students about Portuguese heritage and culture, the Community Relations Department organized a virtual celebration	<ul style="list-style-type: none"> A video highlighted the Portuguese contributions to the TCDSB and Canadian society The celebration was promoted through all TCDSB communication mediums, and the video was posted on the TCDSB website and YouTube channel Learning resources were shared with schools on the TCDSB webpage Community lead workshops for students (Identity, Career options & pathways, and mental

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
				health strategies) were part of the celebration
Power to Girls Foundation After-School Program @ St. Angela /St. Dorthey/St. Wilfred, Holy Child	01/2021	<ul style="list-style-type: none"> • Involve • Collaborate • Consensus • Empower 	Power to Girls Foundation is a not-for-profit organization that helps empower Afro-diaspora girls in the Greater Toronto Area, with the goal to motivate, inspire and empower	<ul style="list-style-type: none"> • Young girls discovered their individual identity, and creative gifts by developing qualities that help them become leaders and contributing members of society
Pride Month Event	06/2021	<ul style="list-style-type: none"> • Inform • Involve • Empower 	Celebrating the proclamation and flag-raising of the first ever Pride Month in TCDSB history.	<ul style="list-style-type: none"> • After the approval of the motion to proclaim Pride Month and to raise flags at the CEC and at all TCDSB schools, this event affirmed the TCDSB's commitment to creating safer schools for and the inclusion of 2SLGBTQ+.
Quincentennial Jubilee of Christianity in the Philippines (QJCP) Celebrations	10/2020 12/2020 02/2021 05/2021 08/2021	<ul style="list-style-type: none"> • Inform • Involve 	To celebrate the 500 years of Christianity in the Philippines in partnership with the Archdiocese of Toronto and the Philippine Consulate General in Toronto	<ul style="list-style-type: none"> • The virtual celebrations were posted on YouTube and on the TCDSB website as well as featured on several community newspapers

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
Remembrance Day Through an Afrocentric Lens	11/2020	<ul style="list-style-type: none"> • Involve • Collaborate • Consensus • Empower 	<p>To highlight, honour and respect the contributions of Black Canadians to military service. Provide resources and artifacts that will authenticate the contribution of Black Canadians to the Canadian military</p> <p>To provide resources that will disrupt the production of Anti-Black racism</p>	<ul style="list-style-type: none"> • A plethora of resources were provided to TCDSB schools that allowed staff to engage thousands of students re: the contributions and the challenges faced by Black Canadian military service people • Webinar that featured Black Canadian service people in action in Jordan Middle East
Semana de la Salud (Health Week)	11/2020	<ul style="list-style-type: none"> • Inform • Involve • Collaborate 	To provide parents with information on mental health and well-being, the Community Relations Department in collaboration with members of the Latin-Hispanic community, and the Consulates of Mexico and Colombia, participated in the Virtual <i>Semana de la Salud</i> forum	<ul style="list-style-type: none"> • Mental health and special education resources were provided to parents
Settlement workers Info Session and Meet and Greet	02/2021	<ul style="list-style-type: none"> • Inform • Involve • Collaborate 	To deliver an information session about TCDSB's equity action plan, mental health strategies, international student support and newcomer best practices to	<ul style="list-style-type: none"> • Fifty settlement workers and managers from five settlement agencies were in attendance

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
			settlement workers in a 'meet and greet' setting	
St. Joseph's Morrow Park S.S. Black Students' Conference	06/2021	<ul style="list-style-type: none"> • Involve • Collaborate • Consensus • Empower 	To highlight, honour and respect the experiences of black female students at St. Joseph's Morrow Park S.S. and Black Canadian females. Provide resources to support the dismantling of the intersectionality of Anti-Black racism	<ul style="list-style-type: none"> • Young Black girls discovered their individuality, identity, and creative gifts. In addition, St. Joseph's Morrow Park S.S staff learned about the schooling experiences of Black female students
Supporting Bishop Marrocco/Thomas Merton 2020/21	07/2021	<ul style="list-style-type: none"> • Involve • Collaborate • Consensus • Empower 	<p>The project focused on the implementation of Soccer and Dance Camps in Attawapiskat</p> <p>This initiative supports community partnerships and Increase knowledge base of FNMI history, culture, and worldviews both for administrators, teachers integrating the cross-curricular expectations in curriculum and TCDSB's on-going support for professional development of staff in the area of Mental Health support for students</p>	<ul style="list-style-type: none"> • Increase in participation of Indigenous parents in education • Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
Take Care Children's Mask Distribution	2021	<ul style="list-style-type: none"> • Collaborate 	Provide free 100% cotton made in Canada children's masks to EPAN selected schools	<ul style="list-style-type: none"> • Community Relations distributed 6000 masks to 15 EPAN schools
Tamil Canadian Heritage Month Virtual Celebration and Poster Contest	01/2021	<ul style="list-style-type: none"> • Inform • Involve 	To celebrate and educate students about the Tamil heritage and culture, and to honor the contributions of students of Tamil heritage to Canadian culture	<ul style="list-style-type: none"> • Featured on TCDSB website and on YouTube
TCDSB/Power to Girls Black Female Students' Conference (Elementary and Secondary)	03/2021	<ul style="list-style-type: none"> • Involve • Collaborate • Consensus • Empower 	To highlight, honour and respect the experiences of black female students and Black Canadian females. Provide resources to support the dismantling of the intersectionality of Anti-Black racism	<ul style="list-style-type: none"> • Young Black girls discovered their individual identity, and creative gifts by developing qualities that help them become leaders and contributing members of society. • Serve as a conduit to the unique experiences of Black Canadian females
Indigenous Education Teacher Symposium on April 6, 7 & 8, 2021	04/2021	<ul style="list-style-type: none"> • Involve • Collaborate • Consensus • Empower 	<p>Online symposium over three days.</p> <p>The Doctrine of Discovery and TRC's Calls to Action # 45 & 47. The symposium examined the historical and contemporary</p>	<ul style="list-style-type: none"> • Increase in the number of Indigenous teaching and non-teaching staff in school boards • Increase in satisfaction among educators on Indigenous focused

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
			<p>ramifications of the doctrine and other discriminatory practices</p> <p>Keynote speaker was Harry La Forme with speakers Jeffery Hewitt and Mark Charles. This symposium started ongoing initiative since 2007</p>	<p>professional development and resources</p> <ul style="list-style-type: none"> • Increase in the number of Indigenous teaching and non-teaching staff in school board
Trust 15: Men of Distinction, Ladies on the Rise, Boys of Excellence After School Programs @ Father Henry Carr, MSGR Percy Johnson, St Dorothy, St. Andrew	10/2020 to 06/2021	<ul style="list-style-type: none"> • Involve • Collaborate • Consensus • Empower 	Trust 15 Youth Community Support Organization is a charitable organization that provides youth in the Rexdale/North Etobicoke area with programs that promote and facilitate positive behaviour, creative expression, and cooperative working skills. We exist to give kids in our community the social and educational tools to succeed in society. This is accomplished through mentoring and positive role model intervention	<ul style="list-style-type: none"> • Black and marginalized students discover their individual identity, and creative gifts by developing qualities that help them become leaders and contributing members of society, through mentoring and positive role model intervention
Ukrainian Canadian	09/2020	<ul style="list-style-type: none"> • Inform • Involve 	To celebrate and educate students about the Ukrainian heritage and	<ul style="list-style-type: none"> • Community members, students and TCDSB staff

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
Heritage Month Celebration		<ul style="list-style-type: none"> • Collaborate 	culture, the Community Relations Department organized a cultural mass and expose	<p>collaborated with content for the video to highlight the contributions of Ukrainian Canadians to TCDSB and Canadian society</p> <ul style="list-style-type: none"> • Video was posted on YouTube and on TCDSB website for students and parent viewing. Learning resources were also shared with schools on the TCDSB webpage • Learning resources were shared with schools on the TCDSB webpage
Virtual Education Week	08/2021	<ul style="list-style-type: none"> • Inform • Involve • Collaborate 	To provide students, parents, and the community with information on navigating the education system and pathways	<ul style="list-style-type: none"> • Consulate of Mexico, organized the <i>Virtual Forum on Education</i>, Panelists and community participated in a virtual event • Parents were provided with resources and information on the topics presented

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
Visiting Educational Delegations	10/2020	<ul style="list-style-type: none"> • Inform • Collaborate 	To promote TCDSB's educational best practices and to share educational trends with visiting educational delegations from the Netherlands and Australia	<ul style="list-style-type: none"> • Virtual conversations and planning for next school year

APPENDIX B - ANNUAL REPORT 2020-2021:

Community Consultation and Engagement

ENGAGEMENT	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
Date (MM/YY)			
TCDSB Social Media Guidelines Consultation	04/19-05/21	<ul style="list-style-type: none"> • Inform • Consult • Involve 	<ul style="list-style-type: none"> • The TCDSB Social Media Guidelines consultation offered TCDSB community and stakeholders with an opportunity to provide input into the TCDSB's first-ever social media guidelines. • Chief of Communications met with various stakeholders including CPIC, OAPCE and union partners, to review the guidelines, seek input and answer questions. • A soft launch of the Social Media Guidelines was done in the Spring of 2021
Return to School Surveys	10/13/20-10/19/20	<ul style="list-style-type: none"> • Inform • Involve • Consult 	<ul style="list-style-type: none"> • Families were provided with an opportunity to switch learning models in October. • In elementary schools, families had the option to switch from in-person to virtual or virtual to in-person. • In secondary schools, families may switch from in-person/adaptive (partial online) to virtual learning (fully online) or from virtual learning to in-person/adaptive. • 75% of families selected in-person • 25% of families selected remote
Focus Groups: Black Voices	01/21-06/21	<ul style="list-style-type: none"> • Consult • Involve 	<ul style="list-style-type: none"> • To listen to the lived experiences of stakeholders in the TCDSB who identify as Black • The focus groups included students, teachers, and administrators

			<ul style="list-style-type: none"> • This data would inform the Dismantling Anti-Black Racism Strategy integrated into the next Equity Action Plan 	<ul style="list-style-type: none"> • In addition to the data, participants reported a sense of safety and community, as well as a genuine sense that the TCDSB is listening to the concerns of the Black community
Anti-Racism and Anti-Oppression Planning Guide Monograph Consultation	04/21	<ul style="list-style-type: none"> • Inform • Consult • Involve 	<ul style="list-style-type: none"> • The Anti-Racism and Anti-Oppression Planning Guide monograph will provide teachers and staff with a tool to ensure that their lessons and other activities are created with anti-racism and anti-oppression principles in mind 	<ul style="list-style-type: none"> • Input was sought from community advisory committees, who provided additional insight and recommendations for the monograph to be released this school year
De-streaming of Gr. 9 Mathematics	04/21	<ul style="list-style-type: none"> • Inform • Involve • Consult 	<ul style="list-style-type: none"> • There were 3 first round consultations of community committees to collect feedback and address any questions. • The consultations included an explanation of the Ministry of Education's mandate and rationale for De-Streaming of Grade 9 Math, some basic understanding of what implicit bias is in order to explain what the purpose of the professional learning for TCDSB staff, and an overview of the professional learning plan for TCDSB staff, specifically, educators, guidance counsellors and administrators. The presentation ended with an invitation for additional feedback 	<ul style="list-style-type: none"> • CPIC, Community Advisory Committees, and the Special Education Advisory Committee (SEAC) were consulted

			via survey (community members received a survey via e-mail to add any feedback).	
Multi-Year Strategic Plan	04/29-05/25	<ul style="list-style-type: none"> • Consult • Involve 	<ul style="list-style-type: none"> • With the initiation of developing a new MYSP, staff together with an external facilitator have engaged with key stakeholders. 	<p>The following engagement took place:</p> <ul style="list-style-type: none"> • Trustee & Senior staff session – April 29, 2021 • Advisory Committees – May 10, 2021 • SEAC – May 19, 2021 • CPIC & OAPCE – May 25, 2021
School Community Relocation/Renewal Update Townhalls	05/13/21 - 09/01/21	<ul style="list-style-type: none"> • Inform • Consult • Involve 	<ul style="list-style-type: none"> • Provide school communities with detailed information about upcoming temporary relocations (related to reconstruction accommodation), or impact of construction or renewal work 	<p>The following school communities held townhalls during this period:</p> <ul style="list-style-type: none"> • Dante Alighieri - May 13, 2021 • St Leo - June 2, 2021 • Holy Angels - May 31, 2021 • St Matthias - May 19, 2021 • Loretto Abbey – September 1, 2021
Budget Consultations	05/21	<ul style="list-style-type: none"> • Inform • Consult • Involve 	<ul style="list-style-type: none"> • The 2021-22 budget consultation offered TCDSB community and stakeholders with an opportunity to provide input in a number of different ways in advance of the provincial release of grants for student needs 	<ul style="list-style-type: none"> • Staff met with various stakeholders including Principals, CPIC, OAPCE, CSLIT, ESCLIT, SEAC, TECT, TSU, MAPA, ETFO, CUPE, APSSP • 3 TCDSB Virtual Town Halls were held that focused on students, staff and facilities, and 354 live attendees learned more

				<p>about the budget process, potential COVID impacts and asked questions. Town Hall videos were made available on YouTube for those unable to attend live and received 720+ views.</p> <ul style="list-style-type: none"> Budget consultation survey received 7,415 responses
Parent/Guardian Feedback on Elementary Student Online Learning (grades JK-8)	05/21	<ul style="list-style-type: none"> Inform Involve Consult 	<ul style="list-style-type: none"> TCDSB invited parent/guardian feedback on their elementary child(ren)'s experience with online/remote learning from September 2020 until May 2021. The information was collected as per Ontario Ministry of Education Policy/Program Memorandum (PPM) No. 164. The survey was anonymous and was intended for parents/guardians. 	<ul style="list-style-type: none"> 7,168 parents/guardians responded to the online survey
Parent/Guardian Feedback on Secondary Student Online Learning (grades 9-12)	05/21	<ul style="list-style-type: none"> Inform Involve Consult 	<ul style="list-style-type: none"> A sampling of families with children from Grades 6 to 12 were invited to provide feedback about their own experience with online/remote learning 	<ul style="list-style-type: none"> 1,986 parents/guardians responded to the online survey
TCDSB Grade 9 Student Census	06/21	<ul style="list-style-type: none"> Inform Consult 	<ul style="list-style-type: none"> In an ongoing effort to improve our schools and create a welcoming environment for our students to succeed, TCDSB participated in this Ontario data collection initiative, asking all Grade 9 students in our system 	<ul style="list-style-type: none"> 3,432 students participated in the online survey

			to complete the 2021 TCDSB Student Census.	
Equity Action Plan	06/21	<ul style="list-style-type: none"> • Inform • Involve • Consult 	<ul style="list-style-type: none"> • A new TCDSB Equity Action Plan is set to be created for 2021-2024. Consultations with all stakeholder groups will take place. 	<ul style="list-style-type: none"> • All community advisory groups participated in this consultation
Parent/Guardian Voice June 2021 Annual Survey	06/07/21-06/18/21	<ul style="list-style-type: none"> • Involve • Consult 	<ul style="list-style-type: none"> • This annual survey seeks feedback from parents/guardians about their overall satisfaction with their child's school. This year, the survey covered the period between September 2020 and June 2021. 	<ul style="list-style-type: none"> • 7,276 parents/guardians responded to the online survey • 75% of responses were based on children in elementary (JK-Grade 8); 24% for secondary (Grades 9-12) • Results were positive and showed continuous improvement
September Learning Model Registration	07/21-08/06/21	<ul style="list-style-type: none"> • Inform • Involve • Consult 	<ul style="list-style-type: none"> • Families were surveyed about Ministry of Education identified return to school scenarios 	<ul style="list-style-type: none"> • 92% in-person learning • 7% selected remote learning

APPENDIX C - ANNUAL REPORT 2020-2021:

Advisory Committees

ADVISORY COMMITTEE	DATE (MM/YY)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
2SLGBTQ+ Advisory Committee	03/11 04/21 04/29 05/10 05/11 06/17	<ul style="list-style-type: none"> • Inform • Involve • Consult • Collaborate 	The 2SLGBTQ+ Advisory Committee discusses issues and concerns as they relate to supporting 2SLGBTQ+ students. The goal is to create safer, more inclusive learning environments with enhanced achievement and well-being.	<ul style="list-style-type: none"> • Committee and membership established • Terms of Reference created • Recommendation made on the proclamation of Pride Month, as well as raising of Pride flags (recommendation was subsequently approved by the Board of Trustees)
Advisory Committee for Portuguese Speaking Communities	11/20 02/21 05/21 06/21	<ul style="list-style-type: none"> • Inform • Involve • Consult • Collaborate 	<p>To update membership of the Advisory Committee for Portuguese Speaking Communities in accordance with the Terms of Reference, the Community Relations Department followed the established procedures and process to update membership.</p> <p>To involve the committee members in various TCDSB community consultations involvement.</p>	<ul style="list-style-type: none"> • Member working with community and schools, administrators to: <ul style="list-style-type: none"> ○ Increase community connectedness ○ Build and improve avenues for connection and engagement ○ Increase awareness of parental engagement and students' voices • Parent Townhall in June to continue developing parental engagement and student success and well-being • Members participated in the following consultations: IL policy consultation,

ADVISORY COMMITTEE	DATE (MM/YY)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
			<p>To track the success and challenges of students of Portuguese descent, a request for data pertaining to the success of students of Portuguese descent was made by the committee.</p> <p>To support students and families during the COVID-19 pandemic, staff worked with the committee to create a list of TCDSB and community supports and resources specific to their diaspora, as well as tutorial supports during the summer.</p>	<p>data collection, student identity-based consultation, workforce census, gender identity, de-streaming, MYSP, equity action plan</p> <ul style="list-style-type: none"> • Members were actively engaged during the planning and development of the workshops, townhall and Heritage month celebration • Staff will continue the committee with support and resources for student success • Culturally sensitive and specific resources and supports posted on the TCDSB website • Membership call-out to take place in 2021-2021
Advisory Committee for Spanish Speaking Communities	9/20 – 6/21	<ul style="list-style-type: none"> • Inform • Involve • Collaborate 	Membership was updated in accordance with the Terms of reference of the Advisory Committee for Spanish Speaking Communities.	<ul style="list-style-type: none"> • Newly appointed members attend two virtual meetings in the 2020-2021 academic year • Dialogue included: implementing a TCDSB resource webpage to support the community, planning for a 2021-22 mentorship event with TCDSB alumni

ADVISORY COMMITTEE	DATE (MM/YY)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
				and community members, anti-racism education, future data collection, and how to engage and support Spanish speaking students and newcomers.
African Canadian Advisory Committee	10/19 12/02 01/20 03/11 04/20 05/25 06/07 06/22	<ul style="list-style-type: none"> • Inform • Consult • Involve • Collaborate 	<p>The African Canadian Advisory Committee represents a platform of which members of the African Canadian diasporas can discuss issues and the concerns of the communities, as they relate to African Canadian students.</p> <p>To support students and families during the COVID-19 pandemic, staff worked with the committee to create a list of TCDSB and community supports and resources specific to their diaspora.</p>	<ul style="list-style-type: none"> • This year, discussions focused on: data collection; anti-Black racism – staff and student lived experiences; proposed review of the ACAC’s effectiveness in addressing Black student achievement and well-being; and responses to the COVID-19 pandemic, such as food and mental health supports • A new Terms of Reference was created and subsequently approved by the Board of Trustees • Member representatives of the ACAC served on committees involved in the organization of an Equity Career Fair, as well as focus groups for Black stakeholders in the TCDSB • Culturally sensitive and specific resources, through the engagement of African-Canadian organizations, and supports were provided and posted on the TCDSB website

ADVISORY COMMITTEE	DATE (MM/YY)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
				<ul style="list-style-type: none"> • New members to join in 2021-2022
Filipino Canadian Advisory Committee	9/20 11/20 2/21 4/21	<ul style="list-style-type: none"> • Inform • Involve • Collaborate 	<p>To discuss educational issues and barriers to Filipino student achievement and to collaborate on projects and strategies that support student success.</p> <p>To collaborate with community partners such as the Archdiocese of Toronto and the Philippine Consulate to honor and celebrate the Quincentennial Jubilee of Christianity in the Philippines (QJCP) to enhance, strengthen Catholic faith and values.</p> <p>To advocate in providing Professional Learning (PD) opportunity to new teachers (NTIP) on culturally relevant pedagogy and curriculum resources relevant to Filipino students through the Philippine Arts and Social</p>	<ul style="list-style-type: none"> • Discussions included: anti-racism education, data collection, graduation rates, culturally responsive and relevant resources • The QJCP engaged thousands of students and community members from its launch in October 2020-2021 to June 2021, with activities including mass, artwork competition and school virtual visits • The PASSOC secondary curriculum is available to elementary (Geography, Social Studies, Dance) and secondary teachers (CWS, English). The development of curriculum resources will continue as a summer writing project • Culturally sensitive and specific resources and tutorial supports during the summer were provided and posted on the TCDSB website through the settlement workers in schools, various workshops on settling in Canada, reunification and

ADVISORY COMMITTEE	DATE (MM/YY)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
			<p>Studies in the Ontario Curriculum (PASSOC) project. Staff continue to collaborate with the committee to develop curriculum support resources.</p> <p>To support students and families during the COVID-19 pandemic, staff worked with the committee to create a list of TCDSB and community supports and resources specific to their diaspora, as well as tutorial supports during the summer.</p> <p>To involve and work collaboratively with the Philippine Teacher Association in Canada and Human Resource department in order to support/hire internationally trained teachers/ newcomers and to advocate for staff representation for the Filipino community.</p>	<p>mental health support were initiated by Catholic Cross-cultural services and North York Community House</p> <ul style="list-style-type: none"> • The committee advocated to advertise and share community programs to schools to allow students to participate in the following programs: Outstanding Filipino Student Awards, Filipino Heritage Council Arts Competition, STEAM Project, Mental Health Services workshop, Proudly Pinoy, Pinoys on Parliament, Philippine Consulate General's programs • Through liaison with the committee, a consultation meeting between HR and PTAC occurred • The advisory members participated in the following consultations: IL policy consultation, data collection, student identity-based consultation, workforce census, gender identity, de-streaming, MYSP, equity action plan

ADVISORY COMMITTEE	DATE (MM/YY)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
			<p>To support new immigrant parents and students through reunification workshops and educational services.</p> <p>To support the work of the community in enhancing student educational experiences and community engagement such as participation in awards, competition and scholarships sponsored by Filipino agencies.</p> <p>To involve the committee members in various TCDSB Community consultations involvement.</p> <p>To involve the committee members during Filipino and Asian heritage months celebration.</p>	<ul style="list-style-type: none"> Members were actively engaged during the Asian Heritage Month in May and Filipino Heritage Month in June

ADVISORY COMMITTEE	DATE (MM/YY)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
Indigenous Education Advisory Committee	10/08 12/08 02/24 03/23 05/12	<ul style="list-style-type: none"> • Inform • Consult • Involve • Collaborate 	<p>To develop the annual Board Action Plan for Indigenous Education, the committee provided input and feedback on TCDSB's Indigenous education programming and initiatives.</p> <p>To develop programming and provide specific resources to support student achievement and well-being among Indigenous students, the committee provided input self-identification strategies.</p> <p>To support students and families during the COVID-19 pandemic, staff worked with the committee to create a list of TCDSB, and community support and resources specific to their diaspora.</p> <p>To involve the committee members in various TCDSB community consultations</p>	<ul style="list-style-type: none"> • Pre-recordings of the Land Acknowledgement were sent to all the schools to ensure correct pronunciation of Indigenous names • Phone communications were used by the Elder/Knowledge Keeper in Residence Program to provide community support for emotional well-being and mental health during the COVID pandemic • The Indigenous Education Department provided funding for orange t-shirts for all Indigenous students in our board for the school year 2020/21 and funding for teachers to take AQ courses in Indigenous Education • Online resources were provided for our Indigenous community during the pandemic through the TCDSB's Indigenous Education website, • Funding to provide online French resources on Indigenous Education • Members were actively involved in Indigenous Heritage Month, Treaty Recognition Week, BAP 2020/2021, Orange Day t-shirt design, online visits

ADVISORY COMMITTEE	DATE (MM/YY)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
			involvement relating to Indigenous matters.	to k to 12 classes and students school assemblies
Ukrainian Canadian Advisory Committee	11/20 02/21 04/21 06/21	<ul style="list-style-type: none"> • Inform • Involve • Consult • Collaborate 	<p>To support and guide students of Ukrainian descent in the Eastern Rite faith and history, the Ukrainian Advisory Committee is assessing the contents the Ministry of Ontario K-12 curriculum in collaboration with the Eparchy, NC team and the Co-mmunity Relations Department.</p> <p>To support students and families during the COVID-19 pandemic, staff worked with the committee to create a list of TCDSB and community supports and resources specific to their diaspora.</p>	<ul style="list-style-type: none"> • Membership call-out for the 21-22 • Staff will collaborate with the committee on the Eastern Rite Catholic curriculum project in 2020-2021 academic year • Members participated in the following consultations: IL policy consultation, data collection, student identity-based consultation, workforce census, gender identity, de-streaming, MYSP, equity action plan • Members were actively engaged with the Heritage month celebration



REPORT TO

REGULAR BOARD

APPOINTMENT OF EXTERNAL AUDIT COMMITTEE MEMBERS

*Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received –
Peter 4:10*

Drafted

August 25, 2021

Meeting Date

September 16, 2021

Steve Camacho, Executive Superintendent Technology, Data, & Transformation

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.



