

GOVERNANCE AND POLICY COMMITTEE REGULAR MEETING Public Session

AGENDA FEBRUARY 7, 2023

Angela Kennedy, Chair
Trustee Ward 11

Maria Rizzo
Trustee Ward 5

Garry Tanuan, Vice Chair
Trustee Ward 8

Nancy Crawford
Ex-Officio

Markus de Domenico
Trustee Ward 2

Frank D'Amico
Ex-Officio

Ida Li Preti
Trustee Ward 3



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope



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: Lorenn Piccinin, 416-222-8282 Ext. 2207

Dr. Brendan Browne
Director of Education

Nancy Crawford
Chair of the Board

TERMS OF REFERENCE FOR GOVERNANCE AND POLICY COMMITTEE

The Governance Framework Committee is responsible for:

A. Ensuring that governance structures, policies, protocols, processes and performance metrics:

- i). advance the vision of the TCDSB, rooted in Catholic values and teachings.
- ii). support the achievement of our Multi-Year Plan.
- iii). conform to best practices.
- iv). provide strategic cohesion and consistency.
- v). comply with the Education Act and other pertinent legislation.

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

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

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

E. Ensuring ongoing governance reviews of the Board.

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

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.

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AGENDA THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE

PUBLIC SESSION
Angela Kennedy, Chair
Garry Tanuan, Vice Chair

Tuesday, February 7, 2023
7:00 P.M.

Pages

- 1. Call to Order**
- 2. Opening Prayer**
- 3. Land Acknowledgement**
- 4. Roll Call and Apologies**
- 5. Approval of the Agenda**
- 6. Declarations of Interest**
- 7. Approval and Signing of the Minutes of the Meeting held January 10, 2023** **1 - 13**
- 8. Delegations**
- 9. Presentation**
- 10. Notices of Motion**

- 11. Unfinished Business**
- 12. Matters referred or deferred**
- 13. Staff Reports**
 - 13.a Bullying Prevention and Intervention Policy S.S.11 Update Due To Revisions To P.P.M. 144 and Governance and Policy Recommendations 14 - 39
 - 13.b Program Advertising for Secondary Schools And Continuing Education S.20 40 - 43
 - 13.c Policy B.R.06 Use of School Facilities in Emergency Situations 44 - 50
- 14. Listing of Communications**
- 15. Inquiries and Miscellaneous**
- 16. Updating of Pending List**
 - 16.a Monthly Pending List 51 - 60
 - 16.b Annual Policy Priority Schedule 61 - 62
- 17. Adjournment**

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

HELD TUESDAY, JANUARY 10, 2023

PRESENT:

Trustees:

A. Kennedy, Chair
G. Tanuan, Vice-Chair
N. Crawford
M. de Domenico
I. Li Preti
M. Rizzo

Staff:

A. Della Mora
A. Ceddia
L. Coulter
C. Fernandes
P. Aguiar
M. Caccamo
M. Loberto

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

External Guest:

A. Robertson, Parliamentarian

4. Roll Call and Apologies

Trustee D'Amico was absent.

5. Approval of the Agenda

MOVED by Trustee de Domenico, seconded by Trustee Tanuan, that the Agenda be approved.

The Motion was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval and Signing of the Minutes

MOVED by Trustee Tanuan, seconded by Trustee de Domenico, that the Minutes of the Meeting held December 6, 2022 be approved.

The Motion was declared

CARRIED

12. Matters Referred/Deferred

MOVED by Trustee de Domenico, seconded by Trustee Tanuan, that Item 12a) be adopted as follows:

- 12a) **Negotiation Procedures Policy HM.39 (Revised)** that the Governance and Policy Committee recommend to Board that the Negotiation Procedures Policy – H.M.39, attached as Appendix A of the report, be received, as amended.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Rizzo, that “parameters” be inserted after “approved”, Regulation 5, page 20 of 85.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Tanuan, that “a school board/Trustees’ association” be replaced with “the Employer Bargaining Agency, Regulation 9g), page 21 of 85.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Tanuan, that “local” be removed before “Board”, Regulations 11a) and 11b), page 21 of 85.