Brendan Browne, PhD
Director of Education

Adrian Della Mora
Associate Director of Academic
Affairs & Chief Operating Officer

Derek Boyce
Associate Director of Facilities,
Business & Community Development

Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

The two existing Audit Committee member ended their term in May 2021 and both did not have interest in committing to a second term. This triggered a search for two new audit committee members in the Spring of 2021

The composition of TCDSB's statutory Audit Committee is governed by Regulation 361/10 of the Education Act. This regulation states the Audit Committee is to be comprised of 5 members which must include 2 external (non-trustee) members of the public with related experience. Regulation 361/10 also prescribes that a selection committee be made up of Director of Education, The Chair of the Board, and a Senior Business Official.

The Selection Committee started by reviewing the selection process and the posting for two new Audit Committee members. The positions were posted on several professional websites to ensure a strong pool of qualified and diverse candidates were drawn to the position. The posting drew strong attention and resulted in 12 qualified applicants. Staff reviewed each candidate's written application and resumes to make sure they met the minimum standards of the position posting and presented all candidates to be reviewed by the selection committee. The selection committee selected the top 5 applications for interviews and unanimously selected the two candidates – Mr Jonathan Law and Ms Maria Michael-Morden – to bring forward for approval by the Board of Trustees.

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

B. PURPOSE

1. The purpose of this report is to approve the appointment of two new external audit committee members to the Audit Committee for a 3-year term.

C. BACKGROUND

1. *The two existing Audit Committee member ended their term in May 2021 and both did not have interest in committing to a second term.* This

triggered a search for two new audit committee members in the Spring of 2021

2. ***The composition of TCDSB's statutory Audit Committee is governed by Regulation 361/10 of the Education Act.*** This regulation states that the Audit Committee must be comprised of 5 members which must include 2 external (non-trustee) members of the public with related experience.
3. ***Regulation 361/10 prescribes that a selection committee be made up of Director of Education, The Chair of the Board, and a Senior Business Official.*** The regulation also states that Chair of the Board may delegate these duties to another trustee. Chair Martino delegated these duties to Trustee Angela Kennedy, the current chair of the Audit Committee.
4. ***Mr Steve Camacho acted as the Senior Business Official for the selection committee as he was acting Associate Director at the time of the start of the Search process.*** Mr Camacho continued to work with selection committee in partnership with Mr Boyce at the start of Mr Boyce's tenure as the Associated Director Facilities, Business, and Community Development.

D. EVIDENCE/RESEARCH/ANALYSIS

1. ***The Selection Committee started by reviewing the selection process and the posting for two new Audit Committee members.*** During the initial review, the committee set a high standard for selection of two new members to ensure the TCDSB receives advice and council for best possible candidates.
2. ***The positions were posted on several professional websites to ensure a strong pool of quality and diverse candidates were drawn to the position.*** The position description was developed with the help of the Human Resources Department and posted on the TCDSB website, LinkedIn, Indeed, Charity Village, Institute of Corporate Directors, and CPA Canada website. The position was posted for approximately 3 weeks.
3. ***The posting drew strong attention and resulted in 12 qualified applicants.*** Staff reviewed each candidate's written application and resumes to make sure they met the minimum standards of the position posting and presented all candidates to be reviewed by the selection committee.
4. ***The selection committee selected the top 5 applications for interviews and unanimously selected the two candidates to bring forward for approval.*** Interviews were conducted in June and all interviewees we asked standard

questions and were scored based on an objective and structured scoring methodology

5. *The following is brief biography of the two candidates recommended by the Selection Committee:*

- a. **Mr. Jonathan Law** – Mr. Law is a strategic and results-driven professional with 18+ years of audit, internal controls, risk management, compliance, and leadership experience with progressively increased levels of responsibility. Mr. Law is currently employed at the Ontario Teachers' Pension Plan as the Director and Head of Investment Compliance. Mr Law holds BBA from the Schulich School of Business at York University and is Certified Chartered Accountant. Mr. Law is also a former TCDSB student graduate of Brebeuf College school.
- b. **Ms. Maria Michael-Morden** – Ms. Michael-Morden is practical and pragmatic leader with over 30 years of experience in accounting, audit, and risk Management. She is proficient at breaking down complex issues that impact multiple stakeholders into actions and solutions. Ms. Michael-Morden currently works for TD Bank on assignment with Securities Compliance group. Previous to her current role she held several senior positions at the bank including as the Senior Vice President and Deputy Head of the Control Process Group. Ms. Michael-Morden holds a BA in Commerce from University of Toronto and is also a Chartered Professional Accountant.

E. STAFF RECOMMENDATION

That the Board of Trustees appoint Mr Jonathan Law and Ms Maria Michael-Morden as external members of the Audit Committee for a 3-year term commencing September 2021.



REPORT TO

REGULAR BOARD

UPDATE TO POLICY ON ELECTRONIC PARTICIPATION IN MEETINGS OF THE BOARD, COMMITTEES OF THE BOARD, AND THE COMMITTEE OF THE WHOLE BOARD POLICY T.19

"Obey the government, for God is the One who has put it there. There is no government anywhere that God has not placed in power. So those who refuse to obey the law of the land are refusing to obey God, and punishment will follow." Romans 13:1-2

Created, Draft	First Tabling	Review
August 10, 2021	September 7, 2021	

Paul Matthews, General Legal Counsel

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.



Brendan Browne, PhD
Director of Education

A. Della Mora
Associate Director of Academic Affairs and
Chief Operating Officer

D. Boyce
Associate Director of Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

This report recommends updating the current Policy on Electronic Participation in Meetings of the Board, Committees of the Board, and the Committee of the Whole Board Policy T.19 to conform to current legal requirements and policies.

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

B. PURPOSE

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

C. BACKGROUND

1. The Policy was first approved in October 2013 and was amended in October of 2018.
2. Changes to this policy reflect current legal requirement alignment with related policies:
 - (i) Education Act
 - (ii) Ontario Regulation 463/97
 - (iii) Municipal Conflict of Interest Act
 - (iv) Student Trustee Policy T.02
 - (v) TCDSB Operating By-Laws #175

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Facilities and Communications Departments, Field Superintendents and Legal Services.

E. METRICS AND ACCOUNTABILITY

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

F. IMPLEMENTATION

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

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the revised Policy on Electronic Participation in Meetings of the Board, Committees of the Board, and the Committee of the Whole Board Policy T.19 provided in Report Appendix A, and the accompanying Operational Procedures provided in Report Appendix B, be adopted.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: ELECTRONIC PARTICIPATION IN MEETINGS OF THE BOARD, COMMITTEES OF THE BOARD, AND THE COMMITTEE OF THE WHOLE BOARD

POLICY NO: T. 19

Date Approved:
October 15, 2013

Date of Next Review:
October, 2023

Dates of Amendments:
October 18, 2018

Cross References:

Education Act, S. 208.1

Ontario Regulation 463/97, 1997 **as amended**

Municipal Conflict of Interest Act

TCDSB Policy: T.02 Student Trustee

TCDSB **Operating** By-Laws #175

Appendix:

Protocol for Participation in Meetings Using Electronic Means

Purpose:

~~All trustees are expected to be in attendance in person at meetings of the Board and the committee of the whole board. There may be occasions when Trustees and Student Trustees are unable to be physically present for a meeting of the Board or its committees, including a committee of the whole board. This policy confirms the ability of Trustees and Student Trustees to participate in meetings of the Board and its committees through electronic means.~~ **Ontario Regulation 463/97 requires that every Board shall develop and implement a policy providing for the use of electronic means for the holding of meetings of the Board, and meetings of a committee of the Board, including a committee of the whole Board.**

Scope and Responsibility:



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: ELECTRONIC PARTICIPATION IN MEETINGS OF THE BOARD, COMMITTEES OF THE BOARD, AND THE COMMITTEE OF THE WHOLE BOARD

POLICY NO: T. 19

The policy extends to Trustees and Student Trustees of the TCDSB. The Director of Education is responsible for this policy.

Alignment with the Multi Year Strategic Plan [MYSP]:

Living Our Catholic Values

Strengthening **Enhancing** Public Confidence

Achieving Excellence in Governance

Policy:

The Toronto Catholic District School Board shall provide the electronic means for Board members and Student Trustees to participate in a meeting of the Board and its committees, including a committee of the whole board.

Regulations:

1. At the request of any Board Member or Student Trustee, the TCDSB shall provide the Trustees and Student Trustees with electronic means for participating in one or more meetings of the Board or of a committee of the Board, including a committee of the whole board.
2. At every meeting of the Board, ~~a committee~~, or of a committee of the whole board, the following persons must be physically present in the Board room:
 - (i) the Chair of the board or his or her designate, subject to regulation 3.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: ELECTRONIC PARTICIPATION IN MEETINGS OF THE BOARD, COMMITTEES OF THE BOARD, AND THE COMMITTEE OF THE WHOLE BOARD

POLICY NO: T. 19

- (ii) at least one additional member of the board.
- (iii) the Director of Education of the board or his or her designate

3. Subject to regulation 4, the Chair of the Board or of a committee of the Board, or his or her designate, may participate in a meeting of the Board or of a committee of the Board by electronic means if:

- (i) Weather conditions do not allow the Chair or designate to travel to the meeting safely, or
- (ii) The Chair or designate cannot be physically present at a meeting due to health-related issues.

4. At every meeting of a committee ~~not comprised of all trustees~~ of the Board, except a committee of the whole Board, the following persons must be physically present in the Board room:

- (i) the Chair of the committee or his or her designate, **subject to regulation 3**
- (ii) **if the Chair of the committee, or his or her designate, participates in a meeting by electronic means, at least one additional member of the committee**
- (iii) the Director of Education of the board or his or her designate

5. Despite regulation 2, the Chair of the Board or designate must be physically present in the Board room for at least half of the meetings of



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: ELECTRONIC PARTICIPATION IN MEETINGS OF THE BOARD, COMMITTEES OF THE BOARD, AND THE COMMITTEE OF THE WHOLE BOARD

POLICY NO: T. 19

the Board of Trustees for any 12-month period beginning December 1.

6. The Board is permitted to refuse to provide a member with electronic means of participation in a meeting of the Board, a meeting of a committee of the whole board or a committee of the Board, where to do so is necessary to ensure compliance with Regulations 2, 3, **4 and 5**.
7. A Trustee or Student Trustee who participates in a meeting through electronic means shall be deemed to be present at the meeting and will be recorded in ~~the~~ attendance ~~for~~ **at** the meeting. Minutes of the meeting will record the **names of Trustees and Student Trustees** ~~Board Members~~ who participated in the meeting using electronic means.
8. In accordance with TCDSB **Operating** By-Laws #175 regarding quorum for Board or committee meetings, board members participating using electronic means will be included for **quorum purposes** as long as they remain electronically connected to the meeting. If quorum is not present within thirty minutes after the time appointed for any meeting, the Recording Secretary shall record the names of Trustees and officials of the board who are present, and the meeting shall stand adjourned.
9. To ensure quorum is maintained, Trustees using electronic means to participate in meetings shall inform the Chair of the Board or the Chair of the Board committee about their intentions to leave the meeting, either on a temporary or permanent basis.
10. Trustees and Student Trustees using electronic means to participate in meetings



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: ELECTRONIC PARTICIPATION IN MEETINGS OF THE BOARD, COMMITTEES OF THE BOARD, AND THE COMMITTEE OF THE WHOLE BOARD

POLICY NO: T. 19

must be able to hear and be heard by all participants of the meeting.

11. At all meetings of the Board or its committees, Trustees and Student Trustees participating by electronic means must comply with the requirements of the Municipal Conflict of Interest Act.
12. A Student Trustee participating through electronic means in meetings of the Board or its committees that are closed to the public, pursuant to Education Act S.207(2)(b), is not permitted to participate in those proceedings.
13. Trustees and Student Trustees using electronic means for participation in meetings of the Board or its committees should follow the protocol for electronic meetings enforced by the Chair.
14. Public meetings of the Board and its committees comprised of all Trustees shall be web broadcast.
15. Copies of all materials shall be securely provided to Trustees electronically before the start of the meeting.
16. Trustees and Student Trustees participating in meetings closed to the public through electronic means must ensure confidentiality of all materials, discussions and decisions.
17. Appropriate processes will be put in place to ensure the security and confidentiality of proceedings that are closed to the public in accordance with the Education Act.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: ELECTRONIC PARTICIPATION IN MEETINGS OF THE BOARD, COMMITTEES OF THE BOARD, AND THE COMMITTEE OF THE WHOLE BOARD

POLICY NO: T. 19

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:
An annual Information Report about participation at meetings of the Board and its committees will be presented to Trustees for consideration.



Protocol for Participating in Board and Its Committee Meetings Using Electronic means

There may be occasions when Trustees and Student Trustees are unable to be physically present for a meeting of the Board or its committees, including a committee of the whole board. TCDSB policy T.19 Electronic participation in Meetings of the Board, Committees of the Board and Committee of the Whole Board, confirms the ability of Trustees and Student Trustees to participate in meetings of the Board and its committees through electronic means.

In order to ensure effective participation in meetings using electronic means without creating disruptions to the meeting taking place in the Boardroom, the following protocol is established:

1. In the event that a Trustee **or student Trustee** is unable to physically attend a meeting of the Board or its committees, the Trustee will ~~endeavour to~~ notify the Chair as soon as reasonably possible prior to the start of the meeting.
 2. The following are practices utilized to ensure effective and efficient participation in meetings using electronic means:
 - (i) Place the telephone or microphone on mute during those times when the Trustee **or Student Trustee** is not speaking during the meeting.
 - (ii) Ensure there is no background noise at the location from which the Trustee **or Student Trustee** is using the electronic means to connect to the meeting, as this noise may be broadcast into the boardroom.
 - (iii) In the event that the disruption is a result of a bad telephone/internet connection, the Chair will notify the Trustee **or Student Trustee** and request that he/she disconnects and then reconnects to the meeting.
 - (iv) The Chair will canvass ~~those~~ Trustees **and Student Trustees** using electronic means about the intention to speak to a matter on the floor, and will notify the Trustee **and Student Trustee** when it is his/her turn to speak.
 - (v) Upon being recognized by the Chair to speak, Trustees **or Student Trustees** will identify themselves before beginning to speak about a matter on the floor.
 3. In those instances where, after direction by the Chair to reduce any background noise and/or mute the telephone or microphone, there still exist disruptions to the meeting, the Chair will **request that the** ~~provide a final warning to the~~ Trustee **or Student Trustee** ~~to~~ rectify the **background noise issue** ~~expressed concerns~~.
 4. In the event that the Trustee **or Student Trustee** fails to rectify the **background noise issue** ~~expressed concerns~~, the Chair may cause or direct the temporary disconnection or muting of a member's connection if it is causing undue interference with the meeting.
- ~~Board members participating in meetings using electronic means will be included for as long as they remain electronically connected to the meeting.~~
5. Trustees **and Student Trustees** using electronic means to participate in meetings shall inform the Chair of the Board or the Chair of the Board committee about their intentions to leave the meeting, either on a temporary or permanent basis.



Protocol for Participating in Board and Its Committee Meetings Using Electronic means

6. Trustees ~~and Student Trustees~~ participating by electronic means must comply with the requirements of the Municipal Conflict of Interest Act. ~~by declaring a conflict with a specific item(s) on the Order Paper.~~
7. During those times when the meeting is closed to the public, Trustees **and Student Trustees** will ensure that confidentiality is maintained at all times.



REPORT TO

REGULAR BOARD

POLICY ON EARLY LEARNING AND CHILD CARE POLICY B.R.0.2

“Start children off on the way they should go, and even when they are old they will not turn from it.”
Proverbs 22:6 (NIV)

Created, Draft	First Tabling	Review
August 31, 2021	September 7, 2021	

Shawna Campbell, Superintendent of Education, Area 3 and Early Learning Program
Michael Loberto, Superintendent Planning and Development Services
Martin Farrell, Superintendent Environmental Support Services

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.



Brendan Browne, PhD
Director of Education

A. Della Mora
Associate Director of Academic Affairs and
Chief Operating Officer

D. Boyce
Associate Director of Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

This report recommends updating the name of the current Policy on Child Care Centre Policy B.R.0.2 and the accompanying Child Care and Family Support Programs Manual to the Early Learning and Child Care Policy B.R.0.2 and the accompanying Early Learning and Child Care Standard Operating Procedures to align to current practice and policies.

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

B. PURPOSE

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

C. BACKGROUND

1. The Policy on Child Care Policy B.R.0.2 was first approved in April 1977 and has not been amended since May, 2003.
2. Changes to this policy reflect current practice and alignment with related policies:
 - i. [Ontario Renewed Early Years and Policy Framework, 2017](#)
 - ii. [Early Years Accommodations in Schools Reference Guide, Ministry of Education, Spring, 2018](#)
 - iii. [City of Toronto Children's Services Service Plan](#)
 - iv. [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#)
 - v. [Child Care and Early Years' Act, 2014](#)
 - vi. [The Education Act and Ont. Regulation 221/11 Extended Day and Third-Party Programs](#)
 - vii. [Before and After School Programs Kindergarten to Grade 6.](#)
 - viii. [Child Care and Schools – Working Together in a Shared Space](#)
 - ix. [TCDSB Early Years Programs](#)
 - x. [Ontario Regulation 137/15 General](#)
 - xi. [Ontario Reg. 221/11](#)

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Early Learning Department, Environmental Support Services, Planning and Development Services and Communications Department, Field Superintendents and Legal Services.

E. METRICS AND ACCOUNTABILITY

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

F. IMPLEMENTATION

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

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the revised POLICY ON EARLY LEARNING AND CHILD CARE POLICY B.R.0.2 provided in Report Appendix A, and the accompanying Early Learning and Child Care Standard Operating Procedures provided in Report Appendix B, be adopted.



POLICY SECTION: Buildings Plant Grounds

SUB-SECTION: Rental Permits

POLICY NAME: Early Learning and Childcare Programs

POLICY NO: B.R.02

Date Approved:
May 15, 2003 – Board Meeting

Date of Next Review:

Dates of Amendments:
BM p 15 May 03; BM p 95, 16 Jan 97; BM p 124, 16 Jun 88; BM p 17 Dec 87; BM p 126, 19 Jun 86; BM p 371, Jun 85; BM p 211, Feb 81; BM p 259, Apr 77.

Cross References:

Appendix

Purpose:

The Toronto Catholic District School Board supports the establishment of quality Childcare programs and Family Support programs in its schools. This policy outlines the processes and procedures to establish such programs.

Scope and Responsibility:

This Policy is under the purview of the Director of Education.

Alignment with the Multi Year Strategic Plan [MYSP]:

Living Our Catholic Values

Enhancing Public Confidence

Fostering Student Achievement and Well-Being

Achieving Excellence in Governance

Providing Stewardship of Resources



POLICY SECTION: Buildings Plant Grounds
SUB-SECTION: Rental Permits
POLICY NAME: Early Learning and Childcare Programs
POLICY NO: B.R.02

Inspiring and Motivating Employees

Policy:

The Toronto Catholic District School Board supports the establishment of quality early learning and child care programs in schools.

Regulations:

1. Services for young children within the school setting provide a supportive and secure environment and a continuum of care for the transition from care to school. School space for exclusive childcare use is provided through the Ministry of Education funding for retrofits and for new capital projects. Before and After School programs are made available using shared space in age-appropriate classrooms. Tenure of space is done on a cost recovery basis for no less than one school year.
2. TCDSB partners with the Ministry of Education and Toronto Children's Services Division to support quality childcare programs that are accessible to children and families. Child Care Centres and Before and After School programs are provided by third party operators. These programs are licensed by the Ministry of Education and overseen by Toronto Children's Services Division in partnership with TCDSB.
3. With respect to new programs, operators are secured through a TCDSB Request for Proposal process in partnership with the City of Toronto Children's Services Division. All third party childcare providers must be not-for-profit, be in good standing with the Ministry of Education, have a Service Agreement for Fee Subsidy from City of Toronto Children's Services Division and meet TCDSB criteria.



POLICY SECTION: Buildings Plant Grounds
SUB-SECTION: Rental Permits
POLICY NAME: Early Learning and Childcare Programs
POLICY NO: B.R.02

4. The school principal or designate shall be consulted and have input into all matters of the Early Learning and Child Care Programs as it relates to school space, regulations or school policy. Shared space classrooms will be determined by the principal in collaboration with the Early Learning Program Department and the childcare operator. These shared spaces will be age appropriate and licensed by the Ministry of Education to ensure that they meet all legislation and regulations.

5. Programs that are located within TCDSB schools must show proof of licensing by the Ministry of Education as well as required insurance coverage.

6. The operators of each program should hold a minimum of one meeting per year with the principal to discuss matters related to the program.

7. In the matter of leases:

(a) Each program must have a fully executed Lease/License agreement with the Board.

(b) The renewal of the lease or license agreement is subject to the needs of the Board.

(c) Programs that have exclusive or shared space within TCDSB schools will be charged rent on a cost recovery basis as per Board policy, subject to annual increases.

(d) Each organization shall, upon request, submit a notarized financial statement to the Director of Education.

7. The TCDSB reserves the right to develop rules and regulations to ensure the safety standards in buildings housing Early Learning and Child Care Programs.



POLICY SECTION: Buildings Plant Grounds

SUB-SECTION: Rental Permits

POLICY NAME: Early Learning and Childcare Programs

POLICY NO: B.R.02

Evaluation and Metrics:

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

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



TCDSB Early Learning and Child Care Standard Operating Procedures



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Early Learning Department - Purpose and Overview

1.0 PURPOSE

Ontario has identified school boards as partners to make high quality child care more accessible for children and families. School boards are in the unique position to support child care programs for children 0 to 4 years old and before and after school care for school age children up to 12 years old at their school sites. The Toronto Catholic District School Board (TCDSB) recognizes the importance and numerous benefits of child care programs operating within schools. TCDSB is committed to partnering with and supporting child care operators to provide this essential service for our children and families.

The TCDSB Child Care Standard Operating Procedures increases accessibility to policies and processes related to child care operations within our schools. Its purpose is to clearly outline procedures, roles, responsibilities, and scope of duties for TCDSB staff and child care operators to enhance communication, and support child care to meet operational expectations.

2.0 SCOPE AND BACKGROUND

2.1 SCOPE

The TCDSB Child Care Standard Operating Procedures applies to the operational logistics for all third-party child care programs located in TCDSB schools. It is of particular relevance to licensed child care staff operating in a TCDSB school and for TCDSB school staff and central departments to support child care programs.

TCDSB third-party licensed child care operators are non-profit, licensed child care agencies who hold a Service Agreement for Fee Subsidy in good standing, with City of Toronto Children's Services Division and who meet Ministry of Education and TCDSB criteria.

2.2 BACKGROUND

2.2.1 VISION AND OVERVIEW

The TCDSB supports the Ministry of Education vision that children and families have access to quality child care programs and that schools are the optimal site for child care centres in the community. Schools are secure, support a seamless day for children and their families, and ensure a smooth transition to school life.



[Ontario Renewed Early Years and Policy Framework, 2017](#) outlines Ontario's Vision for Early Years and Child Care centered on the premise that:

"All children and families have access to a range of high quality, inclusive, and affordable early years and child care programs and services that are child and family centered and contribute to children's learning, development and well-being." (pg.6)

Furthermore, the [Early Years Accommodations in Schools Reference Guide, Ministry of Education, Spring 2018](#) posits that:

"The government has prioritized schools-first approach as the preferred location for early years programs in communities. Schools are viewed by the community as secure and trusted centres for children, and therefore are natural sites for early years programs." (pg. 3)

The Ministry of Education sets legislative, regulatory, policy and funding framework for the Early Years. The Consolidated Municipal Services Manager (CMSM), City of Toronto, is responsible for planning, managing the services at the local level and allocating early years program funding. The TCDSB works closely with the CMSM in implementation of the Ministry of Education Early Years Programs and Policies, as well as [City of Toronto Children's Services Service Plan](#).

Early Years Programs must be operated by not for-profit, licensed third-party operators that hold a Service Agreement for Fee Subsidy, in good standing, with the City of Toronto Children's Services Division and who meet Ministry of Education and TCDSB criteria. Licensed child care programs are eligible to receive [fee subsidy payments](#) administered by the CMSM.

All Early Years' Programs are guided by curriculum document, [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#).

How Does Learning Happen? Learning is organized around four foundational conditions that are important for children to grow and flourish: **Belonging, Well-Being, Engagement, and Expression** and holds at its core a shared understanding of the roles and contributions of children, families, and educators. (HDLH, pg.6&7)

2.2.2 TCDSB EARLY LEARNING AND CHILD CARE PROGRAMS

The TCDSB Early Learning and Child Care Programs include:

- a. EarlyON Child and Family Centres
- b. Child Care Centres
- c. Licensed Before and After School Programs
- d. Authorized Recreational and Skill Building Programs



2.2.3 DESCRIPTION OF TCDSB EARLY LEARNING AND CHILD CARE PROGRAMS

a. EarlyON Child & Family Centres

In 2007, the Ministry of Education announced funding for the establishment of the EarlyON Child & Family Centres (formerly called Parenting & Family Literacy Centres) in selected school boards across Ontario. The purpose is to promote positive early childhood development and parenting to support young children's successful start to school.

The TCDSB directly operates EarlyON Child & Family Centres located in TCDSB schools and are part of the school complement. They offer free, inclusive, high quality, school-based drop-in programs where parents/caregivers & children ages 0 to 6 years old can participate together in an emergent, play-based learning environment with a focus on literacy and numeracy. They are located in school classrooms to build familiarity and positive relationships for children and their families with the school. A qualified Early Childhood Educator employed by the TCDSB delivers the programs and services.

The EarlyON Child & Family Centres follow 3 Mandatory Core Services:

- Engaging Parent/Caregivers and Children
- Making Connections for Families
- Supporting Early Learning and Development

[TCDSB EarlyON Centres Locations](#)

b. CHILD CARE CENTRES

TCDSB Child Care Centres serve Infant, Toddler and Preschool children. These programs take place in dedicated, purpose-built space (also referred to as exclusive or leased space). The TCDSB works closely with the CMSM to identify sites for child care expansions in TCDSB schools. These may be retrofits of unused school space, additions, or part of new school capital projects. TCDSB avails itself of every opportunity to access funding for child care expansions.

Licensed child care centres are Ministry regulated and inspected. Children are grouped according to age. In Infant programs, children are younger than 18 months; in Toddler Programs, children are 18 months up to 30 months and in Preschool Programs, children may be 30 months up to 5.9 years. Staff members meet the qualification requirements set out under the [Child Care and Early Years Act, 2014](#). Staff must meet certain standards of care, maintain ratios and design activities for children at different stages of development.



Licensed child care centres must meet and maintain specific provincial standards set out in [Ontario Regulation 137/15 General](#). These standards address items that affect quality in a licensed child care centre, such as staff/child ratios, physical environment, staff qualifications, and children's health and well-being. Programming and pedagogy are based on [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#).

[TCDSB Child Care Locations](#)

BEFORE AND AFTER SCHOOL PROGRAMS KINDERGARTEN TO GRADE 6

In accordance with Section 2 of [O.Reg 221/11](#), school boards are required to ensure the provision of a before and after school program for every elementary school serving students in Kindergarten to Grade 6 where there is sufficient interest.

In accordance with the Education Act, the board may enter into an agreement with a third-party to deliver these programs.

TCDSB Before and After School Programs Kindergarten to Grade 6 include Licensed Before and After School Programs (BASP) and Authorized Recreational and Skill Building Programs. These programs adhere to the policies and guidelines outlined in the [Before and After School Programs Kindergarten to Grade 6](#).

c. LICENSED BEFORE AND AFTER SCHOOL PROGRAMS (BASP)

The primary purpose of BASP is to provide care before the start of the school day and after the school day has ended until 6:00 p.m. BASP serves children from Kindergarten to Grade 6 and operates on all instructional days. They may also provide programming on all non-instructional days, e.g., PD Days, March, Christmas, Summer Breaks. BASP fees are set in each school by the child care agency providing the service.

All programs follow Ministry of Education Guidelines and [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#)

BASP takes place in shared space classrooms. Wherever possible the classrooms must serve the same age children as during school hours, e.g., kindergarten programs must be held in a kindergarten classroom, school age in a school age class. These spaces are subject to licensing requirements by the Ministry of Education and the TCDSB.



The TCDSB Early Learning Program Department facilitates the selection of classroom space to be licensed for use for the BASP. The school principal and the child care operator determine the most suitable classrooms for the program and will submit a signed TCDSB Shared Space Form to be completed for final review and approval for licensing.

The following resource is used to support the collaborative partnership between child care operators and school staff, [Child Care in Schools Working Together in a Shared Space](#)

Registration and fees for September programs must be completed and communicated to the TCDSB Early Learning Program Department by April 15th each year. If there are any anticipated expansions, an updated TCDSB Shared Space Form must be signed and submitted by May 15th.

[TCDSB Before and After School Programs Locations](#)

d. AUTHORIZED RECREATIONAL/ SKILL BUILDING PROGRAMS

The primary purpose of is to provide care and include, as a complementary purpose, activities that may promote recreational, musical, artistic, athletic skills.

These programs may serve students in Kindergarten through Grade 6. They currently provide up to 3 hours of care, after school ONLY. Authorized Recreational and Skill Building Programs do not consistently provide care on non-instructional days. Programming is consistent with [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#)

In accordance with the amendments to [O.Reg. 137/15](#) under the [Child Care and Early Years' Act CCEYA](#) will allow for some Authorized Recreational and Skill Building programs to operate for more than three consecutive hours or non-consecutive hours in a day. It can be both before and after school and may also operate for full days on non-instructional days - PA Days, March Break, Summer. Note that this option is only available to specific providers who have completed the application process and have been approved by the Ministry of Education.

[TCDSB Authorized Recreation Programs Locations](#)



Role of Administrators

Under the Education Act, the Principal is responsible for all matters that relate to the school and all activities therein.

3.1 UNDERSTANDING AND COMMUNICATION

The Principal will:

- a) Have a thorough understanding of the overall operations of the child care centre and Before and After School Programs.
- b) Facilitate and support, with a child-and family-centered focus, strong partnerships among school staff, child care centre staff and families.
- c) Meet with the child care supervisor on a regular basis to discuss matters of mutual interest or concern.
- d) Nurture a shared understanding of roles and responsibilities and program outcomes between the child care staff and the school staff.
- e) Include child care staff in all communications, including TCDSB policies and Ministry legislation, that may have an impact on their program. Clear protocols for communication are to be established to promote inclusivity and a sense of community committed to meeting expectations for children and families.
- f) Where appropriate, invite child care staff to attend and participate in staff meetings, school-based committee meetings, professional development forums, school community events and support opportunities for staff collaboration.

3.2 PROGRAM ADMINISTRATION

The Principal will:

- a) Become familiar with all TCDSB policies and procedures related to the operation of child care centres and before and after school programs.
- b) Where there is an existing licensed BASP, communicate and promote child care program information and registration process to families.
- c) Where there is no licensed BASP, facilitate survey to families to determine interest for a new program. Based on survey results, promote, and communicate child care program information



and registration process to families.

- d) Ensure that they have a copy of the most recent lease/license/permit agreements as they pertain to both child care exclusive and shared space.
- e) Review the lease and license agreements and ensure that the child care centre is occupying only the space designated on the agreements.
- f) Be responsible for providing input and approve all matters relating to space regulations and policies with respect to the operation of the program. For shared and auxiliary space, the principal will liaise with the Early Learning Program Department and the child care operator to determine the locations to be licensed for the Before and After School program.
- g) Consult with the Early Learning Program Department and child care staff any considerations to change licensed shared space on a long-term basis. Note that this should only be considered in extenuating circumstances. Shared space is licensed through the Ministry of Education and TCDSB.
- h) Ensure that the child care supervisor is invited to all preliminary and on-going meetings regarding planned school upgrades, renovations, or new builds so that child care is informed and they can provide input in those areas that impact their program. Child care will need to communicate, in a timely manner, the impact and alternate arrangements directly to the families they serve.
- i) Where work is of an urgent nature provide, inasmuch as is possible, sufficient notice to the child care supervisor of any changes in school facilities (e.g., water/hydro cut-off) or changes to routine or any other issue that affects child care programming. Where possible, the board will endeavor to have such work completed during off hours/weekends.
- j) Be informed by child care of any events or items that may have an impact on the school community.
- k) Must approve in coordination with the Facilities/Development Services any renovations, repairs or other tenant improvements adhering to TCDSB tenant improvement policies and procedures.
- l) Should be informed if the student attends both the child care and the school, in cases where there are issues of serious concern such as the involvement of the Catholic Children's Aid Society.
- m) Be responsible for evacuating all students, staff, and tenants in the event of an emergency.



Leases and License Agreements

4.1 LICENSE AGREEMENTS

How to Create or Amend a License Agreement for ARC, School Age and FDELK Programs		
What is a License Agreement?	A License Agreement is a formal agreement that authorizes shared use of the premises. License Agreements are self-renewing annually and operate under a 10-month term commencing September 1 st and ending June 30 th each year.	
When do I use this procedure?	The following procedure should be used when a Child Care Operator would like to create or amend a License Agreement.	
Step #	Task	Stakeholder Responsible
1	Intake request to create or amend the license agreement	Development Services
1.1	Review and confirm all required documents and approvals are complete	Development Services
2	Create report in escribe for Small Business Council (SBC)	Development Services
2.1	Review report and workflow to SBC for approval	Development Services
3	Review report	Small Business Council
4	Receive Action After report and approval from SBC	Development Services
4.1	If not approved by SBC, advise Early Learning, Principal, SQS and Tenant	Development Services
4.2	If approved by SBC, advise Early Learning, Principal, SQS and Tenant	Development Services
5	Send information to Board Solicitor for agreement drafting	Development Services
6	Draft agreement and execute signing with Tenant and TCDSB	Board Solicitor
6.1	Send agreement to Tenant for signing	Board Solicitor
7	Sign agreement and return to Board Solicitor	Tenant
8	Receive Tenant signed agreement and forward copies to Development Services	Board Solicitor
9	Receive agreement from Board Solicitor	Development Services



9.1	Deliver the agreements to the Executive Office for signature	Development Services
10	Sign copy of agreement and return to Development Services	Executive Office
11	Receive copy of agreement back from Executive Office	Development Services
11.1	Send agreements back to Board Solicitor	Development Services
12	Send fully executed agreement to Tenant	Board Solicitor

4.2 LEASE AGREEMENTS

SOP: How to Create or Amend a Lease Agreement for Full Day Child Care Programs		
What is a Lease Agreement?	A Lease Agreement is a formal agreement that authorizes exclusive use of the premises. Lease Agreements have a fixed term and permit operation 12 months of the year.	
When do I use this procedure?	The following procedure should be used when a Child Care Operator would like to create or amend a Lease Agreement.	
Step #	Task	Stakeholder Responsible
1	Intake request to create or amend lease agreement	Development Services
2	Review request and confirm all required documents (if any) are complete	Development Services
3	Create report in escribe for Small Business Council (SBC)	Development Services
3.1	Review report and workflow to SBC for approval	Development Services
4	Review report	Small Business Council
5	Receive Action After report and approval from SBC	Development Services
5.1	If not approved by SBC, advise Early Learning, Principal, SQS and Tenant	Development Services
5.2	If approved by SBC, advise Early Learning, Principal, SQS and Tenant	Development Services
6	Send information to Board Solicitor for agreement drafting	Development Services
7	Draft agreement and execute signing with Tenant and TCDSB	Board Solicitor



7.1	Send agreement to Tenant for signing	Board Solicitor
8	Sign agreement and return to Board Solicitor	Tenant
9	Receive Tenant signed agreement and forward copies to Development Services	Board Solicitor
10	Receive agreement from Board Solicitor	Development Services
10.1	Deliver the agreements to the Executive Office for signature	Development Services
11	Sign copy of agreement and return to Development Services	Executive Office
12	Receive copy of agreement back from Executive Office	Development Services
12.1	Send agreements back to Board Solicitor	Development Services
13	Send fully executed agreement to Tenant	Board Solicitor

SOP: How to Create or Renew a Temporary Evacuation Agreement		
What is a Temporary Evacuation Agreement?	A Temporary Evacuation Agreement is a formal agreement that authorizes temporary shared use of the premises for the purpose of temporary evacuation. Temporary Evacuation Agreement operate under a fixed term.	
When do I use this procedure?	The following procedure should be used when an Operator would like to create or renew a Temporary Evacuation Agreement.	
Step #	Task	Stakeholder Responsible
1	Intake request to create temporary evacuation agreement	Development Services
2	Review request and confirm all required documents (if any) are complete	Development Services
3	Confirm approval from Principal	Development Services
3.1	If not approved, advise Operator	Development Services
3.2	If approved, seek Planning Services approval	Development Services
3.3	Confirm approval from Planning Services	Development Services



3.4	If not approved, advise Operator	Development Services
4	Create report in escribe for Small Business Council (SBC)	Development Services
41	Review report and workflow to SBC for approval	Development Services
5	Review report	Small Business Council
6	Receive Action After report and approval from SBC	Development Services
6.1	If not approved by SBC, advise Operator	Development Services
6.2	If approved by SBC, advise Operator	Development Services
7	Send information to Board Solicitor for agreement drafting	Development Services
8	Draft agreement and execute signing with Operator and TCDSB	Board Solicitor
8.1	Send agreement to Operator for signing	Board Solicitor
9	Sign agreement and return to Board Solicitor	Operator
10	Receive Operator signed agreement and forward copies to Development Services	Board Solicitor
12	Receive agreement from Board Solicitor	Development Services
12.1	Deliver the agreements to the Executive Office for signature	Development Services
13	Sign copy of agreement and return to Development Services	Executive Office
14	Receive copy of agreement back from Executive Office	Development Services
14.1	Send agreements back to Board Solicitor	Development Services
15	Send fully executed agreement to Operator	Board Solicitor



Licensed Before and After School Programs

5.0 LICENSED BEFORE AND AFTER SCHOOL PROGRAMS: NEW PROGRAMS AND EXPANSIONS

5.1 NEW PROGRAMS

The TCDSB endeavours to have a Before and After School Program in every TCDSB elementary school where there is sufficient demand.

5.1.1 SURVEY

- Schools identified with no BASP will be surveyed for interest for a new program for September of the following year.
- Beginning in January of each year, as part of the Kindergarten Student Online Admission and Registration (S.O.A.R.) process, parents will be surveyed for interest in a Licensed Before and After School Program.
- In January, currently enrolled Kindergarten and School Age children's families will also be surveyed.
- Principals with no BASP will be notified, provided with instructions, timelines, and survey links, in order to communicate and share with families the survey of interest for a BASP at their school.
- By mid- March, where survey results determine that there is insufficient interest, these schools will not have a program for the upcoming school year. These schools will undergo this same process the following year.
- By mid-March, where survey results show sufficient interest from families, the TCDSB Early Learning Program Department will inform principals and invite a qualified, third-party child care agency to provide a registration process to ensure viability.
- The operator currently operates within the TCDSB or be on the TCDSB prequalified list of child care operators. They must have a Service Agreement for child care subsidy, in good standing, with the Toronto Children's Services Division and meet Ministry of Education and TCDSB criteria.
- At this time, the Early Learning Program Department will share with third-party child care operators new to Kindergarten and new to TCDSB contact information of interested families obtained through the S.O.A.R. process.
- School principals will work collaboratively with the child care agency to communicate the registration process and timelines, as well as hours of operation and fees with the school community via e-blast, school messenger, newsletter insert and/or other networks such as school parish.



5.1.2 REGISTRATION

- By mid-April, registration outcomes will be confirmed.
- Where registrations determine that there is insufficient interest and viability, the school will not have a program for the upcoming school year. Based on survey results, in the next school year, this school may undergo the same registration process.
- Where there are sufficient confirmed registrations for viability, a new Before and After School Program will begin in September of the following school year.
- The Early Learning Program Department will facilitate the process in order to determine shared space classroom allocations. This is a collaborative process based on [Before and After School Programs, Kindergarten to Grade 6](#) as well as [Child Care and Schools: Working Together in a Shared Space](#).
- The school principal and child care operator will work together to identify age-appropriate, shared space classrooms, alternate spaces, and additional workspaces such as food preparation.
- A TCDSB Shared Space Form will be completed and signed by the child care operator and school principal to receive Board approval and begin the licensing process for the operator.
- A TCDSB license agreement for the use of shared space will be prepared by the Board's solicitor for signature by the child care operator.
- A final TCDSB Shared Space Form will be provided to the school principal and child care operator for their records.

5.2 EXPANSIONS

The TCDSB actively supports the continued growth and expansion of Before and After School Programs.

- Beginning in January of each year, as part of the Kindergarten Student Online Admission and Registration (S.O.A.R.) process, parents will be surveyed for interest in a Licensed Before and After School Program. In addition, parents enrolling their child(ren) at a TCDSB elementary school for the first time will also be surveyed for interest in a Licensed Before and After School Program.
- In February, child care operators coordinate messaging with school principals and families regarding registration process and timelines, as well as hours of operation and fees for BASP for the next school year.
- In March, the Early Learning Program (ELP) Department will also share new contact information of interested families obtained through the S.O.A.R. process with third-party child care operators. Child care operators will contact new families to provide information regarding their programming, fees, hours of operation and confirm registration.



- Based on the child care operator's confirmed registrations, if expansion for Kindergarten and/or School Age programs is necessary, operators are to inform the school principal and the TCDSB Early Learning Program Department.
- Where additional classroom space is required to accommodate the expansion, operators are to work with the school principal to identify any new shared space classrooms.
- A TCDSB Shared Space Form must be completed and signed by the Principal and Child Care Operator in order to receive Board approvals and begin the licensing process for the operator.
- A TCDSB license agreement for the use of shared space will be prepared by the Board's solicitor for signature by the child care operator.
- A final TCDSB Shared Space Form will be provided to the school principal and child care operator for their records.

BASP Annual E-Updates

6.0 BASP ANNUAL E-UPDATES

Before the end of April each year, TCDSB will provide the following updated BASP information to parents and guardians on the school board's website (www.tcdsb.org):

- Fees, including non-instructional days.
- The process and approach for determining sufficient demand and viability.
- Schools that will and will not be offering a before and after school program.
- Information on how to apply for financial assistance for before and after school programs.
- Notice that if a third-party program ceases to operate, the school board will ensure that another program will be available if there is sufficient demand, but the fees, days, and times of operation may change.



Community Use of Schools

BACKGROUND

The Community Use of Schools Department issues type II permits according to the Board's TCDSB facilities operational procedures.

This type of permit is intended for occasional or continuing use after 6:00 p.m. on school days, and during non-school days and is processed centrally by the Community Use of Schools Department.

WHEN ARE PERMITS REQUIRED?

10-Month License holders are required to permit for use of facilities including their licensed space for:

- Any time when the school is closed;
- After 6:00 p.m.;
- Saturday, Sunday;
- Occasional caretaker overtime when caretaking coverage is at a premium for example: P.A. days, March Break, Easter, Statutory holidays, Christmas, New Year, and summer from July 1 to August 31.

12-Month Lease holders are required to permit for use of facilities including their leased space for:

- Any time when the school is closed;
- After 6:00 p.m.;
- Saturday, Sunday;
- For occasional caretaker overtime when caretaking coverage is at a premium for example: P.A. days, March Break, Easter, Statutory holidays, Christmas, New Year, and summer from July 01 to August 31. Open-ended Permit is required for Summer Months from 4:00 p.m. - 6:30 p.m. Child Care shall only be charged in the event that a caretaker is required to be deployed to provide the remaining coverage for the child care centre's normal hours of operation.



WHEN DO I APPLY?

1. September – June (All Requests)

Acceptance of applications starts June 1, or the next following business day if June 1 falls on a weekend. All applications received by July 31 will be processed, approved, where possible, and confirmed in date and priority order by August 31. Applications from non-TCDSB users received after July 31 will be processed based upon the availability of appropriate facilities and times. Permits will not be granted for community use of school facilities during the two weeks prior to school closing in June, two weeks prior to school commencing in September and during the first week of school in September, unless otherwise authorized by the School Principal or Community Use of Schools Department.

2. May – August – Exterior Use of Space

Acceptance of applications starts January 15 or second Monday in January, whichever occurs first in that year. Applications received after March 1 will be processed based upon the availability of appropriate facilities and times. The deadline for summer permit applications is April 30.

3. July – August – Interior Use of Space

Acceptance of applications starts January 15 or second Monday in January, whichever occurs first in that year. All applications received by May 1 will be processed, approved, where possible, and confirmed in date and priority order by June 15. The deadline for summer permit applications is April 30.

Note that school availability for summer use may be limited to allow for scheduled and/or necessary maintenance, renovations and major cleaning.

HOW CAN I APPLY?

Applications can be submitted online or by email:

- Online <https://permits.tcdsb.org/permits/>
 - A Username and Password is required.
 - To request a Username and Password [email:newpermitbookingresponse@tcdsb.org](mailto:newpermitbookingresponse@tcdsb.org).
- Email: newpermitbookingresponse@tcdsb.org



HOW MUCH NOTICE IS REQUIRED?

Minimum ten **(10) days advance** notice is required before a Permit can be issued. This ten day notice applies to ALL Permit applicants.

HOW DO I CHANGE AN EXISTING PERMIT?

- Any changes to a permit require **72 hours** notice
- Changes to an existing permit can be completed online: <https://permits.tcdsb.org/permits/>
 - Login to account
 - Select the permit number that you want to change
 - Select *Action*
 - Select *Request a change*
 - Input Information (reason for the change)
 - Click *Submit*

WHAT FEES WILL I BE CHARGED?

10 Month License Holders:

- \$0.00 Processing Fee
- \$25.00 Change Fee (if applicable)
- No Show [3-hour callout charge] (if applicable)
- **Not for Profit Rate** for Use of Gymnasium & Other School Facilities including licensed space after 6:30 p.m.; Monday to Friday, P.A. Day, Saturday, Sunday, Statutory Holiday, and summer from July 1 to August 31.
- Caretaker Supervision according to current CUPE 1280 rates

12 Month Lease Holders:

- \$0.00 Processing Fee
- \$25.00 Change Fee (if applicable)
- \$0.00 Leased Space
- No Show [3-hour callout charge] (if applicable)
- **Not for Profit Rate** for Use of Gymnasium & Other School Facilities after 6:30 p.m.; Monday to Friday, P.A. Day, Saturday, Sunday, Statutory Holiday, and summer from July 1 to August 31.
- Caretaker Supervision according to current CUPE 1280 rate



WHAT METHOD OF PAYMENT DO YOU ACCEPT?