Results of the Vote taken on AMENDMENT 1, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Kennedy
Li Preti
Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT to the AMENDMENT by Trustee Tanuan, seconded by Trustee Crawford, that “currently Ontario Catholic School Trustees Association (OCSTA)” be inserted after “the employer bargaining agency”, Regulation 9g), page 2 of 85.

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

In Favour

Opposed

Trustees Crawford
de Domenico
Li Preti
Rizzo
Tanuan

Kennedy

The AMENDMENT to the AMENDMENT was declared

CARRIED

Results of the Vote taken on AMENDMENT 2, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Kennedy
Li Preti
Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

Results of the Vote taken on AMENDMENT 3 as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Kennedy
Li Preti
Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

Time expired.

MOVED by Trustee Rizzo, seconded by Trustee de Domenico, that time be extended by 15 minutes, as per Article 12.6 of the Toronto Catholic District School Board's (TCDSB) Bylaws, to complete debate on the Item.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Kennedy
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
de Domenico
Kennedy
Li Preti
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

MOVED by Trustee de Domenico, seconded by Trustee Tanuan, that Item 12b) be adopted as follows:

12b) Bullying Prevention and Intervention Policy S.S.11 Update Due to Revisions to P.P.M.144 received.

Trustee Li Preti left the horseshoe at 8:34 pm and returned at 8:37 pm.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Rizzo, that the former language struck out in Regulation 10, pages 35 and 36, as follows, be restored:

“These activities and organizations may promote gender equity, anti-racism, an understanding and respect for people with disabilities, or an understanding and respect for people of all sexual orientations and gender identities. The activity or organization must promote a positive school climate that is inclusive and

accepting of all students, and must be consistent with Catholic social teachings and the expectations of the Code of Conduct.”

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

In Favour

Opposed

Trustees Crawford
de Domenico
Kennedy
Li Preti
Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

Time expired.

MOVED by Trustee Rizzo, seconded by Trustee de Domenico, that time be extended by 15 minutes, as per Article 12.6 of the TCDSB’s Bylaws, to complete debate on the Item.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Kennedy
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee de Domenico left the horseshoe at 8:53 pm and returned at 9:01 pm.

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that the policy be referred back to Staff for consideration of the following:

1. That Exclusions be included as part of the data analyzed in the Evaluation and Metrics;
2. That language struck out, as follows, in Evaluation and Metrics number 3, page 40, be restored:

“Reporting Forms Part 1, Progressive Discipline Incident Logs, Suspensions and Expulsions”
3. That Staff include gender sensitivity in the investigative process in the Procedural Guidelines;
4. That Staff consider timelines in informing parents at the beginning of an investigation; and
5. That Staff define the term “promptly”

Results of the Vote taken on Referral, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Kennedy
Li Preti
Rizzo
Tanuan

The Referral Motion was declared

CARRIED

The Chair declared a 10-minute recess.

The meeting resumed with Trustee Kennedy in the Chair.

PRESENT: (Following Recess)

Trustees: A. Kennedy, Chair
G. Tanuan, Vice-Chair
M. de Domenico
I. Li Preti
M. Rizzo

Consent and Review

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

- 12c) Rescindment of Toronto Catholic District School Board (TCDSB) Policy R.02 Demolition (Revised) – Trustee Rizzo;
- 13a) Recommendation to Rescind Continuing Education Instructors Policy H.M. 07 – Trustee Rizzo and;
- 13b) Rescindment of Policy A.08 Curriculum Booklets – Use By Other Boards – Trustee Rizzo

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees de Domenico

Kennedy

Li Preti

Rizzo

Tanuan

The Motion was declared

CARRIED

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

16a) Monthly Pending List; and

16b) Annual Policy Priority Schedule

12. Matters Referred/Deferred

MOVED by Trustee Li Preti, seconded by Trustee de Domenico, that Item 12c) be adopted as follows:

12c) Rescindment of Toronto Catholic District School Board (TCDSB) Policy R.02 Demolition (Revised) that the Governance and Policy Committee recommend to Board that Policy R.02 Demolition be rescinded.

Trustee de Domenico left the horseshoe at 9:49 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Kennedy
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

13. Staff Reports

MOVED by Trustee Li Preti, seconded by Trustee Tanuan, that Item 13a) be adopted as follows:

- 13a) Recommendation to Rescind Continuing Education Instructors Policy H.M. 07** that the Governance and Policy Committee recommend to Board that the Continuing Education Instructor Policy (H.M.07) provided in Report Appendix A be rescinded.

Trustee de Domenico returned to the horseshoe at 9:53 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees de Domenico
Kennedy
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee de Domenico, that Item 13b) be adopted as follows:

- 13b) Rescindment of Policy A.08 Curriculum Booklets – Use By Other Boards** that the Governance and Policy Committee recommend to Board that the Governance and Policy Committee rescind Policy A.08 Curriculum Booklets – Use by other Boards (Appendix A of the report).

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees de Domenico
Kennedy
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

17. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees de Domenico

Kennedy

Li Preti

Rizzo

Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

BULLYING PREVENTION AND INTERVENTION POLICY S.S.11 UPDATE DUE TO REVISIONS TO P.P.M. 144 AND G.A.P. RECOMMENDATIONS

Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.'
~Matthew 25:40

Drafted

January 23, 2023

Meeting Date

February 7, 2023

Michael Caccamo – Superintendent of Education of NCC, Safe Schools,
Continuing Education, Monsignor Fraser College School of Alternative and Adult
Learning, Orientation Centre

RECOMMENDATION REPORT

Vision: *IN GOD'S IMAGE: Growing in
Knowledge, with Justice and Hope.*

Mission: *Nurturing the faith development and academic
excellence of our Catholic learning community through the
love of God, neighbour, and self.*



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope



Brendan Browne
Director of Education

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

Derek Boyce
Associate Director of Corporate
Services and Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

This report recommends updating the current Bullying Prevention and Intervention Policy SS.11 to align with changes made to PPM 144 Bullying Prevention and Intervention issued November 25, 2021. Recommended updates include the addition of Procedural Guidelines for Bullying Prevention and Intervention. This Policy has also been reviewed through a trauma-informed equity lens and updated to include terms that reflect prohibited grounds of discrimination in Ontario.

Further updates include recommendations made at the January 10, 2023, Governance and Policy Committee of the TCDSB.

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

B. PURPOSE

1. This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends revision to the Bullying Prevention and Intervention Policy SS.11 (Appendix A).
2. This Recommendation Report also includes additional recommendations for revisions to Policy SS.11 and its associated Procedural Guidelines (Appendix B) made at the January 10, 2023 Governance and Policy Committee of the TCDSB.

C. BACKGROUND

1. The Bullying Prevention and Intervention Policy SS.11 was first approved in January 2008 and was amended in September 2013 and in November 2015. This policy is scheduled for regular review in September 2027.
2. Changes to this policy reflect current practice and alignment with revisions made to PPM 144, Bullying Prevention and Intervention, issued November 25, 2021. Procedural Guidelines for Bullying Prevention and Intervention (Appendix B) have also been added.
3. Field Superintendents and school Principals will be advised of the changes to SS.11 and the addition of Procedural Guidelines, upon approval. Principals will share changes with school staff, students, and parents. The Safe Schools

Department will review approved changes with the Board's Safe Schools Advisory Committee.