- Visa Online
- MasterCard Online
- Cheque payable to: TCDSB – Permits Dept. 80 Sheppard Ave. E. Toronto, ON M2N 6E8

IF I HAVE QUESTIONS, WHO CAN I CONTACT?

Permit requests are distributed among three area representatives according to the area of the city:

- East of Leslie St. (Tizziana Bruni ext. 2328)
- Central (Louise Iaconis ext. 2325)
- West of Keele St. (Marisa Nunno ext. 2308)



Role of SQS

The role of the Service Quality Supervisor (SQS) is to ensure that the Early Learning and Child Care Programs have the same level of service as the school.

The SQS will notify the Early Learning and Child Care Programs of any additional costs with respect to custodial scheduling (e.g., Christmas, March Break and Summer Break) through the Head Custodian.

Additional custodial services will be provided on a cost recovery basis as required on the approval of the SQS. Once approval has been provided, the Program Administrator must apply for a permit for extended custodial hours.

Issues/concerns regarding the operation of the Early Learning and Child Care Programs in relation to custodial care will be reviewed by the SQS.

Where work is of an urgent nature, the SQS will inasmuch as is possible, provide sufficient notice to the Early Learning and Child Care Programs Supervisor, of any changes in school facilities (e.g., water/hydro cut-off) or changes to routine or any other issue that may affect child care programming. Where possible, the Board will endeavor to have such work completed during off hours/weekends.

Prior to any renovations or repairs conducted by the Early Learning and Child Care Program at a school, the SQS is required to review and approve in accordance to the TCDSB tenant improvement policies and procedures.



Role of Custodian

1. The role of the Custodian is to maintain the Early Learning and Child Care Centre to the same level of service as the school.
2. The Custodian should inform the tenant of any changes to custodial scheduling (e.g., Christmas, March Break and Summer Break).
3. Additional custodial services will be provided on a cost recovery basis as required. The Program Administrator must apply for a permit for extended custodial hours.
4. The Custodian may choose to provide additional services/supports if it falls within his/her timelines.
5. If there are issues/concerns regarding the operation of the Early Learning and Child Care Programs in relation to custodial care, the custodian needs to bring these issues to the attention of the school Principal and Area Supervisor.
6. The Child Care Operator is responsible for the cost and usage of consumables such as paper towels, garbage bags and hand soap.
7. The Child Care Operator is responsible for the following classroom procedures at the end of the day:
 - a. Ensure that all windows are closed.
 - b. Ensure that chairs are put up on desks/tables.
 - c. Pick up all large paper items off the floor.
8. In schools with Early Learning and Child Care Programs, special emphasis will be placed to ensure that appropriate custodial services are maintained.
9. Custodial services include routine daily inspections of playground structures throughout the year.



PROCEDURES REGARDING CUSTODIAL COVERAGE OUTSIDE THE STATED HOURS OF USE:

10. The Child Care Operator is responsible to apply for a permit to assign a Custodian to cover the hours of operation that the Operator chooses to stay open beyond the days and times as stated in the Operator's Lease/License.
11. Cost for these services is dependent upon the circumstances. A minimum of three hours of custodial service is required which is charged based on an hourly rate.



Fire Safety

1. Fire Safety plans of the school should include the Early Learning and Child Care Programs (e.g., evacuation, emergency procedures).
2. The Principal and the Program Administrators should meet to discuss a plan of action with regards to evacuation and the emergency evacuation site and part of the planning.
3. When school is not in session, Christmas, March Break and Summer Months (July & August) the Child Care Operator will be required to conduct their own fire drills with the assistance of the custodian on site and this information should be part of the fire safety plan of the school.
4. Child Care Operators have their own section in the School's fire safety plan as outlined by Toronto Fire Services (Section 10). A copy of the school's fire safety plan is to be provided to the Child Care for a reference.
5. Child Care Operators that need to be licensed require a copy of the school's fire safety plan, the school's fire certificate and verification that the building meets Fire code. For specific legislation on Child Cares, refer to the relevant sections of Policies & Procedures, Subject: Fire Safety, of the Ministry of Community and Social Services for Day Nurseries.
6. Before and After Programs are shared classroom space and follow the same practices as in the school Fire Safety Plan.



Playground Structures

1. The Principal will work together with the Area Supervisor, Landscape Supervisor and the Child Care Operator to determine the appropriate location and the feasibility of the playground structure. Once established; each Child Care Operator is required to send a letter of intent to the Senior Coordinator, Real Property to install a playground structure on School Board property that identifies detailed "scope of work" under "Tenant Rental Agreement".
2. Once the playground structure is affixed to the school property, it becomes the property of the Board and the Board maintains and provides inspections for the structure.
3. Child Care Operators must provide a copy of insurance and inspection reports for the playground structure.
4. Each Child Care Operator is required to submit a letter to Facilities/Management department with three quotes from different playground companies as well as plans and scope of work for its location on school property.
5. Playground inspections are to be done on an annual basis as requested by the Ministry of Child/Family and Community Services.
6. Where playground structures are used exclusively by the Child Care Operator, the operator shall reimburse the Board for all maintenance, inspections, demolition and all other costs related to these structures. Where the playground structures are shared, all costs related to these structures will be shared equally between the Child Care Operator and the Board.
7. Custodial services include daily routine inspections of playground structures throughout the year.



Access to Schools

- Access to schools is based on the License Agreement Monday to Friday and hours of operation.
- Security Access Card hours: 8:00 a.m. to 6:00 p.m. Monday to Friday (while the school is open).
- Child Care Providers may request up to two (2) security access cards. These cards are billable to the Child Care Provider by making a request to the Board's Real Property department. The Board will issue an invoice for the total cost of each security access card which is \$25.00 per card (*cost of the card can be reviewed annually*).
- If card is lost or stolen it must be reported to the School Principal immediately to cancel the security access card. The replacement of a card that is lost or damaged is \$50.00 per card (*cost of replacement can be reviewed annually*).
- If the School Door is not open in the a.m., by school custodial staff, Child Care Operators are to follow the regular procedure, contact CEC Security at 416-512-3049. Under no circumstances can the card to be used unless school custodial staff has disarmed the security system. Entering the school site while the site is still armed, the Board's Monitoring station staff will dispatch Police. Since the Police will treat this a false Police call, Police charges will be paid by the Child Care Operator.



Tenant Improvement

SOP: How to Create a Tenant Improvement Agreement		
What is a Tenant Improvement Agreement?	A Tenant Improvement Agreement is a formal agreement to proceed with alterations or additions to the leased or licensed premises. All improvements are at the sole cost of the tenant (including, but not limited to: environmental assessments, abatement, etc.).	
When do I use this procedure?	The following procedure should be used when a Child Care Operator would like to make improvements to their leased or licensed space. A Tenant Improvement is an alteration or addition to the leased or licensed premises (including, but not limited to: erecting partitions, installing furnishings or equipment, installing playground structures, painting, major and minor repairs, etc.).	
Step #	Task	Stakeholder Responsible
1	Submit the Request, Quote and Approvals to Development Services	Early Learning
2	Intake request to create tenant improvement agreement	Development Services
2.1	Review and confirm all required documents and approvals are complete	Development Services
3	Create report in escribe for Small Business Council (SBC)	Development Services
3.1	Review report and workflow to SBC for approval	Development Services
4	Review report	Small Business Council
5	Receive Action After report and approval from SBC	Development Services
5.1	If not approved by SBC, advise Early Learning, Principal, SQS and Tenant	Development Services
5.2	If approved by SBC, advise Early Learning, Principal, SQS and Tenant	Development Services
6	Send information to Board Solicitor for agreement drafting	Development Services
7	Draft agreement and execute signing with Tenant and TCDSB	Board Solicitor



7.1	Send agreement to Tenant for signing	Board Solicitor
8	Sign agreement and return to Board Solicitor	Tenant
8.1	Once the agreement is signed and returned to the Board Solicitor, the Tenant can work with Board staff to schedule the work	Tenant
9	Receive Tenant signed agreement and forward copies to Development Services	Board Solicitor
10	Receive agreement from Board Solicitor	Development Services
10.1	Deliver the agreements to the Executive Office for signature.	Development Services
11	Sign copy of agreement and return to Development Services	Executive Office
12	Receive copy of agreement back from Executive Office	Development Services
12.1	Send agreements back to Board Solicitor	Development Services
13	Send fully executed agreement to Tenant	Board Solicitor



Air Conditioning

This section outlines the process for adding air conditioning (AC) equipment in the spaces occupied by the childcare as well as the responsibilities of the Childcare Operator (refer herein as the “Operator”) during the operation phase of this asset.

Step #	Task	Stakeholder Responsible
1	Engage with TCDSB ELP Department about request details – obtain and submit the AC Request Form to conduct a feasibility study for adding AC equipment. This study will be conducted by the TCDSB pre-selected Consultant. The negotiated fixed rate for this study will be charged to the Operator.	Operator
2	Submit Request to add AC to the Capital Development, Asset Management & Renewal (CDAMR) assigned supervisor.	ELP
3	Submit invoice for Feasibility Study to the Operator. Feasibility Consultant will only be engaged upon receiving payment from the Operator.	Planning
4	Request Consultant to undertake Feasibility Study and review/approve study recommendations. Study to be submitted to Early Learning team.	CDAMR supervisor
5	Submit to Operator the Final feasibility Study and unit price for purchasing and installing equipment in accordance with Feasibility Study recommendations. Equipment will be purchased and installed by the TCDSB pre-selected Contractor based on a unit-price contract agreement.	Early Learning
6	Submit Request to purchase and install AC units (in accordance with Feasibility Study recommendations) to ELP team	Operator
7	Obtain approval from Principal & Supervisor of Quality Services (SQS) to install AC equipment.	Early Learning
8	If approved by Principal/SQS, submit Request to install units to CDAMR supervisor.	Early Learning
9	Submit invoice for purchase/installation of AC units to the Operator. Contractor will only be engaged upon receiving payment from the Operator.	Planning
10	CDAMR Supervisor to request Contractor to purchase/install AC equipment	CDAMR



11	Development Services to create tenant improvement agreement. Please refer to the SOP " <i>How to Create a Tenant Improvement Agreement</i> " for the detailed steps.	Development Services
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Nick D'Urzo to add additional steps required to be added in the Lease Agreement – if any. Paola Collini to review/edit steps that are EL team responsibility

After the AC equipment is installed it becomes the TCDSB's property and shall remain on school property following expiry of the agreement – unless the Board specifies otherwise.

The Operator shall be responsible for the maintenance, repair and replacement of the A/C units at its sole cost throughout the term of the agreement, plus additional utilities.

If TCDSB is asking the Operator to relocate, TCDSB will be responsible for the cost associated with the relocation of the AC equipment and the associated ancillary services/work (e.g., electrical supply, make-good all affected areas (window, window frame, etc.)). If the Operator relocates at their own discretion, the operator will be responsible for the above described costs. At the expiry of their agreement, the Operator shall be responsible for the removal of the A/C equipment at the Board's request.



Marketing and Signage

OPERATOR MARKETING AND SIGNAGE

Any signage, banners, and other marketing material an Operator is requesting to affix to TCDSB property requires approval by the TCDSB Communications Department. This includes signage included in Tenant Improvement requests.

Requests for approval can be sent to commdept@tcdsb.org and must include the following information about signage:

- PDF of design
- Size
- Material(s) used
- Placement on TCDSB property
- Duration of placement

TCDSB LOGO USE

Any use of the TCDSB corporate logo, including on Operator documentation, must be submitted to the TCDSB Communications Department for approval and must comply with the [TCDSB Logo Guidelines](#). Requests for approval can be sent to commdept@tcdsb.org.



Selection of Program Operators

REQUEST FOR PROPOSALS (RFP) PROCESS FOR CHILDCARE SERVICE PROVIDERS

This document is offered to identify elements in the RFP process for Childcare Service Providers. The stages of the RFP process are as follows:

- Stage 1 - Plan
- Stage 2 - Pre-Award
- Stage 3 - Award

STAGE 1 PLAN

It is useful to know the questions that need to be answered and information needed for the planning process. Following is general guidance to assist with this process:

1. WHO NEEDS TO BE INVOLVED?	
1.1	Who will review and approve the RFP draft? A representative is required from both TCDSB Early Learning Program and Toronto Children's Services.
1.2	Who will be able to provide information related to the site, such as floor plan, square footage information?
2. HOW MUCH TIME IS AVAILABLE?	
2.1	How soon does this contract need to start?
2.2	How much time is there for the solicitation process? According to BPS Procurement Directive - Minimum response time of 15 calendar days for procurement of goods and services valued at \$100K or more. Must consider providing supplier a minimum response time of 30 calendar days for procurements of high complexity, risk, and/or dollar value.
2.3	What is the contingency plan if these timelines aren't met?
2.4	Will timelines be impacted by key participants' availability (e.g., vacation schedules, heavy workloads etc.)?
2.5	Realistically, when does the RFP process need to be complete?
3. HOW WILL THE PARTICIPATING VENDORS BE EVALUATED?	
3.1	What are the mandatory requirements?
3.2	What licenses, qualifications, skills, knowledge and experience are needed for this service?
3.3	Is there an existing or previous contract with lessons learned that apply to this contract?



3.4	Who will be included in the evaluation process? Evaluators are required from both TCDSB Early Learning Program and Toronto Children's Services.
4. WHAT NEEDS TO BE CONSIDERED FOR THE CONTRACT?	
4.1	Which Child Care Lease Sample Agreement template will be used? (Obtain from Development Services Department.)

STAGE 2 PRE-AWARD

Pre-award includes all those activities related to a department that "goes to market." The documentation developed during the plan phase is used for the pre-award phase.

This process typically involves the following steps:

- Select a solicitation process and template;
- Prepare solicitation documents;
- Post opportunities; and
- Submission Evaluations.

ELEMENT	1:	Pre-solicitation	Activities
1.1	The Early Learning Program Department obtains agreement with Toronto Children's Services to invite licensed and non-profit Child Care Operator for the operation of a new childcare facility.		
1.2	The Early Learning Program Department informs Materials Management Department when there is an expanded space to license a childcare service provider for the operation of a childcare facility and/or Before and After Care program.		
1.3	Preparation of Service Descriptions and Scope of Work		

Service Descriptions and Scope of Work should address:

- Childcare space location
- Licensed capacity: number of children from different age groups that the new childcare facility is planned for, such as: xxx-space Child Care Centre designed for xx space infant, xx space toddler, xx space preschool-age children; and the Before and After School Program licensed for xx-space Kindergarten; and xx-space School-age children.
- Occupancy date for the childcare space
- Approximate square footage of the interior space of each room.
- Square footage of the total indoor area space.
- Square footage of the total outdoor area space (as the rent is calculated to include 15% of the common areas).



- Square footage of the common areas
- List all other spaces will be occupied and equipped by the service operator, such as: Office for Superior, Catering Kitchen, Staff Room, Laundry Room, Shared/combined Infant/Toddler Outdoor Play Area, Separate dedicated Pre-school Outdoor Play Area, Video-phone door release and Security system, Air Conditioning, Outside storage and shade structure.
- Required operation schedule
- If funding is available for the startup costs
- Insurance coverage requirement

Mandatory requirements may include that the potential childcare service provider to be:

- In good standing with EIC
- Licensed and non-profit childcare service operator
- Service Agreement in good standing with City of Toronto
- Agency must be eligible to add the new childcare location into its Service Agreement for Child Care Fee Subsidy with the City of Toronto

ELEMENT 2: Develop the Request for Proposals (RFP)

The acquisition team must ensure a clear linkage between the requirements and evaluation factors to maximize the accuracy and clarity of the RFP.

RFP Template

A RFP template is maintained by the Materials Management Department.

The terms and conditions contained in the standard template is modified from time to time to reflect changes in legislation or contracting practices. The RFP template has been designed to ensure that key information is communicated to proponents and that all proponents have access to the same information.

The RFP template requires inclusion of:

- Contact information
- The rules of the RFP process, both administrative and legal
- This solicitation's specific requirements and any relevant background information
- Specific directions for the content and format of proposals; and
- An overview of how the successful proposal will be determined.

RFP Structure

Instructions to Proponents should include:



- Submission method, location, and deadline, e.g., date and time, manner.
- Proposal format and content requirements.
- Process and designated point of contact for questions, clarifications, and addenda.
- Mandatory requirements, if any.
- Board-provided response forms.
- Schedule of solicitation activities, timelines, and milestones.
- Background: History and context for the service required.

Service Descriptions and Scope of Work should include:

- Information as prepared and described in Section 1.3
- Attach a copy of Child Care Lease Sample Agreement (obtain from Development Services)
- Attach a copy of Childcare space floor plan (obtain from Capital Development)

The evaluation methodology and selection process should include:

- Evaluation Criteria
- Weighting of each criterion
- Formulas or calculations to be used for scoring
- Responsiveness and responsibility requirements
- Information for interviews, presentations, or demonstrations.
- Negotiation terms and the process to include exceptions/alternatives.
- The method of contract award, e.g., single, or multiple awards, highest rated proposal(s).
- Tie Break Method
- Proponents are entitled to a debrief

Forms

The RFP should include required forms for the Proponent to complete and submit with their proposal. Provision of forms helps the Proponent prepare an organized and concise proposal.

Forms for Proponents' use may include:

- General Information – Agency Information
- General Information – Board Member Information
- Financial Information
- Start-up Costs Sources
- Typical Toy and Equipment Start-up Costs
- References.
- Questions or clarifications.
- Open-ended questions to gauge Proponents' level of expertise.



The RFP should include or reference the Board's proposed Lease Agreement for review and subsequent acceptance upon award.

Evaluation Handbook

The Evaluation Handbook will be developed by Materials Management Department and be distributed to all evaluators.

The Evaluation Handbook will address:

- Where the evaluators can access Proponents' submissions and score.
- If the evaluation is performed through Bids & Tenders, the Handbook should provide each evaluator their login information
- Evaluation Schedule
- Evaluation Criteria
- Scoring methods

RFP Documents Review and Approval

The RFP documents should be reviewed and approved by below entities before releasing:

- TCDSB Early Learning Program Department representative
- City of Toronto, Toronto Children's Services representative
- TCDSB Materials Management Department Senior Management

ELEMENT 3: Executing the RFP Process

Once the RFP is issued, the Buyer's responsibilities include the following:

- Record the activities related to the solicitation process.
- A repository of the RFP documents may be paper or electronic
- The process for record-keeping should be documented and consistent for all RFPs
- To be the single point of contact for Proponents and management of pre-proposal communications.
- All potential Proponent questions and other communications regarding the RFP are to be directed to the Buyer managing the solicitation
- The designated Buyer would consult with the Early Learning Program Department or City of Toronto to gain information to respond to a Proponent's questions
- Communicate any changes to the RFP via addenda to all interested parties using the same method through which the RFP was issued, and before the deadline to receive proposals.



- Manage, guide, and facilitate the evaluation process. The Buyer should not be a voting member of the evaluation committee.

When evaluating proposals, members of the evaluation committee must:

- Evaluate the proposals according to the published criteria and evaluation methodology, e.g., established weights for criteria and using the same assumptions.
- Use a consistent approach when scoring each criterion and each proposal.
- Record scores with the strengths, weaknesses, or rationale and include the scores with the evaluation report.

ELEMENT 4: Receipt and Review of Proposals

Receipt and Responsiveness

After the proposal deadline, the Buyer opens the proposal and determines responsiveness by ensuring the proposals comply with the mandatory requirements stated in the RFP.

Non-Responsiveness

If a proposal is determined to be non-responsive and eliminated from consideration, the justification must be documented in the procurement file.

Minor Informalities and Irregularities

When applicable, the Buyer may request the Proponent resolve, or rectify, any immaterial errors or omissions related to mandatory criteria within a specified time, as stated in the RFP.

Requests for Clarification

The Board may request a Proponent to clarify a specific aspect of a proposal. This process may not be used to correct, supplement, or modify a proposal. When a request for clarification is necessary:

- Negotiations are not implied.
- The Buyer must issue the request in writing.
- The requests and responses must be documented in the procurement file and shared with the evaluation committee.

Conditions for Participation

Suppliers may be eliminated from consideration for award on grounds such as:

- Service Agreement not in good standing with City of Toronto, Children's Services for a minimum of the last two years is required
- Not eligible to enter into a purchase of Service Agreement
- Not in good standing with Employment Insurance – Canada (EIC)
- Cannot provide Clearance certificate from Workplace Safety + Insurance Board



- Cannot provide current Provincial License or Ministry Letter showing that all current sites have clear license
- Bankruptcy or insolvency.
- False declarations.
- Significant or persistent deficiencies in performance of any substantive requirement or obligation under a prior contract or contracts.
- Final judgments in respect of serious crimes or other serious offences.

Consensus

After all evaluation committee members have independently completed the initial scoring of the proposals, the committee applies the established methodology as stated in the Evaluation Handbook to reach consensus.

Optional steps

The committee may exercise the right to use optional steps as stated in the RFP, for example, establishing a short list of Proponents who will move forward in the evaluation process. Proponents may be invited to present or participate in interviews as established in the RFP.

After the optional steps have been executed, members of the evaluation committee may finalize their scores and document the rationale for any changes.

ELEMENT 5: Evaluation Report and Recommendation for Award

The Buyer will develop the Bid Assessment Worksheet to support the recommendation for award. The Bid Assessment Worksheet includes:

- General description of the RFP.
- Names of all evaluators.
- Date of the final consensus meeting.
- Evaluation methodology used by the committee.
- Names of all Proponents.
- Results of the valuation process performed by the evaluation committee.
- Justification for the award recommendation.

STAGE 3 AWARD**Award Approval**

The award recommendation should be reported and approved by below entities before releasing:

- City of Toronto, Financial Review Manager and District Directors
- TCDSB Early Learning Program, Superintendent



- Development Services, report to Director's Council to enter into a lease/license agreement with the successful Proponent

Notice of Intent to Award

Once the award recommendation has been approved, the Buyer should notify the successful proposer, in writing. All other proposers should also be notified of the decision.

Debrief

Once the award has been announced, Proponents may request a debrief within a specified amount of time as stated in the RFP. The Board will provide a debrief upon request. The debrief should be facilitated by the Buyer. During the debrief, the Board discusses only the strengths and weaknesses of that Proponent's proposal.



Evaluation

The Early Learning and Child Care Standard Operating Procedure will be reviewed annually by a committee with representatives from Early Learning, Development Services, Environmental Support Services, Communications, Materials Management and Capital Development, Asset Management and Renewal.

Any revisions will be documented in the Revision Log.



Appendices

[Ontario Renewed Early Years and Policy Framework, 2017](#)

[Early Years Accommodations in Schools Reference Guide, Ministry of Education, Spring, 2018](#)

[City of Toronto Children's Services Service Plan](#)

[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#)

[Child Care and Early Years' Act, 2014](#)

[The Education Act and Ont. Regulation 221/11 Extended Day and Third-party Programs Before and After School Programs Kindergarten to Grade 6.](#)

[Child Care and Schools – Working Together in a Shared Space](#)

[TCDSB Early Years Programs](#)

[Ontario Regulation 137/15 General](#)

[Ontario Reg. 221/11](#)



REPORT TO

REGULAR BOARD

UPDATE TO OPERATIONAL PROCEDURES ON SELECTION PROCESS FOR COMMUNITY AND PARENT/GUARDIAN MEMBERSHIP ON ADVISORY/AD HOC COMMITTEES

“Fathers, do not embitter your children, or they will become discouraged” – 20 Colossians 3:21

Created, Draft	First Tabling	Review
August 10, 2021	September 7, 2021	

Paul Matthews, General Legal Counsel

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.



Brendan Browne, PhD
Director of Education

A. Della Mora
Associate Director of Academic
Affairs and
Chief Operating Officer

D. Boyce
Associate Director of
Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

This report recommends updating the current Operational Procedures on the Selection Process for Community and Parent/Guardian Membership on TCDSB Advisory or Ad Hoc Committees to conform to current practice and policies.

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

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it was brought to the attention of the Board that the Operational Procedure required revision.