4. This report appeared on the agenda at the December 6, 2022 meeting of the Governance and Policy Committee but was deferred to the January 10, 2023 meeting of the committee.
5. At the January 10, 2023 Governance and Policy Committee meeting, the following recommendations were made:
 - i. Regulation #10, Pages 35 & 36 of 85 – That the former language struck out, as follows, be restored: *These activities and organizations may promote gender equity, anti-racism, an understanding and respect for people with disabilities, or an understanding and respect for people of all sexual orientations and gender identities. The activity or organization must promote a positive school climate that is inclusive and accepting of all students, and must be consistent with Catholic social teachings and the expectations of the Code of Conduct.*
 - ii. That the Policy be referred back to Staff for consideration of the following:
 - a) that Exclusions be included as part of the data analysed in the Evaluation and Metrics;
 - b) Evaluation and Metrics #3, Page 40 of 85 – that the language struck out, as follows, be restored: *Reporting Forms Part I, Progressive Discipline Incident Logs, Suspensions and Expulsions;*
 - c) that staff include gender sensitivity in the investigative process in the Procedural Guidelines;
 - d) that Staff consider timelines in informing parents and at the beginning of an investigation; and
 - e) that staff define the term “promptly”.

D. EVIDENCE/RESEARCH/ANALYSIS

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

consultation with the Board's Safe Schools Advisory Committee, the Principals' associations, and the Teachers' associations.

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. STAFF RECOMMENDATION

Staff recommends that the revised Bullying Prevention and Intervention Policy SS.11 provided in Report Appendix A, and the accompanying Procedural Guidelines found in Report Appendix B, be approved.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

Date Approved: September 5, 2013	Date of Next Review: September 2018	Date of Amendments: January 23, 2008 April 4, 2013 November 19, 2015- Board
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Cross References:Education Act Part XIII, Behaviour, Discipline and **Safety****A.33 Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns****Canadian Charter of Rights and Freedoms****Child and Family Services Act, 2017****Education Act O.Reg 472/07 Behaviour Discipline and Safety Education Act O.Reg 440/20 Suspension of Elementary School****Ontario Human Rights Code****Pupils Education Act, Sections 1 (4), 169.1, 301****H.M. 24 Catholic Equity and Inclusive Education Policy****Policy/Program Memorandum 128, The Provincial Code of Conduct and School Board Codes of Conduct**

Policy/Program Memorandum (PPM) No. 119, "Developing and implementing equity and inclusive education policies in Ontario schools,"

Program/Policy Memorandum 144, 2012 Bullying Prevention and

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

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

S.S. 01 Suspension and Expulsion Policy**S.S. 01 Suspension and Expulsion Policy Operational Procedures – Section H: Principal Investigation Guidelines****S.S. 09 Code of Conduct Policy****S.S. 10 Progressive Discipline Policy Police/School Board Protocol****TCDSB Anti-Sex Trafficking Protocol TCDSB Equity Action Plan**



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

TCDSB Pastoral Plan

TCDSB Mental Health and Well-Being Strategy

Appendix A: Bullying Prevention and Intervention Policy S.S.11 Procedural Guideline

~~Appendix A: Investigation and Reporting of Student Bully Behaviours~~

Purpose:

This Policy recognizes and respects the inherent dignity and worth of all human beings, consistent with applicable laws the Ontario Human Rights Code and in accordance with Toronto Catholic District School Board (TCDSB) values, rooted in the love of Christ.

Through our Gospel values, we believe in the worth and dignity of every person, and that people thrive in a safe, healthy, and compassionate environment. This Policy affirms that all are created in the image of God, deserving of love, dignity and respect and the that all students need for students to feel safe, included and welcomed at school. A whole-school approach is required to raise awareness about human rights, non-discrimination, inclusion, respect and bullying behaviours and to provide strategies to intervene and prevent bullying for the target student(s) harmed, the witness(es) and bystander(s), as well as the perpetrator of student(s) who engage(s) in bullying behaviours. A safe and positive learning environment



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POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

~~is essential for student achievement and well-being, supporting students to reach their full potential.~~

Scope and Responsibility:

The policy extends to all students of the TCDSB. **It** assigns specific duties to principals and employees of the **Board and those reporting to the principal** to ensure compliance with **related legislation and the TCDSB's Code of Conduct** policy ~~and legislation.~~

The Director of Education, the Superintendent of Safe Schools, and ~~school~~ principals are responsible for this policy.

Alignment with **Multi Year Strategic Plan (MYSP):**

~~Living Our Catholic values Strengthening Public Confidence Fostering Student Achievement and Well-Being~~

Learning – Growing in Knowledge

Continue to develop a Christ-centered learning organization in pursuit of knowledge,

innovation, and responsiveness.

Equity – Growing in Knowledge with Justice



POLICY SECTION: SAFE SCHOOLS

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POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

Apply Catholic social justice to nurture a community focused on equity, diversity, inclusion, anti-racism, and anti-oppression.

Well-Being – Growing in Knowledge with Justice and Hope

Strengthen an environment rooted in Gospel values that nurtures hope and wellbeing and to better support a work-life balance for all staff that nurtures spiritual, emotional, physical, and social well-being.

Financial Impact:

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

Legal Impact:

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

~~The *Ontario Human Rights Code* requires that students not be discriminated against or harrassed based on certain protected grounds.~~



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

Policy:

The Toronto Catholic District School Board is committed to providing safe, healthy, inclusive, equitable and Christ-centered learning environments that support student achievement and well-being. **The Education Act requires school boards to develop goals for promoting a positive school climate that is inclusive and accepting of all students and that promotes the awareness and prevention of bullying.**

Bullying adversely affects a student's **well-being and** ability to learn, and adversely affects the school climate, including healthy relationships. Bullying behaviour of **all forms (including verbal, physical, social, electronic or cyber-bullying)** is a serious matter that is not acceptable in any school environment (including virtual). Bullying that is based on grounds protected by the Ontario *Human Rights Code* is especially serious. **Bullying behaviour** will not be accepted on school property premises, at school-related activities, on school buses, or in other circumstances where the behaviour will impact the school climate **(including, but not limited to, behaviours that occur off school premises, or outside school hours, or online)**. Bullying behaviours by students will be investigated and addressed promptly by the principal, and supports will be provided for the target(s) of the bullying behaviours, the individual(s)



POLICY SECTION: SAFE SCHOOLS

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POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

~~responsible for the bullying behaviours, and the witnesses and bystanders of the bullying behaviour.~~

Regulations:

1. Each school in the TCDSB will have a Safe and Accepting Schools Team that will develop a local bullying awareness, prevention and intervention plan consistent with integrating local needs as part of its Safe Schools Plan **and that strives to be representative of the diversity of the student population.** ~~The Plan will be posted on each school's portal page.~~
2. Employees of the board must treat all allegations of bullying behaviour seriously. They must act in a timely, sensitive and supportive manner when responding to students who disclose or report bullying incidents **or when responding to reports of bullying received from other sources (e.g., parents, guardians, etc.).**
3. **TCDSB** ~~Employees, bus drivers, third-party service providers, and other individuals identified in the TCDSB Code of Conduct~~ **third-party operators, and any individuals who are not employees of the board and come into direct contact with pupils on a regular basis** will report to the Principal, as soon as reasonably possible, if they become aware of a student who may have engaged in bullying behaviour ~~or any other activity~~



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~~for which suspension or expulsion must be considered. The Safe Schools Incident Reporting Form Part I must be completed and submitted to the principal by the end of the school day.~~

4. Bullying behaviours by students will be investigated and addressed promptly (i.e., immediately and as soon as reasonably possible) by the principal, and supports will be provided to the student(s) harmed by the bullying behaviours, the individual(s) responsible for the bullying behaviours, and the witnesses and bystanders of the bullying behaviour.

5. When dealing with a bullying allegation, the principal will communicate with parent/guardian and the employee(s) as outlined in the Procedural Guideline. Principals will contact parents/guardians regarding a bullying allegation by the end of the same day as the allegation is received, absent exceptional circumstances.