C. BACKGROUND

1. Arising from the Student Achievement and Well-Being, Catholic Education and Human Resources Committee meeting on March 4, 2021, the Board requested that staff look into the Operational Procedures for *Community and Parent/Guardian Membership on Board Committees*.
2. The Operational Procedures were amended to conform to the expectations of the Board of Trustees with respect to appointment of Community and Parent/Guardian Members to committees.
3. This Operational Procedure confirms that the Board of Trustees is responsible for appointing members to committees and approving the terms of reference for all committees, on the advice of staff and the committee.

D. EVIDENCE/RESEARCH/ANALYSIS

This Operational Procedure has been amended in consultation with staff from the Legal Services Department.

E. IMPLEMENTATION

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

F. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the revised Operational Procedure on Community and Parent/Guardian Membership Selection appointment to committees provided in Report Appendix A, be adopted.



Selection Process for Parent Membership on TCDSB ~~Staff,~~ ~~Steering,~~ Advisory or Ad Hoc Committees

OPERATIONAL PROCEDURES

*The following selection processes are recommended for parents serving on ~~Staff,~~
~~Steering,~~ Advisory or Ad Hoc Committees:*

1. Identify or confirm the need for parent representation on the committee.
2. Staff will develop the terms of reference of the committee, including length of term and composition. Check any legislative requirements specifying the number of parents required, and/or qualifying conditions (i.e. parent / member of School Council / parent member of another committee such as SEAC / member of a PIC).
3. Staff will provide recommendation of the composition of the committee, including terms of reference, to the Board of Trustees.
4. Staff will provide a list of all eligible and recommended parent appointees to the Board of Trustees.
5. Board of Trustees will discuss committee appointments in private and make a public resolution confirming the appointment.

SELECTION PROCESS

Notification about committee:

- Terms of Reference and General Information about the committee is placed on TCDSB Portal home page and communicated to the public by the Communications Department using all available tools and modalities, including social media (Twitter)
- The Archdiocese of Toronto will be notified about committees.

Communication with Principals to include information about the need for a parent to serve on a board-level committee:

- on School Portal page;
- in monthly Newsletter;
- via e-mail blast;
- Syner-Voice message to parents (secondary)
- using the school's sign or street-level electronic messaging board (for school's with this capacity)

Communication with CSAC Chairs, TAPCE, SEAC AND CPIC

- at a CSAC meeting
- through other means of parent communication

Application Process:

- interested parents to download and complete an objective application card
- identify any skills/experiences germane to the mandate of the committee
- submit application to the Committee Chair: e-mail; board courier; through the principal of the school



Selection Process for Parent Membership on TCDSB Staff, Steering, Advisory or Ad Hoc Committees

Selection Criteria:

Chair and/or staff on the selection committee to consider the following factors in selecting the parent(s) at the next available meeting:

- Panel (Elementary/Secondary/Alternative Ed.)
- Availability
- Geographic considerations
- Level/type of experience/expertise relative to the work of the committee
- Current/past involvement on board committees
- Other, as required

Candidate Selection:

- Candidates are ranked in order of preference based on selection criteria
- Top candidate is offered membership on the committee
- Candidate accepts → other applicants are informed of the decision and asked if they wish to remain on the Priority List in the event that the selected applicant cannot begin/continue with the commitment.
- Candidate declines → next candidate is offered membership on the committee, and other applicants are informed of the decision and asked if they wish to remain on the Priority List in the event that the selected applicant cannot begin/continue with the commitment.

METRICS AND ACCOUNTABILITY

1. Process for selecting parent(s) to participate on ~~Staff, Steering,~~ Advisory or Ad Hoc Committees will be assessed by the Chair and staff of the specific Committee.
2. Tracking the number of applicants per committee call-out for parental involvement will be gathered to support ongoing and proactive review for the purpose of improving the effectiveness of communications and parental engagement activities.
3. Tracking the parent(s) selected for each committee to ensure fairness and equity of opportunity.



REPORT TO

REGULAR BOARD

UPDATED POLICY ON SAFE SCHOOLS POLICIES S.S.01 AND S.S.12

"Obey the government, for God is the One who has put it there. There is no government anywhere that God has not placed in power. So those who refuse to obey the law of the land are refusing to obey God, and punishment will follow." Romans 13:1-2

Created, Draft	First Tabling	Review
August 31, 2021	September 7, 2021	

Paul Matthews, General Legal Counsel

M. Caccamo, Superintendent of Education for Nurturing our Catholic Community, Safe Schools, Continuing Education, and St. Anne Catholic Academy

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.



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of Academic Services and Chief
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Associate Director of Facilities,
Business and Community
Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

This report recommends an update to the Safe School policies S.S.01 and S.S.12 at the Toronto Catholic District School Board to conform with current legal requirements and policies, and to accurately reflect current practices.

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

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends an update to the two Safe School policies.

C. BACKGROUND

1. Changes to the S.S.01 and S.S.12 policies are being recommended in order to accurately reflect practices and criteria used when considering a Safe Schools transition of a student.
2. Although these criteria have consistently been considered when transitioning students to a new school placement as a result of a Safe Schools matter, not all these criteria were reflected in policy.
3. In an effort to provide consistency throughout all Safe Schools policies, the outlined revisions are recommended.
4. The revisions also serve to highlight the criteria related to geographical/demographic considerations, including concerns related to community and family circumstances.
5. An additional criteria has been added to address extenuating circumstances when in-person learning may not be possible. In such circumstances, virtual programming will be considered.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Safe Schools, Special Services, and Equity, Diversity, Indigenous Education and Community Relations Departments, the Human Rights and Equity Advisor Office, Field Superintendents and Legal Services.

E. METRICS AND ACCOUNTABILITY

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

F. IMPLEMENTATION

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

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the updated policies attached in Appendices A, B, C and D adopted.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: FRESH START

POLICY NO: S.S. 12

Date Approved: March 26, 2008- Board	Date of Next Review: January, 2024	Dates of Amendments: August 25, 2016-Board January 24, 2019 - Board
Cross References: <ul style="list-style-type: none"> • S.S. 04 Access to School Premises • S.S. 13 Victim's Rights Policy • <i>Education Act</i> • Program/Policy Memorandum 145, <i>Progressive Discipline and Promoting Positive Student Behaviour</i> • "A Guide to Ontario Legislation Covering the Release of Students' Personal Information" (Privacy Commissioner) • <i>Occupational Health and Safety Act</i> 		
Appendix: A: Elementary Fresh Start Package B: Secondary Fresh Start Package C: Fresh Start Appeal Package		

Purpose

This Policy affirms the need for students to feel safe at school and to provide successful transitions for those students subject to a Fresh Start. All Fresh Starts will be facilitated with a balanced approach that incorporates fairness and equity. Successful Fresh Start transitions will promote safe and positive learning environments which are essential for student achievement and well-being.

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: FRESH START

POLICY NO: S.S. 12

Alignment with MYSP

Living Our Catholic Values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Policy

The TCDSB is committed to ensuring that all schools focus on building a safe, inclusive, and accepting learning environment rooted in the Ontario Catholic Graduate Expectations. The purpose of this policy is to ensure that students and staff feel safe at school and that students who are subject to a Fresh Start are provided with a successful transition. A Fresh Start is a non-disciplinary administrative transfer to a new school to preserve school safety.

Regulations

1. A Fresh Start is a non-disciplinary administrative transfer to a new school to preserve student and staff safety while at school or school related events. A Fresh Start may not be imposed as a form of discipline.
2. Fresh Starts can be imposed:
 - a. in response to TCDSB Victims' Rights Policy (S.S.13);
 - b. to assist the student **in complying** with **a court order** or an undertaking or conditions agreed to by the student and/or student's parent/legal guardian;
or
 - c. in other circumstances to preserve school safety as approved by the superintendent of the student's school.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: FRESH START

POLICY NO: S.S. 12

3. Criteria Considered for Safe Schools Transitions

The *Education Act* provides that a student has the right to attend a school, but not the right to attend a particular school. When deciding on the new school location for a student, the following criteria will be considered:

- a. Distance from student's home to the new school;
- b. Availability of academic and social-emotional supports at the new school;
- c. **Compliance with a court order or** undertaking or conditions agreed to by the student and/or student's parent/legal guardian;
- d. Fair and equitable distribution of ~~fresh start~~ students **subject to Safe Schools transitions** amongst the schools of the Board;
- e. ~~Previous school transfers~~ **Safe Schools transitions** of the ~~Fresh Start Student~~ **student**;
- f. Presence of student(s) or staff **at school(s) under consideration** who were previously the victim of, or in conflict with, the ~~Fresh Start~~ student;
- g. **Presence of student(s) at school(s) under consideration who may have been involved in previous serious incidents with the student;**
- h. **Other Factors: Additional factors that may compromise the student's safety and well-being, such as but not limited to, geographical/demographic considerations (i.e. concerns related to gangs, family circumstances, etc.).**
- i. **In extenuating circumstances, when in-person learning may not be possible, a virtual program will be considered.**

4. A parent/guardian (or an adult student/student who has withdrawn from parental control) shall have the right to file an appeal of the fresh start decision as outlined in Appendix C hereto. The fresh start appeal must be filed in writing, within three (3) school days of receiving written notice of the fresh start, using the Notice of Intention to Appeal a Fresh Start Form and by sending this Form to the Safe Schools Officer.

Evaluation and Metrics

The effectiveness of the policy will be reported to the Trustees in the annual SafeSchools



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: FRESH START

POLICY NO: S.S. 12

Appendix A

Report.

APPENDIX A

Elementary Fresh Start Package

Procedures for an Elementary School Fresh Start

&

Safe Schools Transitions

Checklist of Critical Steps Elementary

Procedures for an Elementary School Fresh Start:

1. All Fresh Starts will be coordinated by the Superintendent of the school currently attended by the student.
2. All requests for Fresh Starts will be considered for approval by the superintendent of the school the student (initially) attends.
3. The Superintendent will decide the new location for a student based on the following criteria:
 - Distance from student's home to the new school;
 - Availability of academic and social-emotional supports at the newschool;
 - **Compliance with a court order or** undertaking or conditions agreed to by the student and/or student's parent/legal guardian;
 - Fair and equitable distribution of ~~fresh-start~~ students **subject to Safe Schools transitions** amongst the schools of the Board;
 - Previous ~~school transfers~~ **Safe Schools transitions** of the ~~Fresh Start Student~~ **student**;
 - Presence of student(s) or staff **at school(s) under consideration** who were previously the victim of, or in conflict with, the ~~Fresh Start Student~~ **student**;
 - **Presence of student(s) at school(s) under consideration who may have been involved in previous serious incidents with the student;**
 - **Other Factors: Additional factors that may compromise the student's safety and well-being, such as but not limited to, geographical/demographic considerations (e.g. concerns related to gangs, family circumstances, etc.).**
 - **In extenuating circumstances, when in-person learning may not be possible, a virtual program will be considered.**
4. The Superintendent of the school currently attended by the student will contact the student and parent(s)/guardian(s) to inform them of the new school information and the obligation of social work follow-up as part of the process. The Superintendent of the school currently attended by the student will also provide the Safe Schools Officer with details related to the Fresh Start. Safe Schools Officer will inform Monsignor Fraser College, St. Martin Campus Administrator.
5. The sending principal will ensure that the *Fresh Start Acknowledgement Letter* and *Record of Fresh Start* documents are completed and filed accordingly.
6. The receiving school principal will contact the student and parents for an intake meeting in a timely manner. The ~~receiving school~~ principal will ensure that the

Ontario Student Record (OSR) is at the receiving school before the intake meeting.

7. At the intake meeting, school regulations and expectations will be covered before placing the student in the new school. The mandatory social work follow-up will be initiated at this meeting if a social work referral does not already exist. Additional supports and resources will be addressed, where applicable.
8. Prior to the student starting class, a local school based meeting will be held where teachers and other school staff that will have regular direct contact with the student will be provided with relevant information and appropriate strategies.
9. The receiving principal will ensure that the necessary academic, support staff and social work supports, including a *Transition Plan*, are in place, and that there is documentation to support this, including a checklist of critical documentation and steps.
10. The receiving principal will ensure that appropriate staff are advised in accordance with the *Occupational Health and Safety Act*. Specifically, the Board recognizes Section 32.0.5(3) of the OHSA which states the employer's "duty to provide information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour if, (a) the worker can be expected to encounter that person in the course of his or her work; and (b) the risk of workplace violence is likely to expose the worker to physical injury."
11. The Superintendent with responsibility for Safe Schools will maintain a record of all Safe Schools transfers.



Safe Schools Department Safe Schools Transitions Checklist of Critical Steps Elementary

****Refer to the Safe Schools Transitions Flowchart for additional information.***

- ☐ Received communication from School Superintendent confirming FreshStart transition
- ☐ Requested OSR from sending school

*****Receiving school must be in possession of OSR prior to the intake meeting and OSR must be available to be consulted during intake meeting (PPM145)***

- ☐ Reviewed OSR to identify relevant information to support successful student transition.
- ☐ Engaged in an exchange of information with Principal (VP) of Sending School
- ☐ Determined classroom placement for student
- ☐ Arranged an in-take meeting at the Receiving School prior to the day or on the day the student is transferred
- ☐ Ensured the academic and social work supports, including a Transition Plan, are in place

*****Transition Plan must also include considerations related to extra-curricular activities to ensure that at no time the student will be in contact with previous victim(s), witness(es), or co-accused. Should the student be a member of an extra-curricular team or club, the principal should contact the Safe Schools Department for further direction***

- ☐ **Prior to the student beginning classes**, met or spoke with teaching and non-teaching staff that will have direct and regular contact with the student to review key information from the Intake Meeting and strategies to best support the student.

Informed teaching and non-teaching staff that they must treat any information about the student and the incident disclosed at the meeting as confidential.

APPENDIX B

Secondary Fresh Start Package

Procedures for a Secondary School Fresh Start

&

Safe Schools Transitions

Checklist of Critical Steps Secondary

Procedures for a Secondary School Fresh Start

1. All Fresh Starts will be coordinated by the principal of ~~Monsignor Fraser College, St. Martin Campus~~ **St. Martin Catholic School**.
2. All requests for Fresh Starts will be considered for approval by the superintendent of the school the student (initially) attends.
3. The Fresh Start administrator will decide the new location for a student based on the following criteria:
 - a. Distance from student's home to the new school;
 - b. Availability of academic and social-emotional supports at the new school;
 - c. **Compliance with a court order or** undertaking or conditions agreed to by the student and/or student's parent/legal guardian;
 - d. Fair and equitable distribution of ~~fresh-start~~ students **subject to Safe Schools transitions** amongst the schools of the Board;
 - e. Previous ~~school transfers~~ **Safe Schools transitions** of the ~~Fresh Start Student~~ **student**;
 - f. Presence of student(s) or staff **at school(s) under consideration** who were previously the victim of, or in conflict with, the ~~Fresh Start Student~~ **student**;
 - g. **Presence of student(s) at school(s) under consideration who may have been involved in previous serious incidents with the student**;
 - h. **Other Factors: Additional factors that may compromise the student's safety and well-being, such as but not limited to, geographical/demographic considerations (e.g. concerns related to gangs, family circumstances, etc.).**
 - i. **In extenuating circumstances, when in-person learning may not be possible, a virtual program will be considered.**
4. The sending Principal must notify the student and parent/guardian (if student is a minor) that a Fresh Start transfer is being imposed. The sending Principal will also inform them of the new school information and the obligation of social work follow-up as part of the process. The sending principal will also ensure that the *Fresh Start Acknowledgement Letter* and *Record of Fresh Start* documents are completed and filed accordingly.

5. The Receiving School will receive email from the ~~Monsignor Fraser College, St. Martin Campus~~ **St. Martin Catholic School** Administrator with all pertinent information including but not limited to a Credit Counselling Summary and details related to the reason for the transfer.
6. The Receiving School will reply to the ~~Monsignor Fraser College, St. Martin Campus~~ **St. Martin Catholic School** Administrator that a timetable will be produced to accommodate the best possible fit.
7. The receiving school principal will contact the student and parents for an intake meeting in a timely manner. The receiving school principal will ensure that the Ontario Student Record (OSR) is at the receiving school before the intake meeting.
8. At the intake meeting, school regulations and expectations will be covered with the Fresh Start Student and parent/guardian before placing the student in the new school. The mandatory social work follow-up will be initiated at this meeting if a social work referral does not already exist. Additional supports and resources will be addressed, where applicable.
9. Prior to the student starting class, a local school based meeting will be held at which teachers and other school staff who will have regular direct contact with the student will be provided with relevant information and appropriate strategies.
10. The receiving principal will ensure that the necessary academic, support staff and social work supports, including a *Transition Plan*, are in place, and that there is documentation to support this, including a checklist of critical documentation and steps.
11. The receiving principal will ensure that appropriate staff are advised in accordance with the *Occupational Health and Safety Act* (OHSA) requirements. Specifically, the Board recognizes Section 32.0.5(3) of the OHSA which states the employer's "duty to provide information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour if, (a) the worker can be expected to encounter that person in the course of his or her work; and (b) the risk of workplace violence is likely to expose the worker to physical injury."

12. If a student is Fresh Started more than once or was previously expelled, the student and the parent(s)/guardian(s) must meet with the area superintendent and/or Superintendent of Safe Schools prior to transferring to the new school placement.

13. The Superintendent with responsibility for Safe Schools will maintain a record of all Safe Schools transfers.
14. If a student is Fresh Started immediately preceding the end of a semester the sending principal will facilitate credit completion at the home school, negotiate completion with the receiving school or discuss completion of work and exams at another location. The student will begin attending the new school placement at the start of the new semester.



Safe Schools Department Safe Schools Transitions Checklist of Critical Steps Secondary

****Refer to the Safe Schools Transitions Flowchart for additional information.***

- ☐ Received an e-mail containing relevant student information from Fresh Start Administrator
- ☐ Reviewed the e-mail and all information
- ☐ Requested OSR from sending school

*****Receiving school must be in possession of OSR prior to the intake meeting and OSR must be available to be consulted during intake meeting (PPM145)***

- ☐ Reviewed OSR to identify relevant information to support successful student transition
- ☐ Engaged in an exchange of information with Principal (VP) of Sending School
- ☐ Developed a student timetable for student
- ☐ Arranged an in-take meeting at the Receiving School prior to the day or on the day the student is transferred
- ☐ Ensured the academic and social work supports, including a Transition Plan, are in place

*****Transition Plan must also include considerations related to extra-curricular activities to ensure that at no time the student will be in contact with previous victim(s), witness(es), or co-accused. Should the student be a member of an extra-curricular team or club, the principal should contact the Safe Schools Department for further direction***

- ☐ **Prior to the student beginning classes**, met or spoke with teaching and non-teaching staff that will have direct and regular contact with the student to review key information from the Intake Meeting and strategies to best support the student

Informed teaching and non-teaching staff that they must treat any information about the student and the incident disclosed at the meeting as confidential.

Suspension and Expulsion Policy OPERATIONAL PROCEDURES

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SECTION A

Protocol to Suspension Activities Leading to Possible Suspension

SECTION A

Protocol to Suspension Activities Leading to Possible Suspension

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

1. Uttering a threat to inflict serious bodily harm on another person
2. Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis.
3. Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis.
4. Swearing at a teacher or at another person in a position of authority
5. 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
6. Bullying
7. Any other activity that is an activity for which a principal may suspend a pupil under the policy of the board.

Suspension under Board Policy

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

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

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

the physical or mental well-being of others.

Suspensions Related to Junior Kindergarten to Grade 3 Pupils

O. Reg 440/20 removes the principal's discretion to suspend pupils in junior kindergarten to Grade 3 for activities listed in subsection 306(1) of the *Education Act*. Serious activities listed in subsection 310(1) will continue to require mandatory suspension.

Activities Leading to a Suspension Pending Possible Expulsion

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

- (1) Possessing a weapon, including possessing a firearm
- (2) Using a weapon to cause or to threaten bodily harm to another person
- (3) Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- (4) Committing a sexual assault
- (5) Trafficking in weapons or in illegal drugs
- (6) Committing robbery
- (7) Giving alcohol or cannabis to a minor

7.1 Bullying, if,

- (i) the pupil has been previously suspended for engaging in bullying, and
- (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.

Mandatory Suspension of Junior Kindergarten to Grade 3 Pupils Related to Bullying

Where a principal is suspending a student for bullying under s. 310(1)(7.1), the requirement that "the pupil has previously been suspended for engaging in bullying" **no longer applies** to students in junior kindergarten to Grade 3. The remaining requirement, that "the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person" remains in effect.

7.2 Any activity listed in subsection 306. (1) of *the Act* that is motivated by bias,

prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, family status, marital status, or any other similar basis.

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

Suspension Pending Expulsion under Board Policy

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

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

Mandatory Investigation before Mandatory Suspension Pending Possible Expulsion of Pupils in Junior Kindergarten to Grade 3

Principals are now required to conduct an investigation respecting the allegations before imposing a mandatory suspension pending possible expulsion on a student in junior kindergarten to Grade 3 under subsection 310(1).

Suspension Duration and Scope

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

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

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

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

Mitigating Factors

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

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

Other Factors

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

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

Notice of Suspension

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

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

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

The notice of suspension will include the following:

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

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

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

1. Information about the investigation the principal will conduct under S.

311.1 of the Act to determine whether to recommend that the pupil be expelled; and

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

Suspension Program

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

Receipt of Notice

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

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

Suspension Appeal

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

Procedures for Suspension

- (i) Where a concern arises regarding possible student discipline, a principal will conduct an investigation and consider mitigating factors and other factors.
- (ii) With respect to serious infractions, the principal will consult with the appropriate superintendent of education.
- (iii) Following an investigation, if it is considered necessary to suspend a student, a principal/designate should contact the student's parent/guardian/adult student in order to discuss reasons for the suspension and engage them in becoming part of the plan to change behavior, consistent with our desire for faith-based reconciliation, reformation and restorative practices.
- (iv) If the principal/designate has imposed a suspension pending possible expulsion under section 310. of *the Act*, the principal will conduct a principal investigation in order that a final determination can be made.

Procedures for Safe Schools Transitions

The *Education Act* provides that a student has the right to attend a school, but not the right to attend a particular school. When deciding on the new school location for a student who has been approved for a School Expulsion, the following criteria will be considered:

- a. Distance from student's home to the new school;**
- b. Availability of academic and social-emotional supports at the new school;**
- c. Compliance with a court order or undertaking or conditions agreed to by the student and/or student's parent/legal guardian;**
- d. Fair and equitable distribution of students subject to Safe Schools transitions amongst the schools of the Board;**
- e. Previous Safe Schools transitions of the student;**
- f. Presence of student(s) or staff at school(s) under consideration who were previously the victim of, or in conflict with, the student;**
- g. Presence of student(s) at school(s) under consideration who may have been involved in previous serious incidents with the student;**
- h. Other Factors: Additional factors that may compromise the student's safety and well-being, such as but not limited to, geographical/demographic**

considerations (e.g. concerns related to gangs, family circumstances, etc.).

- i. In extenuating circumstances, when in-person learning may not be possible, a virtual program will be considered.**

DEFINITIONS

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

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

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

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

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

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

Cannabis Legislation - The legalization of cannabis in Canada comes with

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

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

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

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

Harassment – harassment is ongoing conduct or communication in any form, of attitudes, beliefs, or actions towards an individual or group which might reasonably be known to be unwelcome. A single act or expression can constitute harassment, for example, if it is a serious violation. Harassment may be either subtle or blunt. This may include harassment based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, family status, or marital status.

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

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

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

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

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

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

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

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

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

Replica Firearm – is any device that is designed or intended to resemble a firearm.

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

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

Sexual Harassment – sexual harassment occurs when a person receives unwelcome sexual attention from another person, whose comments or conduct are known or should reasonably be known to be offensive, inappropriate, intimidating, hostile and unwelcome. It also includes sexist, homophobic, transphobic, or gender identity-based jokes or materials.

Threat to Inflict Serious Bodily Harm – a threat to cause death or serious bodily harm to a person.

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

SECTION B

Guidelines to Long-Term Suspension Program (TIPSS)

SECTION B

Guidelines to Long-Term Suspension Program (TIPSS)

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

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

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

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

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

The TIPSS Program will be reviewed every three years.