~~1. The Principal will communicate the results of the investigation to the employee who made the written report. Where the principal has taken action in response to the incident of bullying, a copy of Reporting Form Part I and accompanying documentation will be filed in the student's OSR.~~

~~2. Principals will investigate any report of bullying and will notify the~~



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

~~parent/guardian of the student who was harmed and provide information about the activity that led to the harm, and the steps taken to protect the student's safety. The principal will invite parents/ guardians to discuss the supports that will be provided for their child.~~

~~3. Principals will notify the parent/guardian of students who perpetrated the bullying behaviours and provide information about the activity that lead to the harm, the nature of the harm to the other student and the nature of any disciplinary measures taken in response to the activity. The principal will invite parents/guardians to discuss the supports that will be provided for their child.~~

~~4. If dissatisfied with the supports in place by the principal in response to the complaint, parents are encouraged to contact the area superintendent. If the matter remains unresolved, parents may request that the superintendent inform and consult with the Associate Director or Director in order to reach a resolution.~~

~~5.~~ **6. The principal will address incidents of bullying consistent**
 Consistent with progressive discipline approaches for correcting inappropriate behaviour **and in consideration of mitigating and other factors.** ~~, a principal shall consider suspension for a student who engages in bullying behaviours.~~



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 11

~~6. A student will be suspended pending possible expulsion for bullying behaviour if,~~

~~i. The pupil has previously been suspended for bullying, and the pupil's continuing presence in the school creates an unreasonable risk to the safety of another person.~~

~~ii. The bullying was motivated by hate, prejudice or bias.~~

~~7. The principal will ensure resources, programs, intervention and other supports identified in the board bullying awareness and prevention plan are provided to students who have been bullied, students who have witnessed incidents of bullying (bystander) and students who have engaged in bullying behaviour to assist them in developing healthy relationships and practising pro-social behaviours. The programs, intervention and other supports will be provided by school-based employees of the board, and may be provided, by external, third-party providers as per the TCDSB Protocol.~~

8. 7. Principals must ensure that any interventions, supports and consequences for students with special education needs, are consistent with the child's strengths and needs, and with the program goals and learning expectations documented in their



POLICY SECTION: SAFE SCHOOLS

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POLICY NO: S.S. 11

Individual Education Plan (IEP).

9. **8.** The Board will provide annual **culturally responsive** professional development programs to educate teachers and other school staff about bullying prevention strategies for promoting a positive school climate.

Schools will provide opportunities for students **and staff** to participate in **equity and inclusive education**, bullying prevention and leadership initiatives within their own school. **Bullying prevention includes learning to recognize the various forms of bullying (for example bullying based on race, or gender, or creed or other grounds) and understanding the actions that can be taken by those witnessing the behaviour.**

10. **9.** The Board **and Principals** will identify **and communicate** safe reporting procedures in bullying awareness, prevention and intervention plans that allow students, parents, guardians, and other persons to report incidents of bullying to staff of a school in a way that minimizes the possibility of reprisal and that ensures incidents of bullying are addressed in a timely, sensitive, and supportive manner.

11. **10.** Principals will support students who want to establish and lead activities and organizations that promote a safe and inclusive



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learning environment, the acceptance of and respect for others and the creation of a positive school climate. These activities and organizations may promote gender equity, anti-racism, an understanding and respect for people with disabilities, or an understanding and respect for people of all sexual orientations and gender identities. The activity or organization must promote a positive school climate that is inclusive and accepting of all students, and must be consistent with Catholic social teachings and the expectations of the Code of Conduct.

12. Anonymous surveys will be conducted at least once every two years to collect information from students, staff, parents/guardians in order to develop strategies and initiatives that promote a positive school climate and the prevention of bullying.

13. The TCDSB will proclaim the week beginning on the third Sunday in November in each year as Bullying Awareness and Prevention Week.