SECTION C

Guidelines to Expulsion Program (St. Martin Catholic School)

SECTION C

Operational Procedures: Guidelines to Expulsion Program St. Martin Catholic School

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

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

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

- a) Secondary and elementary students will attend the expulsion program and follow the structure of the program as determined by the principal and staff of St. Martin Catholic School.
- b) A Student Action Plan (SAP) will be developed to delineate the academic and non-academic program needs of the student. It must indicate goals, objectives and learning expectations; measures of success; strategies and types of support. When a student has successfully met the objectives of the program for expelled students and is considered ready to be readmitted to another school of the board, a re-entry plan must be developed as part of the SAP to assist with the student's transition and successful integration.
- c) Students attending the program are expected to follow the T.C.D.S.B. Code of Conduct and are subject to progressive disciplinary measures. In the event that an expelled student's conduct at the program is so detrimental to the program staff or other students that there is a safety risk or complete inability to teach and learn, the student forfeits the right to attend the program. This will be noted on the student's

SAP. Ongoing social work assistance will be provided the youth with his/her social/emotional needs. Alternative academic programming will be provided.

d) A student who has been expelled from all schools of a board and/or the student's parents may apply in writing to The Associate Director of Academic Affairs to request that the student be readmitted to a school of the board. For Students subject to a school expulsion, where the student and/or the student's parent(s) wish that the student return to the original school, the student and/or parent may also apply in writing to the Associate Director of Academic Affairs and must provide a specific rationale.

e) The decision as to whether a student has successfully met the objectives of the program as outlined in the SAP rests with the principal and staff of St. Martin Catholic School.

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

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

The *Education Act* provides that a student has the right to attend a school, but not the right to attend a particular school. When deciding on the new school location for a student who has successfully met the demission requirements of the Expulsion Program, the following criteria will be considered:

- a. Distance from student's home to the new school;**
- b. Availability of academic and social-emotional supports at the new school;**
- c. Compliance with a court order or undertaking or conditions agreed to by the student and/or student's parent/legal guardian;**
- d. Fair and equitable distribution of students subject to Safe Schools transitions amongst the schools of the Board;**
- e. Previous Safe Schools transitions of the student;**
- f. Presence of student(s) or staff at school(s) under consideration who were previously the victim of, or in conflict with, the student;**
- g. Presence of student(s) at school(s) under consideration who may have been involved in previous serious incidents with the student;**

- h. **Other Factors:** Additional factors that may compromise the student's safety and well-being, such as but not limited to, geographical/demographic considerations (e.g. concerns related to gangs, family circumstances, etc.).
- i. In extenuating circumstances, when in-person learning may not be possible, a virtual program will be considered.

The Expulsion Program will be reviewed every three years.

SECTION D

Protocol for Suspension Appeals and Expulsion Hearings

SECTION D

Operational Procedures: Protocol for Suspension Appeals and Expulsion Hearings Safe Schools Legislation

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

Purpose of this Guide

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

Cautionary Note

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

Suspensions (Section 306. of *the Act*)

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

Mitigating Factors

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

The pupil does not have the ability to control the pupil's behaviour.

- (i) The pupil does not have the ability to understand the foreseeable consequences of the pupil's behaviour.

(ii) The pupil's continuing presence in the school does not create an unacceptable risk to the well-being or safety of any other person.

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

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

Length of Suspensions

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

Appeal of Suspensions

If a pupil is suspended, the parents/guardians may request an appeal in writing to the area superintendent within ten (10) school days from the start of the suspension. A pupil, if an adult or 16 or 17 years old and has withdrawn from parental control may also exercise this right to appeal. The area superintendent may contact the parties to the appeal and the principal to discuss the details of the possible appeal hearing. The request to appeal must state the rationale for consideration.

Appeal Hearing

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

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

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

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

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

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

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

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

Suspension Pending Possible Expulsion

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

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

Expulsion Hearing

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

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

The decision of the board is final.

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

Appeal of Decision to Expel

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

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

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

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

Procedure for the Appeal of an Expulsion

Written notice must be given to the Child and Family Services Review Board within thirty (30) days after the expulsion hearing. The Appeal Notice must include a

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



Safe Schools Department SUSPENSION APPEAL PROCESS



SUSPENSION NOTICE §. 306

Issued to parent/guardian/adult student (+16 years)

T

DECISION TO APPEAL THE SUSPENSION

Complete **Notice of Intention to Appeal Form** - sent to Field Supervisor by parent/guardian/adult student. This Form must be sent within 10 days of receipt of **Notice of Suspension**.

Note: This form must be sent within 5 days of receipt of the **Parental Report Package** (cases involving a Suspension Pending Possible Exclusion, 310)

T

Suspension Appeal Hearing is held within 15 days of receipt of **Notice of Intention to Appeal Form** unless an agreement is reached during a **Pre-Suspension Appeal Hearing Meeting**.

T

PRE-SUSPENSION APPEAL HEARING MEETING

Supervisor conducts the "Pre-Suspension Appeal Hearing" Meeting with parent/guardian/adult student and principal to review suspension as soon as possible.

Possible outcomes of the meeting:

1. RESCIND the Request for an Appeal,
2. EXTEND the Hearing timelines for further consideration
3. PROCEED to a Suspension Appeal Hearing

Field Supervisor completes the "Pre-Suspension Appeal Hearing" Meeting Form outlining the meeting's result and provides parent/guardian/adult student with a copy.

!

RESOLUTION OF APPEAL

Parties agree to:
Confirm Suspension
or
Reduce Suspension
or
Expunge Suspension
or
Modify language
or
Withdraw the Appeal

PROCEED TO APPEAL

No Agreement to Rescind or Extend
Proceed to Suspension Appeal Hearing

EXTENSION

Parties agree to extend
the Appeal Hearing date
beyond 15 days

T

EXECUTIVE OFFICE

Arrange Suspension Appeal Hearing Date
"
Suspension Appeal Hearing Notice sent
to Parent/Guardian/Adult Student

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

PROCEED TO APPEAL	RESOLUTION OF APPEAL
See Proceed to Appeal process	See Resolution of Appeal process

T

SUSPENSION APPEAL HEARING

Decision of Suspension Appeal Hearing is FINAL



Safe Schools Department EXPULSION HEARING PROCESS



SUSPENSION PENDING POSSIBLE EXPULSION NOTICE §. 310

Issued to parent/guardian/adult student +18 years

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PRINCIPAL INVESTIGATION

Principal conducts a school investigation and reaches a determination by the 6th day of suspension.

PRINCIPAL DETERMINATION

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

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

Recommendation for Expulsion (Board or School)

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



Confirmed or- Reduced Suspension

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

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

Expungement

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

Suspension Appeal

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

Minutes of Settlement

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

Expulsion Hearing

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

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

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

SECTION E

Statutory Powers Procedure Act

SECTION E:

Operational Procedures: Statutory Powers Procedure Act

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

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

Suspension Appeal Hearings, Expulsion Hearings, and Appeals of Decisions of the Board shall be in accordance with the Rules of Procedures outlined below:
[References are to sections of Statutory Powers Procedure Act ("SPPA") or Education Act ("ACT")]

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GENERAL

1.1 Proceeding Chair

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

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

1.2 Liberal Construction Of Rules

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

1.3 Different Kinds Of Hearings In One PROCEEDING

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

1.4 Waiver Of Procedural Requirement

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

1.5 Disposition Without Hearing

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

2. PROVISIONS RESPECTING TRUSTEES

2.1 The Safe Schools Hearing Committee for Procedural or Interlocutory Matters

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

2.2 Decision Of Discipline Committee

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

2.3 Expiry Of Term

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

[SPPA§4.3]

2.4 Incapacity Of Member

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

3. PROCEEDINGS GENERALLY

3.1 Classes of PROCEEDINGS

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

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

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

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

3.2.1 the pupil if:

i.) the pupil is at least 18 years old, or

ii.) The pupil is 16 or 17 years old and has withdrawn form parental control

3.2.2 the pupil's parent or guardian, unless:

i.) the pupil is at least 18 years old, or

ii.) The pupil is 16 or 17 years old and has withdrawn form parental control, and

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

3.3 Adding Pupil as a Party

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

3.4 Hearings To Be Private

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

3.5 Presence of BOARD Solicitor

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

3.6 Maintenance Of Order At Hearings

The BOARD may make such orders or give such directions at an oral or electronic hearing as it considers necessary for the maintenance of order at the hearing.

[SPPA §9(2)]

3.7 Assistance of Peace Officer

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

4. WITHHOLDING COMMENCEMENT OF PROCEEDINGS

4.1 Decision Not To Process Commencement Of PROCEEDING

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

4.1.1 the documents are incomplete;

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

4.2 Notice of Decision Not to Process

The DIRECTOR shall give the party who commences a PROCEEDING notice of the decision under section 4.1 and shall set out in the notice the reasons for the decision and the requirements for resuming the processing of the documents.

[SPPA §4.5(2)]

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

4.3.1 the documents are incomplete if they do not conform to the requirements of

sections 11.2, 12.2, as the case requires;

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

4.4 Resumption of Processing

The processing of the documents may be resumed:

4.4.1 when the documents are complete, or

4.4.2 after the CHAIR in the Chair's discretion extends the time for commencing the PROCEEDING, as the case requires.

4.5 Dismissal Of PROCEEDING Without A Hearing

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

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

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

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

4.6 Notice Of Intended Dismissal

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

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

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

4.7 Reasons For Intended Dismissal To Be Set Out

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

4.8 Right To Make Submissions

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

4.9 Dismissal

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

5. DISCLOSURE

5.1 Required Disclosure

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

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

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

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

5.2 BOARD May Order Disclosure

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

5.2.1 the exchange of documents;

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

5.2.3 the provision of particulars;

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

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

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

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

5.3.3 the making of an order requiring any disclosure of privileged information. [SPPA §5.4(2)]

5.4 Where Character, Conduct Or Competence Of A Party Is In Issue Where the good character, propriety of conduct or competence of a party is an issue in a PROCEEDING:

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

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

6. PRE-HEARING CONFERENCES

6.1 Pre-Hearing Conferences

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

6.1.1 the settlement of any or all of the issues;

6.1.2 the simplification of the issues;

6.1.3 facts or evidence that may be agreed upon;

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

6.1.5 the estimated duration of the hearing; and

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

6.2 Who Presides At Pre-Hearing Conferences

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

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

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

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

6.4 Orders At Pre-Hearing Conference

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

6.5 Disqualification

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

6.6 Application To Electronic Hearings

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

7. NOTICES, AND EFFECT OF NON-ATTENDANCE

7.1 Notice Of Written Hearing

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

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

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

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

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

7.2 Effect Of Non-Attendance At Written Hearing After Due Notice

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

7.3 Notice of Electronic Hearing

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

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

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

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

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

that purpose; and

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

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

7.5 Notice Of Oral Hearing

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

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

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

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

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

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

8. WRITTEN HEARINGS GENERALLY

8.1 When Written Hearing Not Permitted

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

8.2 Time Limit For Seeking Electronic Or Oral Hearing

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

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

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

8.3 Exception

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

8.4 Determination by the BOARD

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

9. ELECTRONIC HEARINGS GENERALLY

9.1 When Hearing Electronically Not Permitted

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

9.2 Exception Not Apply Where Procedural Only

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

9.3 Determination by the BOARD

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

9.4 Participants To Be Able To Hear One Another

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

9.5 Procedure At Electronic Hearing

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

the circumstances:

9.5.1 the PROCEEDING CHAIR shall ascertain who is present electronically;

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

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

- (a) a party,
- (b) such party's counsel or agent as recorded present by the PROCEEDING CHAIR, and

- (c) witnesses while giving evidence, from listening to anything disclosed at the hearing without the express prior approval of the PROCEEDING CHAIR;

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

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

10. PROVISIONS AFFECTING BOTH ORAL AND ELECTRONIC HEARINGS

10.1 PROCEEDINGS Recorded by the BOARD

Except as otherwise ordered by the PROCEEDING CHAIR:

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

10.1.2 no other recording of the PROCEEDINGS shall be permitted.

10.2 Rights of Party at Oral and Electronic Hearings

A party may call and, subject to subsection 10.5, examine witnesses and present

evidence, and present submissions. [SPPA §10.1]

10.3 Cross-examination of Witnesses

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

10.4 Questions In Reply And From The BOARD

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

10.5 Limitation on Examination and Cross-examination

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

11. APPEAL OF A DECISION TO SUSPEND A PUPIL

11.1 Who May Appeal a Suspension

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

11.1.1 the pupil if:

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

11.1.2 the pupil's parent or guardian, unless:

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

11.2 Appeal Required In Writing, and Minimum Content

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

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

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

11.3 Time For Bringing Appeal

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

11.4 Response Of Board

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

11.5 Hearing In Writing

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

11.6 Appellant To Satisfy BOARD That Principal Was Wrong

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

11.7 Appellant Presents First, Principal Second

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

11.8 Decision Of The BOARD

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

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

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

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

11.8.3 in the case of an appeal heard orally or electronically, within a reasonable

time after the conclusion of the hearing.

12. REFERRAL OF AN EXPULSION MATTER TO THE BOARD

12.1 Time For Referral

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

12.2 Content Of Referral

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

12.2.1 A summary of the principal's findings;

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

12.2.3 The principal's recommendation as to,

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

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

12.3 Hearing Electronically

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

12.4 Scheduling Of Hearing

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

12.5 Extension Of Deadline

Subject to section 12.6, the BOARD may appoint a day and time for the hearing

that is later than the date prescribed in section 12.4 if the parties consent to such later date. [ACT 311.3(8)]

12.6 PARENT or Pupil Application For Adjournment

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

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

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

12.7 Decision Of The BOARD

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

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

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

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

12.8 Appeal of Decision of the Board

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

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

13. DEFINITIONS

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

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

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

13.4 "CHAIR" means the CHAIR of the BOARD and includes the CHAIR's delegate;

13.5 "DIRECTOR" means the Director of Education and includes the Director's delegate;

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

13.7 "PROCEEDING" includes

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

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

SECTION F

Frequently Asked Questions for Suspension Appeal Hearings

SECTION F

Frequently Asked Questions for Suspension Appeal Hearings

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

- giving the student reasonable notice of the rule involved;
- the opportunity to be heard - to tell the student's side of the story; and
- the right to know the case against the student.

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

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

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

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

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

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

3. Who are the parties to the hearing?

The parties to the hearing are:

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

and/or

- the school principal.

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

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

5. Does every party have a right to representation?

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

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

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

7. Is there a requirement to provide disclosure?

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

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

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

8. Will the hearing be held in private?

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

9. When will a suspension appeal hearing take place?

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

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

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

11. How will the suspension appeal hearing be organized?

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

- (a) Five minute introduction of the parties and the Committee of the Board;
- (b)
 - i. Ten (10) minute presentation by the parent or adult student in presenting evidence and submissions on behalf of the student;
 - ii. Ten (10) minute cross-examination by the Principal (and/or Legal Counsel, if applicable) of the parent and the student [and their witnesses];
- (c)
 - i. Ten (10) minute presentation by the principal in presenting evidence and submissions on behalf of the School;
 - ii. Ten (10) minute cross-examination by the Parent or adult student (and/or their Legal Counsel, if applicable) of the Principal [and the Principal's witnesses];

- (d) Five (5) minute closing arguments by parent or adult student (or their Legal Counsel, if applicable);
- (e) Five (5) minute closing arguments by the Principal (or their Legal Counsel, if applicable);
- (f) Five (5) minute questions and answer session by the Committee. Caucus, deliberations and decision by the Committee. The Committee has the power to reserve its decision.

12. What if translation or interpretation services are required?

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

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

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

Mitigating factors to be considered are as follows:

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

Other factors to be considered are as follows:

- The pupil's history.
- Whether a progressive discipline approach has been used with the pupil.
- Whether the activity for which the pupil may be suspended was related to any harassment of the pupil because of the pupil's race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, family status, marital status, or to any other form of harassment.
- How the suspension or expulsion would affect the pupil's ongoing education.
- The age of the pupil.
- In the case of a pupil for whom an individual education plan has been developed,
 - whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan.
 - whether appropriate individualized accommodation has been provided, and

- whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.
- whether the pupil has a history of marginalization or trauma.

14. Can the Committee reserve its decision?

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

15. Will the Committee issue a decision in writing?

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

SECTION G

Frequently Asked Questions for Expulsion Hearings

SECTION G

Frequently Asked Questions for Expulsion Hearings

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

- giving the student reasonable notice of the rule involved;
- the opportunity to be heard - to tell the student's side of the story; and
- the right to know the case against the student.

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

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

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

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

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

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

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

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

3. Who are the parties to the hearing?

The parties to the hearing are:

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

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

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

5. Does every party have a right to representation?

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

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

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

7. Is there a requirement to provide disclosure?

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

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

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

8. Will the hearing be held in private?

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

9. When will an Expulsion Hearing take place?

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

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

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

11. How will the Expulsion Hearing be organized?

In an Expulsion Hearing, the following guidelines will apply:

- (a) Five (5) minute introduction of the parties and the Committee of the Board, with discussion on the issues to be addressed by the Committee;
- (b) (i) Twenty (20) minute presentation by the principal/legal counsel in presenting evidence and submissions on behalf of the School, including any witness evidence*;
 - (ii) Ten (10) minutes total for parent or adult student (and/or legal counsel, if applicable) to ask questions of clarification of the principal (and/or legal counsel, if applicable);
- (c) (i) Twenty (20) minute presentation by the parent or adult student (and/or legal counsel, if applicable) in presenting evidence and submissions on behalf of the student, including any witness evidence*;
 - (ii) Ten (10) minutes total for principal (and/or legal counsel, if applicable) to

ask questions of clarification of the parent or adult student (and/or legal counsel, if applicable); and

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

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

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

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

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

12. What if translation or interpretation services are required?

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

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

The Committee will consider:

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

14. Can the Committee reserve its decision?

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

15. Will the Committee issue a decision in writing?

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

SECTION H

Principal Investigation Guideline

SECTION H

Operational Procedures: Principal Investigation Guideline

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

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

Guidelines:

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

2. Where the principal believes that a student has engaged in activity for which expulsion must be considered, the principal shall suspend the student from school and from all school-related activities. The principal shall discuss with the student and parent/guardian (if minor) the TCDSB long-term suspension program (TIPSS) and will encourage the student's participation in this program. The principal shall conduct an investigation to determine whether to recommend to the Board that the student be expelled.
- a. The investigation shall be considered as a matter of high priority and shall be conducted and completed as soon as reasonably possible. The principal shall endeavor to complete the school investigation within 5 school days from the start of the suspension.
 - b. The investigation shall be conducted by the principal who may request the assistance of a designate(s). It is recommended that interviews be conducted in the presence of another staff person designated by the principal.
 - c. The principal shall remain neutral in attitude and non-judgmental as to the matters disclosed to the principal during the investigation, and shall gather information from students, staff and other persons about the activity that has given rise to the investigation.
 - d. The principal shall inform a student what the allegations are, and shall give the accused student an opportunity to respond to those allegations prior to reaching a final determination unless it is impractical to do so, e.g. the student is in custody.
 - e. During the investigation stage and before being interviewed further by the principal the subject student, and the subject student's parents if the student is a minor, shall be advised of the student's right to have one other adult present with the student ("accompanying person") during the interview. The principal, however, in the principal's sole discretion may permit more than one accompanying person.
 - f. The Principal will document information gathered from the school investigation in the Safe Schools Progressive Discipline Application,

specifically the online Principal Investigation.

- g. Before making a final determination, the principal shall consider mitigating factors and other factors in accordance with the requirements of the Ministry of Education.
- h. Upon reviewing the school investigation and relevant mitigating and other factors, the principal shall make a final determination which will include one of the following:
 - i. Board Expulsion
 - ii. School Expulsion
 - iii. Confirmed Suspension
 - iv. Shortened or Reduced Suspension
 - v. Withdrawal of Suspension and Expungement of the Record
- i. The principal shall provide a written notice outlining details related to the principal's final determination to every person to whom the principal was required to give notice of suspension under Section 311 of *Education Act*. This written notice is entitled "Parent Report Package".

SECTION I

Search and Seizure Guideline

SECTION I:

Operational Procedures: Search and Seizure Guideline

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

For example,

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

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

3. Section 8 of the *Canadian Charter of Rights and Freedom* provides that: "Everyone has the right to be secure against unreasonable search and seizure". However, a student's reasonable expectation of privacy is diminished at school because the student knows that principals and teachers are responsible for

providing a safe environment and maintaining order and discipline in the school.

4. Principals and teachers may conduct a search if there are reasonable grounds to believe that a school rule has been violated and that evidence will be found in school property, in student property, or on the person searched. Staff must, where possible, consult with the principal or designate prior to conducting a search of school property, student property, or a person. School property includes, but is not limited to, student lockers, student desks, student cubbies, or any other place on school property. Student property includes, but is not limited to, knapsacks, purses, and personal electronic devices.
5. The following may constitute reasonable grounds:
 - a. information received from one student considered to be credible;
 - b. information received from more than one student;
 - c. a teacher's or principal's own observations; and
 - d. any combination of these pieces of information which the school authority considers to be credible.

Random or arbitrary searches or searches on groundless suspicion are not reasonable and will likely be in contravention of the Charter.

6. All searches of property and persons may only be conducted in the presence of the principal or teacher and one other adult witness.
7. Where need for a personal search is indicated, and where it is safe to do so, all personal searches of a student should be conducted in the privacy of the principal's office or another suitable room.
8. The student involved should be given the opportunity to produce the substance or object which the student is suspected of possessing before a search of the student is conducted. If the student is not cooperative in producing the substance or object, the principal or designate will immediately contact the police.
9. The principal or designate will make all reasonable efforts to contact the parent/guardian of the student (unless the student is 18 years of age and older or the student is 16/17 years of age and has withdrawn from parental control) once the

search has been conducted, unless otherwise directed by Police. The principal will contact the parent/guardian when cleared by Police to do so. In all cases, the principal or designate will document all efforts/attempts to contact the parent/guardian and any instructions received from Police.

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



REPORT TO

REGULAR BOARD

COVID-19 IMMUNIZATION DISCLOSURE POLICY H.M.03 (NEW)

“Cast all your anxiety on him because he cares for you” 1 Peter 5:7

Created, Draft	First Tabling	Review
September 1, 2021	September 7, 2021	

Paul Matthews, General Legal Counsel

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.



Brendan Browne, PhD
Director of Education

A. Della Mora
Associate Director, Academic
Services and Chief Operating
Officer

D. Boyce
Associate Director of Facilities,
Business and Community
Development

R. Putnam
Chief Financial Officer &
Treasurer

A. EXECUTIVE SUMMARY

This report recommends that the Governance Committee adopt the COVID-19 Immunization Disclosure policy attached at Appendix A. The proposed policy conforms with current legal requirements and Ministry of Education directives. The highlights of the policy are described below.

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

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a new policy on COVID-19 Vaccination Disclosure Protocols.

C. BACKGROUND

1. On August 17, 2021 the Ministry of Education announced that it intends to introduce, by Ontario regulation, a COVID-19 immunization disclosure policy. As of the writing of this report, the Ministry has not introduced the policy but has issued a memorandum prescribing the contents of the COVID-19 immunization disclosure policy all school boards are required to implement.
2. The key requirements of the policy must include:
 - i) That all employees, frequent visitors and other professionals must provide proof of full vaccination against COVID-19 before entering a school
 - ii) If any person covered by the policy is not vaccinated they must participate in a COVID-19 education program approved by the Ministry and ,
 - (iii) will be required to complete regular COVID-19 testing as directed by provincial guidance.
3. There are exemptions from the requirements of the policy for authorized medical and Human Rights Code reasons.
4. The policy provides that all persons to whom the policy applies must provide the Board with a signed statement attesting to being fully vaccinated and documented proof of full vaccination.
5. Any person to whom the policy applies who is not fully vaccinated and who is not otherwise exempt and has not provided the Board with a

negative Rapid COVID-19 Antigen test directed by the Ontario Ministry of Health will not be permitted to enter any TCDSB school or facility.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Facilities and Communications Departments, Field Superintendents and Legal Services.

E. METRICS AND ACCOUNTABILITY

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

F. IMPLEMENTATION

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

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the Policy on mandatory COVID-19 Immunization Disclosure H.M.03 attached at Appendix A, be adopted.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: COVID-19 IMMUNIZATION DISCLOSURE POLICY
POLICY NO: H.M.03

Date Approved:	Date of Next Review:	Dates of Amendments:
<p>Cross References: <i>Ontario Regulation xxx/21</i> <i>Education Act, R.S.O. 1990, c. E.2</i> <i>Occupational Health and Safety Act, R.S.O. 1990, c. O.1</i> <i>Health Protection and Promotion Act, R.S.O. 1990, c. H. 7</i> <i>Human Rights Code R.S.O. 1990, c. H. 19</i> <i>Nursing Act, 1991, S. O. 1991, c. 32</i> <i>Municipal Freedom of Information and Protection of Privacy Act R.S.O. 1990, c. M. 56</i></p>		

Purpose:

The COVID-19 Immunization Disclosure Policy (“the Policy”) applies to all school board employees, trustees, frequent school visitors and other professionals who deliver services in schools or in any Board facility, who interact with students, staff or trustees, including third-party providers. The Policy requires that, in accordance with the terms set forth below, all persons subject to this Policy (as defined in Application and Scope, below) provide proof of full vaccination against COVID-19 or obtain an approved accommodation or exemption.

The Board has established this Policy considering the requirements of *Ontario Regulation xxx/21*, reliable scientific evidence, government guidance and protocols, its obligations under the *Education Act* the *Occupational Health and Safety Act*



POLICY SECTION:	HUMAN RESOURCES
SUB-SECTION:	MISCELLANEOUS
POLICY NAME:	COVID-19 IMMUNIZATION DISCLOSURE POLICY
POLICY NO:	H.M.03

(“OHSA”), Health Protection and Promotion Act (“HPPA”) and relevant human rights legislation including the *Human Rights Code*.

- To protect all persons who enter Board premises and in particular, those who are ineligible to be vaccinated at this time and vulnerable populations who are at highest risk of developing complications from COVID-19; and
- To ensure all schools under the Board’s jurisdiction and Board offices and premises remain as safe as possible in the context of the ongoing COVID-19 pandemic.

Scope and Responsibility:

The Director of Education holds primary responsibility for implementation of this Policy. The responsibility for the day-to-day management and coordination of the policy is assigned to the Executive Superintendent of Human Resources and Employee Relations.

Alignment with Multi-Year Strategic Plan (MYSP):

Living Our Catholic Values

Enhancing Public Confidence

Fostering Student Achievement and Well-Being

Achieving Excellence in Governance



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: COVID-19 IMMUNIZATION DISCLOSURE POLICY
POLICY NO: H.M.03

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy:

The Policy applies to all school board employees, trustees, frequent school visitors and other professionals, including third-party providers, who enter any Toronto Catholic District School Board (TCDSB) property, deliver services in schools or in any Board facility, who interact with students, staff or trustees. The Policy also applies to volunteers, permit holders, contractors, customers of the Board and other members of organizations not related to the Board but who nevertheless work on or are invited onto Board premises or deliver services.

It is the policy of the TCDSB that all persons to whom this policy applies must provide the Board with a signed statement attesting to being fully vaccinated against COVID-19 and documented proof of being fully vaccinated, subject to the regulations prescribed below.

Any person to whom this policy applies who is not fully vaccinated against COVID-19, and who is not otherwise exempt under this policy, and has not provided the Board with a negative Rapid COVID-19 Antigen test as directed by the Ontario Ministry of Health, will not be permitted to enter any TCDSB school or any Board facility.



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: COVID-19 IMMUNIZATION DISCLOSURE POLICY

POLICY NO: H.M.03

Regulations:

1. Timing

- i. All persons to whom this policy applies must comply with this policy by a date to be determined by the Ontario Ministry of Education (“the Ministry”). It is the responsibility of such persons to ensure there is sufficient time to comply with this policy by the date specified by the Ministry.
- ii. TCDSB employees who fail to comply with the terms set out in this Policy may be subject to disciplinary action, up to and including termination from their employment.

2. Proof of Vaccination or Other Evidence

2.1 All persons covered by this policy are required to provide the following, where applicable, to the Board by a date specified by the Ministry:

- i. A written statement on a form to be provided by the Board attesting to being fully vaccinated against COVID-19.
- ii. If the individual has received the total required number of doses of a COVID-19 vaccine approved by the World Health Organization (WHO), proof of having received all required doses, or



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: COVID-19 IMMUNIZATION DISCLOSURE POLICY

POLICY NO: H.M.03

iii. Written proof of medical reason, provided by either a physician or a nurse practitioner (a nurse who holds an extended certificate of registration under the Nursing Act, 1991) that sets out:

- a) That the person cannot be vaccinated against COVID-19;
and
- b) The effective time period for the medical reason; or

iv. Proof that the individual has completed an educational program approved by the Ministry that addresses, at a minimum, all of the following:

- a) How COVID-19 vaccines work;
- b) Vaccine safety related to the development of COVID-19 vaccines;
- c) The benefits of vaccination against COVID-19;
- d) Risks of not being vaccinated against COVID-19; and
- e) Possible side effects of COVID-19 vaccination.

2.2 The proof of vaccination or other evidence defined in subsection 2.1 must be provided to the Board by a date to be determined by the Ministry.

2.3 Individuals who, in lieu of the proof of vaccination have provided proof of a medical reason pursuant to subsection 2.1(iii) or of the completion of an



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: COVID-19 IMMUNIZATION DISCLOSURE POLICY

POLICY NO: H.M.03

educational program pursuant to subsection 2.1(iv) must undergo Rapid COVID-19 Antigen testing as directed by the Ontario Ministry of Health and provide proof of a negative result to gain access to Board premises.

2.4 If the effective time period of a medical reason provided pursuant to subsection 2.1(iii)(b) has expired, the individual must, within 30 days of the medical reason expiring, provide proof of vaccination in accordance with subsection 2.1(ii) or proof that the individual completed an educational program in accordance with subsection 2.1(iv).

2.5 The Board will only collect, use and disclose information regarding an individual's vaccination status in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* ("MFIPPA") and all applicable privacy laws. The proof of vaccination or other evidence collected pursuant to subsection 2.1 will be kept in a confidential file, stored in a secure location.

3. Exemptions

3.1 The Board recognizes its responsibilities and duties under provincial human rights legislation, such as the *Human Rights Code* (the "Code"). If an individual is unable to be vaccinated, due to a protected ground, as defined by the Code, the Board has a duty to accommodate to a point of undue hardship.



POLICY SECTION:	HUMAN RESOURCES
SUB-SECTION:	MISCELLANEOUS
POLICY NAME:	COVID-19 IMMUNIZATION DISCLOSURE POLICY
POLICY NO:	H.M.03

However, this duty to accommodate must be balanced against the Board's obligations to protect the health and safety of staff and students. Due to the serious health threat COVID-19 presents to the public, if an individual will not be vaccinated because of a protected ground under the Code, they must request an accommodation or exemption, which falls under one of the following two categories: (i) Medical Condition; or (ii) Religious/Creed.

i. *Medical Condition Exemption*

An individual who is requesting an exemption from this Policy on the basis of a medical condition must provide the Board with a letter from a physician or nurse practitioner, clearly stating the reason why the individual should be exempted from receiving the vaccine. This letter must be provided to the Board by a date specified by the Ministry.

ii. *Religious/Creed Exemption*

An individual may apply for an exemption, due to religious belief or creed. The Board reserves the right to ask for materials in support of the individual's religious belief or creed, including a letter of support from a religious leader or community.

3.2 Accommodation Process

The accommodation process is a shared responsibility. All parties should co-operatively engage in the process, share information and consider potential



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: COVID-19 IMMUNIZATION DISCLOSURE POLICY
POLICY NO: H.M.03

accommodation solutions. Employees who are requesting an accommodation are required to:

- a. Make the accommodation needs known to the best of their ability, preferably in writing, in a timely manner;
- b. Answer reasonable questions or provide information about relevant restrictions or limitations, including information from health care professionals;
- c. Take part in discussions about possible accommodations solutions;
- d. Co-operate with any experts whose assistance is required to manage the accommodation process;
- e. Meet agreed-upon performance standards and requirements, once accommodation is provided; and
- f. Work with Board and/or school administration on an ongoing basis to manage the accommodation process

Depending on workplace circumstances and learning and teaching considerations, possible accommodations may include but not limited to masking, physical distancing, regular testing, remote learning arrangements, work-from-home arrangements, job-protected leave of absence and/or restricted duties and responsibilities.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: COVID-19 IMMUNIZATION DISCLOSURE POLICY
POLICY NO: H.M.03

Definitions:

Fully vaccinated against COVID-19 means having received all of the doses required for a COVID-19 vaccine(s) approved by the World Health Organization (e.g., two doses of a two-dose vaccine, or one dose of a single-dose vaccine); and having received the final vaccine dose at least 14 days ago.

Vaccine means a COVID-19 vaccine approved by the World Health Organization (e.g., two doses of a two-dose vaccine, or one dose of a single-dose vaccine).

Evaluation and Metrics:

The effectiveness of the policy will be determined by metrics collected by the Board's ICT Services, Human Resources/Employee Relations Department, Occupational Health and Safety Department and the Sick Leave and Disability Department.



REPORT TO

REGULAR BOARD

LEGAL COUNSEL POLICY A.12

“Do not think that I have come to abolish the law or the prophets: I have come not to abolish but to fulfill”–
Matthew 5:17

Created, Draft

August 31, 2021

First Tabling

September 7, 2021

Review

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

P. Matthews, General Legal Counsel

RECOMMENDATION REPORT

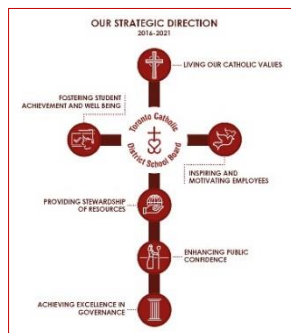
Vision:

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Mission:

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



Brendan Browne, PhD
Director of Education

A. Della Mora
Associate Director of Academic
Affairs and
Chief Operating Officer

D. Boyce
Associate Director of
Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

This report recommends updating the current policy on Legal Counsel A.12.

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

B. PURPOSE

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

C. BACKGROUND

1. The Policy was last approved on April 23, 2015 and has not been amended since.
2. Changes to this policy reflect current practice and alignment with related policies.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from Legal Services.

E. METRICS AND ACCOUNTABILITY

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

F. IMPLEMENTATION

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

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the revised Legal Counsel Policy A.12 provided in Report Appendix A, be adopted.



POLICY SECTION: Administration

SUB-SECTION:

POLICY NAME: Legal Counsel

POLICY NO. A.12

Date Approved:	Date of Next Review:	Dates of Amendments: 1967; 1992, April 23 rd , 2015
Cross References		

Purpose

The purpose of this policy is to prescribe the relevant parameters for the acquisition of external legal services.

Scope and Responsibility

The Director of Education is responsible for this policy.

Alignment with Multi Year Strategic Plan (MYSP):

Stewardship of Resources

Achieving Excellence in Governance Strengthening

Public Confidence

Financial Impact

To minimize the financial impact of retaining the services of external legal counsel, the services of internal legal counsel shall be utilised wherever possible.



POLICY SECTION: **Administration**

SUB-SECTION:

POLICY NAME: **Legal Counsel**

POLICY NO. **A.12**

Policy

The TCDSB shall employ the services of its in-house legal counsel wherever possible and retain the services of external legal counsel as required.

Regulations

1. The Chair of the Board of Trustees may retain the services of external legal counsel on behalf of the Board of Trustees as requested by motion.
2. The Director of Education, or his/her delegate, may retain the services of external legal counsel as required.
3. At the invitation of the Chair of the Board, or of the Chair of a Standing Committee in consultation with the Director of Education, or of the Director of Education, internal and/or external legal counsel will attend Board and Standing or other Committee Meetings of the Board, as required.
4. Board staff and individual Trustees are not authorized to directly retain the services of external legal counsel.
5. The Board will **acquire legal services through the appropriate procurement process as prescribed by the Broader Public Sector (BPS) Procurement Directive**, ~~in an effort~~ to ensure that external legal counsel are providing the highest quality professional services at a competitive price. ~~The Board will issue a request for proposal (an "RFP") for external legal counsel at least every five (5) years.~~



POLICY SECTION: **Administration**

SUB-SECTION:

POLICY NAME: **Legal Counsel**

POLICY NO. **A.12**

6. The Director of Education shall present a report to the Board of Trustees ~~prior to issuing an RFP~~, advising the Board of Trustees ~~about~~ **as to the legal services procurement process(es) utilized in maintaining the roster of law firms retained by the Board.**
7. The Director of Education shall ensure that firms retained by the TCDSB ~~as a result of the procurement process described above~~ have expertise, collectively, in the following areas:
 - a. Labour and Employment Law;
 - b. Education and Administrative Law;
 - c. Civil Litigation; and
 - d. Business **and Real Estate** Law.
8. The Director of Education will consult with the Board's General Legal Counsel to determine whether staff lawyers are available to handle the matter prior to retaining external counsel.
9. In assessing whether external legal counsel ought to be retained, the Director of Education will consider:
 - a. The availability and expertise of internal legal counsel to handle a matter;
 - b. The cost of retaining external legal counsel; and
 - c. The availability and expertise of external legal counsel to handle the matter.
10. Invoices for external legal counsel shall be approved by the Director of Education or his/her delegate.



POLICY SECTION: Administration
SUB-SECTION:
POLICY NAME: Legal Counsel
POLICY NO. A.12

11.A report on external legal services received and fees incurred will be made semi-annually to the Corporate Affairs, Strategic Planning and Property Committee of the Board.

Metrics:

The report on external legal services will be created based on records and accounts kept of the number of times and the subject matter when external legal counsel was retained and the cost of retaining those services.



REPORT TO

REGULAR BOARD

NEW TCDSB MULTI-YEAR STRATEGIC PLAN: CONSULTATION PLAN

Where there is no vision, the people perish. - Proverbs 29:18

Created, Draft	First Tabling	Review
August 26, 2021	September 16, 2021	Click here to enter a date.

Gina Iuliano Marrello, Superintendent of Student Success and Alternative Education
Marina Vanayan, Senior Coordinator of Educational Research
Brandy Doan, Research Associate, Educational Research

RECOMMENDATION REPORT

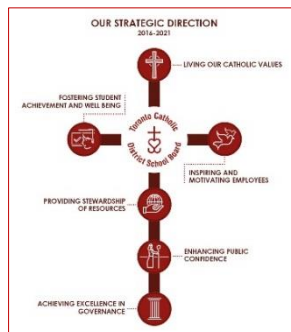
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Associate Director of
Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

This report provides Trustees with an update on the MYSP development process through Phases I and II and contains a comprehensive consultation plan for collecting stakeholder input during *Phase III – Consultation & Development*, to inform the development of the new TCDSB MYSP.

The cumulative staff time required to prepare this report was 35 hours.

B. PURPOSE

The *Multi-Year Strategic Plan, 2016-2021* will end this year, requiring the development of a new MYSP to be finalized in January 2022. The process for the development of the new TCDSB MYSP began in April 2021. During the first two phases, preliminary stakeholder feedback sessions took place followed by data analysis. In preparation for *Phase III – Consultation & Development*, this report outlines a comprehensive stakeholder consultation plan to be implemented in September 2021 to inform the creation of the new MYSP.

C. BACKGROUND

1. **November 2020:** The last Report Back for the 2016-2021 MYSP occurred at the November 19, 2020 Regular Board Meeting.
2. **March 2021:** Report to Board on the Development of the new TCDSB MYSP occurred which outlined the four phases of the process.
3. **April – September 2021:** Completion of Phase I and Phase II of the MYSP development process.
4. **November 2021:** The **final** Report Back for the *Multi-Year Strategic Plan, 2016-2021* will take place.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The TCDSB *Multi-Year Strategic Plan, 2016-2021*, expires December 2021.
2. The document, *Multi-Year Strategic Plan Development Roadmap* (see **APPENDIX A**), developed by the MYSP Steering Committee, outlines the proposed actions and timelines within each of the four phases of the MYSP development process.

The following four phases are identified in the roadmap:

Phase I	Review & Reflect	March – June 2021
Phase II	Synthesis & Visioning	July – September 2021
Phase III	Consultation & Development	October – December 2021
Phase IV	Communication, Implementation & Monitoring	January 2022 (ongoing)

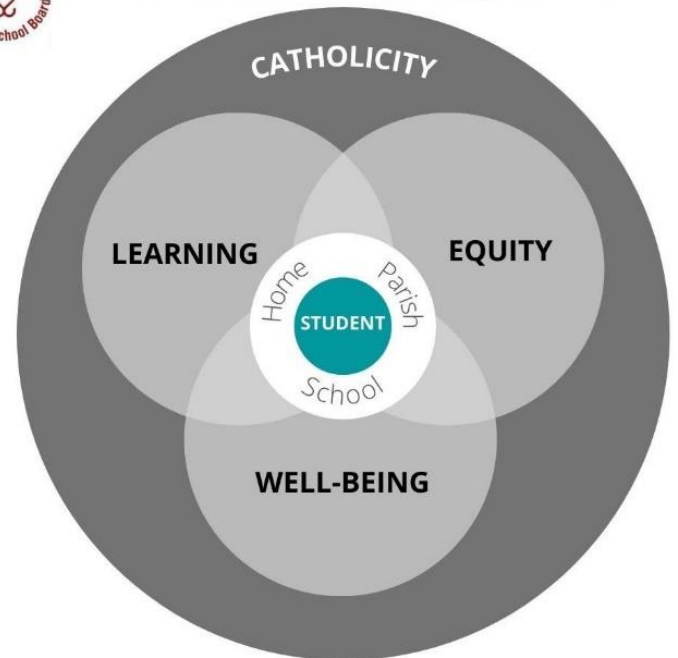
3. With support from an external facilitator, Trustees and Senior Staff began the MYSP development process in Phase I with reflection and review exercises followed by an analysis of data in Phase II.
4. Four Strategic Priorities surfaced during *Phase II: Analysis and Visioning*. As listed in the table below, Catholicity is the overarching priority, followed by three other priorities, Learning, Well-being, and Equity. Also found below is the *MYSP: Draft Visualization of Strategic Priorities* which provides a visual representation of the relationship between the overarching priority and the other three priorities. At the centre is the Student supported by Home, School, and Parish. These strategic priorities and visual representation will inform content development to be used during *Phase III: Consultation & Development*.

Strategic Priorities

Overarching Priority
Catholicity
Strategic Priority
Learning
Well-being
Equity



MYSP: Draft Visualization of Strategic Priorities



5. The document, *TCDSB MYSP Phase III: Consultation Plan* (see **APPENDIX B**), provides a comprehensive Consultation Plan, which aligns with the TCDSB Community Engagement Policy (2012), NO: T.7. This document was written by our third-party facilitator from Maximum City with input from board staff. Among other details, the document outlines consultation objectives, timelines, stakeholders to be consulted, and methods of data collection. Board staff, in collaboration with staff from Maximum City, will be developing the stakeholder feedback tools to be used starting in September 2021.
6. Complementary to the Consultation Plan is a Communication Plan, to be developed collaboratively by Maximum City and Board staff. A dedicated web page on the TCDSB central site has been developed and will act as the main conduit to inform stakeholders regarding the MYSP development process and feedback opportunities. Social media channels and other electronic communications will be used to promote consultation activities and consultation opportunities.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

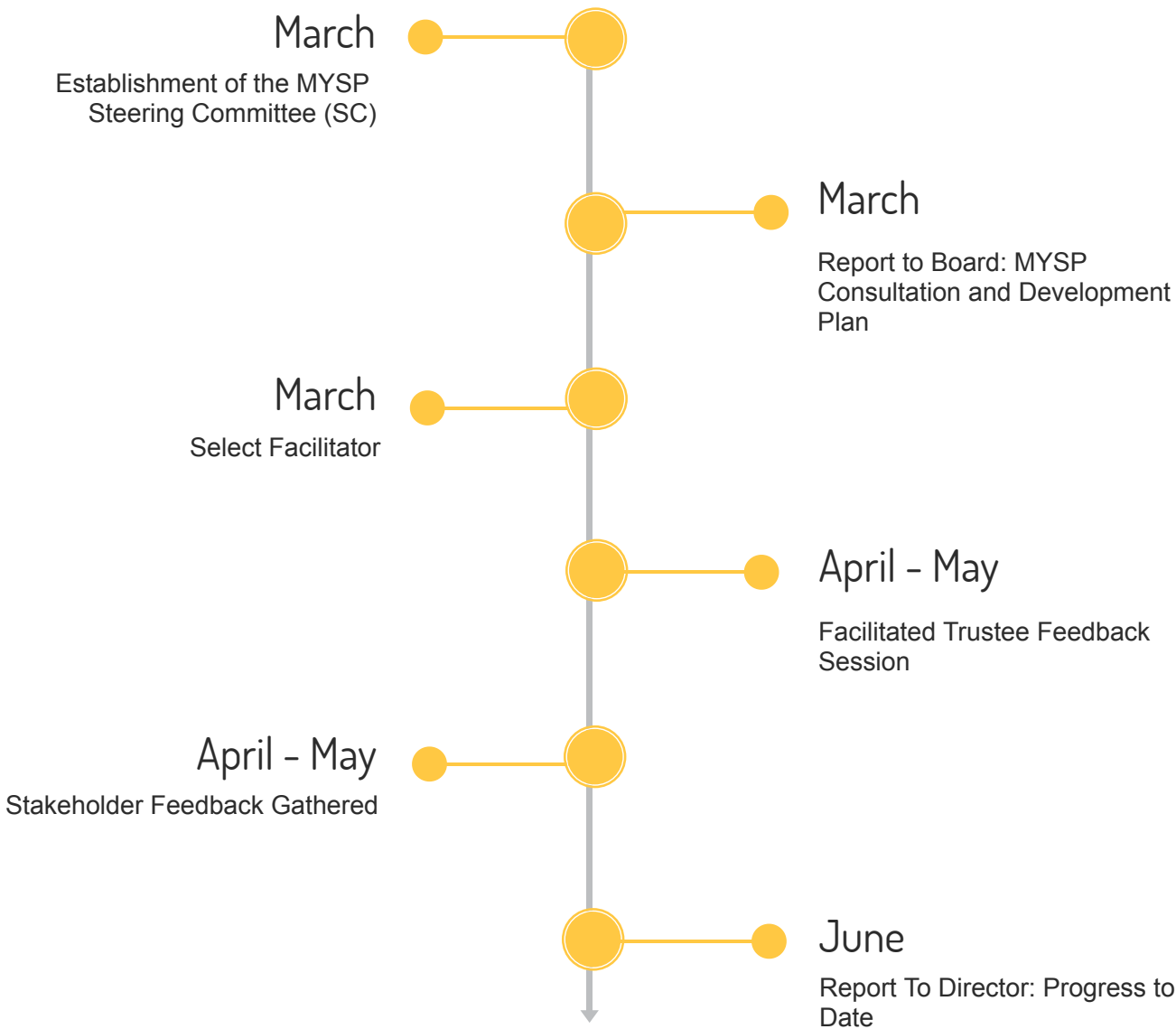
1. Phase I (March to June 2021): With the support of an external facilitator, staff conducted a preliminary review of the current TCDSB MYSP by engaging Senior Staff and Trustees in feedback sessions, as well as collecting initial input from major stakeholder groups.
2. Phase II (July – September 2021): Senior staff presented to the Board of Trustees results of the preliminary review and proposed a comprehensive consultation plan to collect feedback from stakeholders that will inform the development the new TCDSB MYSP.
3. Phase III (October – December 2021): With the support of an external facilitator, staff will oversee a communication and consultation plan to collect stakeholder input.
4. Phase IV (January 2022 and onward): Staff will present a new MYSP to the Board of Trustees for approval. Once approved, the new MYSP communication plan will be implemented.

F. STAFF RECOMMENDATION

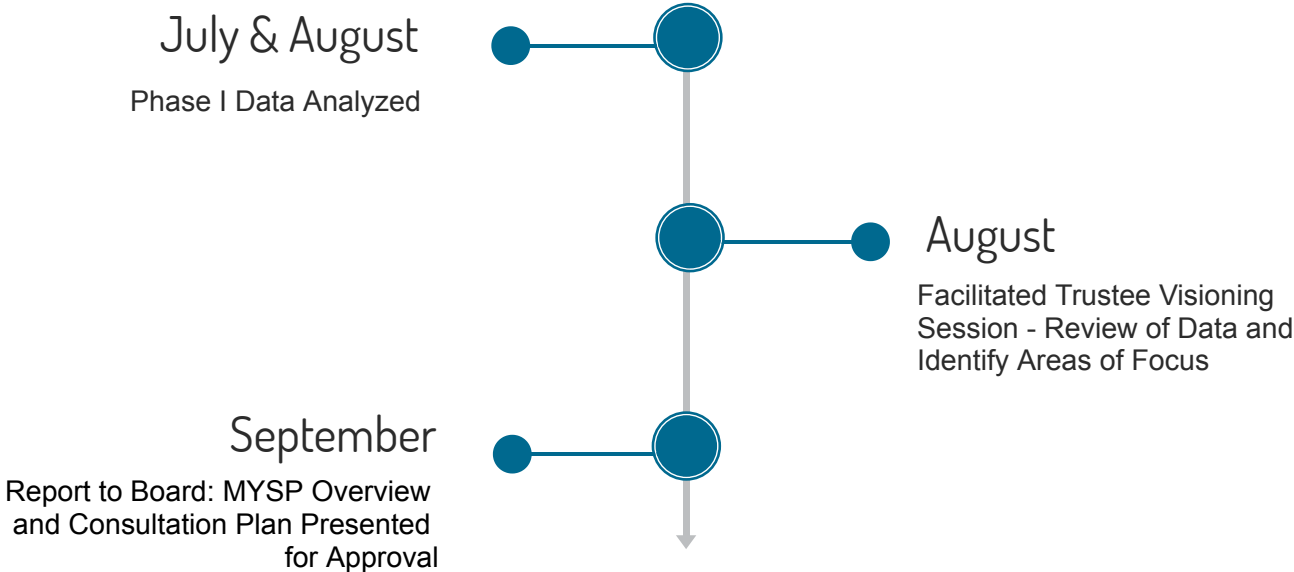
That the Board of Trustees approve the proposed Consultation Plan which will inform the development of the new Multi-Year Strategic Plan.



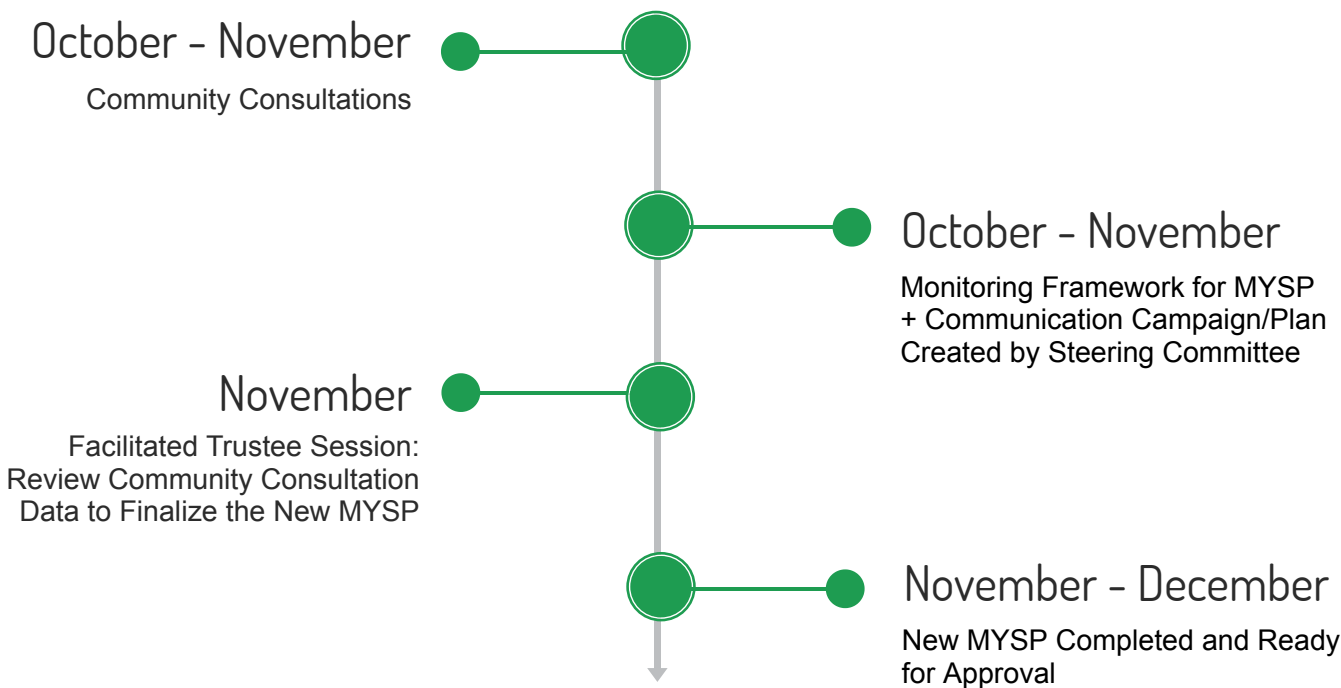
2021 Phase I: Review and Reflect



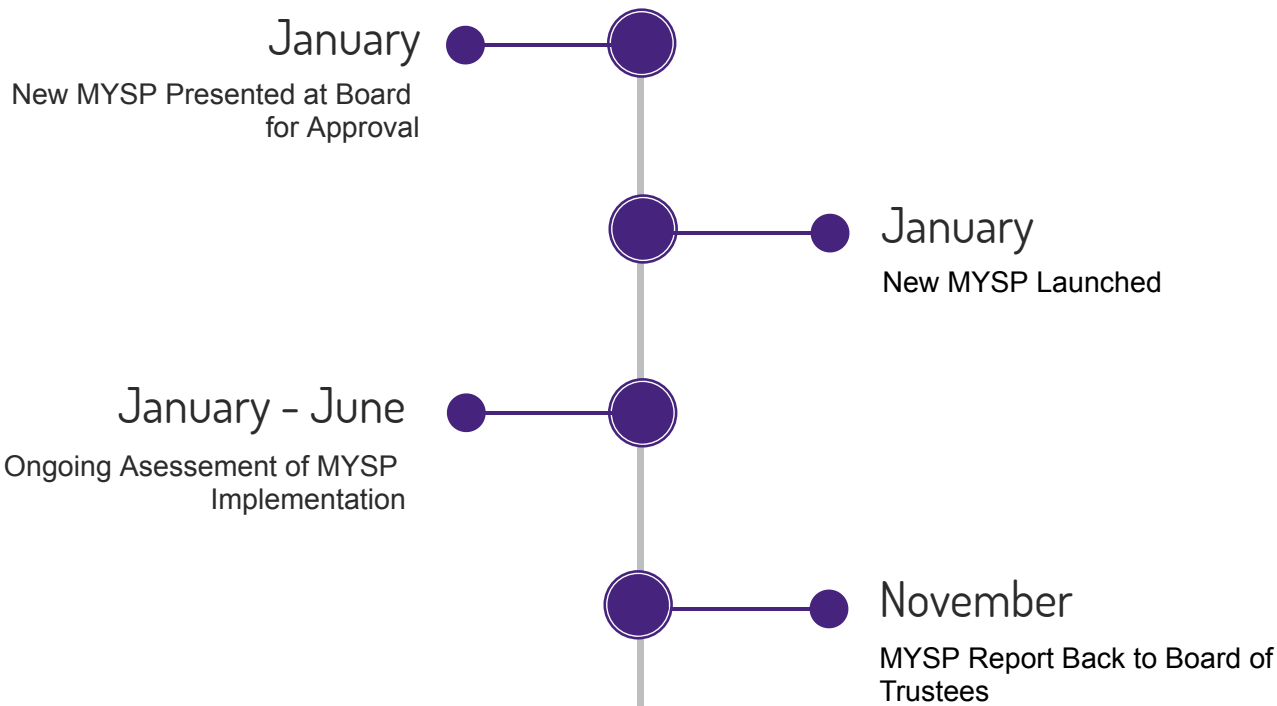
2021 Phase II: Synthesis & Visioning



2021 Phase III: Consultation & Development



2022 Phase IV: Communication, Implementation & Monitoring



TCDSB MYSP PHASE THREE: CONSULTATION PLAN

Updated August 26, 2021

Background

The Toronto Catholic District School Board Multi-Year Strategic Plan for 2016-2021 will end this year. The MYSP is an important communication and strategy tool for how the Board is progressing across multiple action plans. It provides structure and strategy for ongoing improvement, with students at its centre. The plan for developing a new MYSP—one that reflects the current state of education in Ontario and the priorities of the TCDSB—includes **stakeholder consultation** as a key component.

Figure 1: MYSP Development Timeline



This document presents the consultation plan and recommended activities to take place in the fall of 2021, along with suggested roles and responsibilities. It was created by Maximum City in consultation with staff, and is informed by the Board's Community Engagement Policy. As noted in the policy, effective consultation of stakeholders aligns with multiple priorities in the current MYSP, including Strengthening Public Confidence and Fostering Student Achievement and Well-being. A strong community engagement program for the new MYSP will build relationships and a sense of belonging and purpose among participants, while respecting their right to be involved in Board decisions and policy direction.

The plan was first presented for comment at the August 24 meeting of Trustees and Senior staff, and will be included in the Board Report of Sep 16, 2021.

The Continuum of Engagement identifies six levels of engagement to consider when planning a consultation program. The level of engagement depends on factors such as time, resources and the objectives of a given consultation program. For the MYSP development, stakeholders will:

- Be **informed** with balanced and objective information to assist them in understanding issues and opportunities related to the MYSP.
- Be **consulted** to obtain input on MYSP directions and decisions.
- Be **involved** in the MYSP development process to ensure that their concerns and aspirations are understood and considered.
- **Collaborate** on **some aspects of decisions** regarding the renewal of the MYSP, including the identification and development of preferred priority areas and strategic directions.

The consultation program for the MYSP **informs, consults, involves, and collaborates** with stakeholders but does not seek to build **consensus** nor **empower** them with final decision-making power. This reflects best practices in strategic planning exercises and is consistent with other TCDSB consultation initiatives and policy. The below figure visualizes the levels of engagement that will be achieved in the MYSP development process.

Figure 2: Continuum of Engagement Levels for MYSP Development

1. Inform ✓	2. Consult ✓	3. Involve ✓	4. Collaborate ✓	5. Consensus	6. Empower
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Consultation and Engagement Principles

The following consultation and engagement principles guide the consultation planning and process.

- Use a combination of traditional and innovative methods to reach people.
- Reach diverse audiences and include marginalized voices.
- Use plain language and accessible tools and technology.
- Go where people are.
- Respect people's time and make their input matter; do not over consult.
- Close the loop with stakeholders by reporting back to them.
- Follow any public health guidelines.

The following principles form the foundation of effective engagements: commitment, evaluation, timing, inclusiveness, accessibility, location, clarity, respect, accountability, and transparency.
—TCDSB Community Engagement Policy, 2012

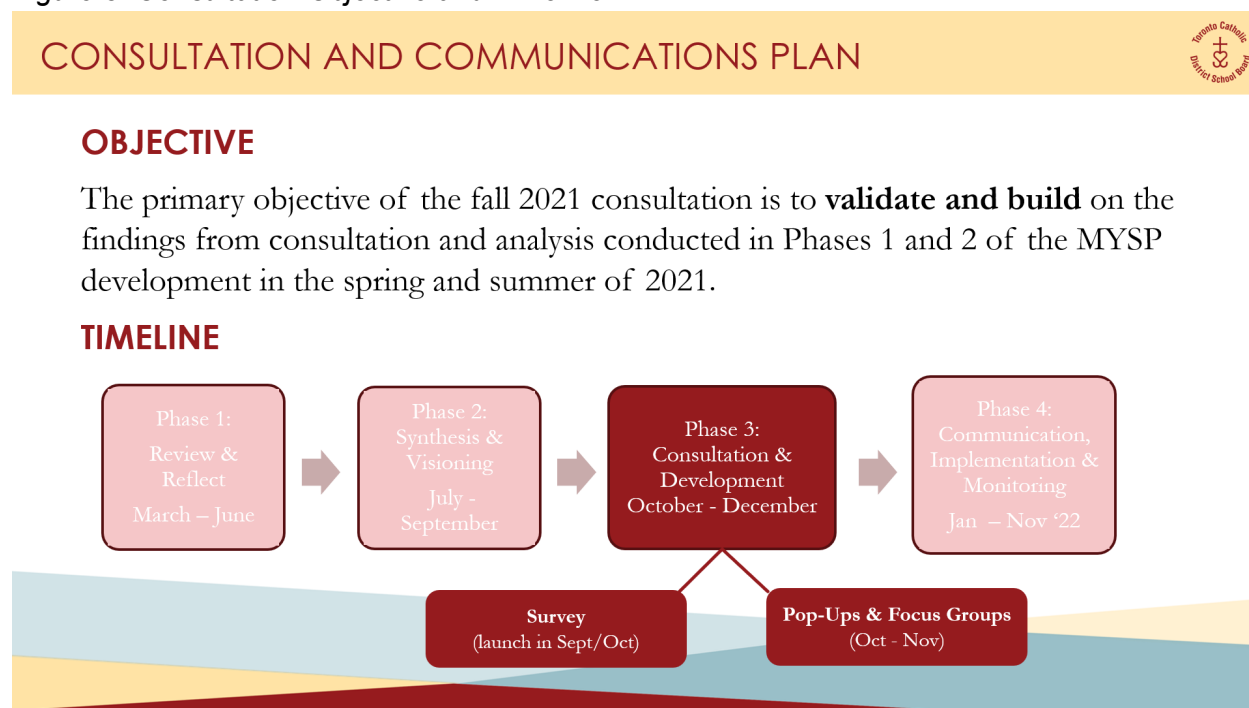
Consultation Objective

The primary objective of the fall 2021 consultation is to validate and build on the findings from consultation and analysis conducted in Phases One and Two of the MYSP development in the spring and summer of 2021. Many stakeholders have already been consulted through facilitated sessions, which produced rich discussion and substantial feedback. The goals for the fall consultation are to expand on the strengths and lessons from the existing consultation, take cues from the analysis of other TCDSB data sources which is being conducted over the summer, and add detail or missing elements to the new priority areas for the MYSP.

Consultation Timeline

The timeline for conducting consultations is from September to December 2021. Consultation events will be scheduled and structured for ease of participation by stakeholders, and in order to provide sufficient time for analysis and consolidation before the final Phase Four begins in January 2022. For the order of the consultation activities, it is recommended that the survey be launched in late September early October, followed by pop-ups, and focus groups in October and November.

Figure 3: Consultation Objective and Timeline



Stakeholders

The following groups were consulted in Phase One of the MYSP development:

- Trustees and Senior Staff, which includes student leadership.
- Advisory Committees, which includes parents, staff, and community members.
- Special Education Advisory Committee, which includes parents, staff, and community members.
- Ontario Association of Parents in Catholic Education (OAPCE) and Catholic Parent Involvement Committee (CPIC), which includes parents, staff, and community members.

The following have been identified as groups to be targeted in Phase Three consultations, along with broad consultation of the TCDSB community:

- Trustees and Senior Staff
- Students
- Parents, Caregivers and Guardians
- Principals and Vice Principals
- Central Resource Teaching Staff
- Faith leaders and community (e.g., Archdiocese of Toronto)

Recommended Methods

The following methods have been identified as optimal tools to reach stakeholder groups in the consultation process.

1. A short online survey (1)

A short online survey can be used for all stakeholders to validate and build on existing ideas gathered in Phases One and Two of the development process. The survey can begin with a brief introduction of the MYSP and the development process, then ask the respondent to identify which stakeholder group(s) they belong to but otherwise be minimally invasive.

The survey questionnaire can then ask a broad visioning question such as, 'What do you anticipate as significant priorities and challenges over the next four-year term of the MYSP?', which was also asked of stakeholder groups in the facilitated sessions in Phase One. This can be followed by more targeted questions asking to validate and build on the new priority areas that have been identified in Phases One and Two, such as: 'What resonates with you?' 'What would you add or refine?'. The survey should be concise and written in plain language, consisting of a few questions along with text and images of the visual prototypes for stakeholders to review, rate on a scale, and provide comment on.

The survey will be designed and conducted by the research team with support from Maximum City.

2. Pop-ups (4)

Four regional pop-ups can be hosted in strategic locations to inform and engage stakeholders on the MYSP development process, and validate and build on existing input. Pop-ups are a form of intercept engagement that goes where people are already spending their time at an event or a location, such as a school or community centre. The locations and dates will be determined in consultation with staff for strategic and balanced geographical distribution, and can leverage existing Board events where appropriate.

The pop-ups will include a table along with some informational and visual resources on the MYSP, a tactile feedback tool such as sticky note board, and tablets to complete the survey. The pop-ups will be facilitated by Maximum City and a staff member, and Trustees will be invited. Pop-ups may not be possible depending on the public health situation, and other methods (such as online focus groups by region) will be considered as needed. Pop-ups can also be used as a communication tool in Phase Four in 2022 once the new MYSP is being implemented.

3. Focus groups (3-5)

A series of focus groups will be conducted with targeted stakeholder groups, such as principals, students, teachers, central resource teaching staff, faith leaders, and any others determined by the research and development team. The purpose of these focus groups is to dig deeper on issues with groups who can provide specific input based on their specialized knowledge or experience of the system. Focus groups will be hosted either online or in person, and facilitated by Maximum City with support from staff. The student focus group will, if possible, be conducted in person and tied to other purposes as determined by staff. The principal focus group can include 2-3 principals from each Board area.

Regional online focus groups could also be conducted by the four geographic regions if desirable, and if in-person pop-ups are not possible due to public health guidelines. Trustees will be invited.

4. Trustee Toolkit (1)

A consultation toolkit is being developed for Trustees who wish to conduct stakeholder sessions at events they may host in the community. This “workshop-in-a-box” will be shared with Trustees by Maximum City as requested. The contents include: a short introduction to the MYSP and the development process; suggested discussion questions; a link to the survey; and a common, streamlined method for sharing feedback with staff. Virtual consultations using the Trustee Toolkit are also possible depending on the public health situation. A modified version of the Trustee Toolkit can also be used as a communication tool in Phase Four in 2022, once the new MYSP is being implemented.

5. Parallel Consultations

Staff and the research team are conducting parallel consultations tied to other Board plans and matters that can present complementary opportunities to consult stakeholders on the MYSP. This component will be led by staff and supported by Maximum City as needed.

Reporting

Final reporting on the MYSP development process will include a summary of the consultation program and high-level tracking of stakeholders and stakeholder groups who participated, as well as the methods used to reach a diversity of participants. Summary reports of the Phase One stakeholder sessions were shared with participants for review and approval in Phase Two.

Communications Plan

Complementary to the Consultation Plan, a Communications Plan will inform stakeholders of the MYSP development process and opportunities to engage and provide input. A dedicated web page on the Board's central site has been developed and will be the main resource for information, including presentations, the 'Our MYSP Backgrounder', and a final report back to stakeholders including outcomes. Social media channels and other electronic communications will be used to promote consultation activities and the survey. The Communications Plan will be developed by staff with support from Maximum City.

Figure 3: Consultation Activity Summary Table

Consultation Activity	Stakeholder Group(s)	Communications Support	Timeline	Lead
Online Survey	All	Email and social media channels promotion	Sept/Oct - November	TCDSB
Pop-ups (4)	All by Geographic Regions	Email and social media channels promotion; Trustees	October - November	Maximum City
Focus Groups (3-5)	Students, Principals, Teachers, Central Resource Staff	Email	October - November	Maximum City
Trustee Toolkit	All	Email and social media channels; Trustees	October - November	Trustees
Parallel Consultations	All	Email	Ongoing	TCDSB

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

HELD TUESDAY, JUNE 1, 2021

PRESENT:

Trustees:

M. de Domenico, Chair – In Person
N. Di Pasquale, Vice-Chair
N. Crawford - Ex-Officio
I. Li Preti
T. Lubinski

Non-Voting Trustee: M. Rizzo

Staff:

B. Browne
M. Farrell (For Item 14c)
C. Fernandes
D. Friesen (For Item 14c)
P. Matthews
C. Onyia

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

External Guest: A. Robertson, Parliamentarian

4. Roll Call and Apologies

Trustee Martino was absent.

5. Approval of the Agenda

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

The Motion was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval and Signing of the Minutes

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that the Minutes of the Meeting held May 4, 2021 be approved.

The Motion was declared

CARRIED

14. Staff Reports

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

- 14a) Trustee Pregnancy and Parental Leave Policy (T.21) (New)** that the Governance and Policy Committee recommend to Board that the Trustee

Pregnancy and Parental Leave of Absence Policy (T.21) provided in Report Appendix A, be adopted.

Trustee de Domenico relinquished the Chair to Trustee Di Pasquale.

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that the Trustee Pregnancy and Parental Leave Policy (T.21) be referred back to Staff.

Results of the Vote taken on Referral, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski

The Motion to Refer was declared

CARRIED

Trustee de Domenico reassumed the Chair.

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

- 14b) Selection of Learning Materials Policy (S.M.06)** that the Governance and Policy Committee recommend to Board that the revised Selection of Learning Materials Policy (S.M.06) provided in Report Appendix A, be adopted.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

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

- 14c) Policy on Facilities Management (B.B.01)** that the Governance and Policy Committee recommend to Board that the revised Policy on Facilities Management (B.B 01) provided in Report Appendix A, and the accompanying Operation Procedures provided in Report Appendix B, be adopted.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that Item 14d) be adopted as follows:

- 14d) Revision of the Delegation and Public Participation Policy (T.14)** that the Governance and Policy Committee recommend to Board that the Committee adopt the change to the recently revised Delegation and Public Participation Policy (T.14).

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

17. Updating of Pending List

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 17a) be adopted as follows:

17a) Monthly Pending List received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 17b) be adopted as follows:

17b) Annual Policy Priority Schedule received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

18. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

SECRETARY

CHAIR

MASTER PENDING LIST AND ROLLING CALENDAR TO SEPTEMBER 16, 2021

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Jan-21 Student Achievement	TBC	Corporate Services	<p>1. That staff bring back a report with a revised 2020-2021 Renewal Plan in the Spring of 2021 following announcement of CVRIS funding allocations; and</p> <p>2. That a report be submitted to Board on the findings of the consultant (Renewal Plan 2020-2021 and Three-Year Forecast (All Wards))</p>	Associate Director of Facilities, Business & Comm. Dev.
2	June-2020 Special Board	TBC	Regular Board	That a report outlining strategies to make hiring More racially representative (both locally and centrally) which acknowledges how important it is for students to be able to see themselves reflected in different fields and positions of leadership be presented (Consideration of Motion from Student Trustee Dallin regarding Anti-Black and Anti-Indigenous Racism in Schools)	Director of Education & Associate Director of Education, Academic Services & Associate Director of Facilities, Business & Comm. Dev & CFO
3	Oct-2020 Corporate Services	TBC	Regular Board	That the Director of Education bring a report to Board outlining the details of an Attendance Boundary Review for St. Catherine Catholic Elementary School. (Consideration of Motion from Trustee Kennedy regarding Attendance Boundary Review for St Catherine's Catholic	Director of Education & Associate Director of Facilities, Business & Comm.

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4				Elementary School)	Dev & CFO
	June-2020 Special Board	TBC	Student Achievement	That future device programs such as formal bring-your-own-device (BYOD) and low income family device loan program be explored and presented to the Board of Trustees at the end of the COVID-19 pandemic. (Computers for Students in Need)	Associate Director of Facilities, Business & Comm. Dev & CFO

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

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

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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