Definitions:

Bullying

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



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- a) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of,
 - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii. creating a negative environment at a school for another individual, and
- b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; (“**intimidation**”).

Cyber-bullying

This is a form of bullying ~~that~~ occurs through the use of technology **or by electronic means**, 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. Cyber-bullying involves, **but is not limited to** any of the following:

- a) creating a web page, blog **or social media presence** in which the creator assumes the identity of another person;



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- b) impersonating another person as the author of content or messages posted on the internet **or sent digitally;**
- c) **inappropriate digital communication including posts online or on social media platforms; and**
- d) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals;

Reporting to the Principal

Those reporting to the principal are also bound to follow this policy; these reports include TCDSB employees, bus drivers, third-party operators, and other individuals who are not employees of the board and come into direct contact with pupils on a regular basis (e.g. volunteers).

Positive School Climate

A positive school climate exists when all members of the school community respect each other and no members of the school community are discriminated against, contrary to the Human Rights Code, based on personal characteristics protected by the Code and other similar grounds referenced in this Policy. All members of school



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communities will value and respect the teaching that all people are created in the image and likeness of God and have infinite dignity and worth.

Safe and Accepting Schools Teams

Each school must have in place a Safe and Accepting Schools Team responsible for fostering a safe, inclusive and accepting school climate. The team must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal. The team should include at least one student. The Chairperson of this team must be a staff member. ~~At TCDSB, members of the safe and accepting schools teams will have opportunities to meet, provide input into discussions, review data from the student surveys, and provide advice to the principal about school safety and Ministry of Education initiatives related to school climate and safety.~~

Evaluation and Metrics:

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

1. ~~Annual~~ Safe School Climate surveys administered to representative groups of TCDSB students **at least once every two years as per**



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Ministry requirement.

2. Anonymous school climate surveys conducted with Parents/**Guardians** and Staff at least every two years.
3. Analysis of Safe Schools Data: Reporting Forms-Part I, Progressive Discipline Incident Logs, Suspensions and Expulsions, **and Exclusions.**

Bullying Prevention and Intervention Policy S.S.11

PROCEDURAL GUIDELINE

Introduction:

The *Ontario Human Rights Code* requires that students not be discriminated against or harassed based on certain protected grounds. The Code takes precedence over provincial legislation and policies and as such the *Education Act* and its regulations, the Ministry of Education Program Policy Memoranda, and Board procedures and policies must be applied and interpreted in accordance with the *Code*.

The following information provides additional detail and explanation of the regulations listed in the *Bullying Prevention and Intervention Policy S.S. 11* and is intended to be read in conjunction with the policy.

Regulation	Additional Detail
1	<p>Safe and Accepting Schools Team and Safe Schools Plan:</p> <p>At TCDSB, members of the Safe and Accepting Schools Teams will have opportunities to meet, provide input into discussions, review data from the student surveys, assist in the development of the Safe Schools Plan and provide advice to the principal about school safety and Ministry of Education initiatives related to school climate and safety. Such local plans will be consistent and aligned with the Multi Year Strategic Plan. The Safe Schools Plan will be posted on each school's portal page.</p>
2, 4	<p>Responding to Bullying Behaviour:</p> <p>Employees who work directly with students – including administrators, teachers, and other school staff, for example – must respond to any student behaviour that is likely to have a negative impact on the school climate if, in the employee's opinion, it is safe to respond to it. Such behaviour includes bullying and all inappropriate and disrespectful behaviour. These behaviours may occur at any time at school and</p>

	<p>at any school-related event, in virtual learning environments or in other circumstances where the behaviour may have an impact on school climate. If the board employee feels that it is not safe to respond, they will be expected to inform the principal orally as soon as possible. For behaviours that must be considered for suspension or expulsion under the <i>Education Act</i>, a Reporting Form-Part I must be completed.</p> <p>The principal will ensure resources, programs, intervention, and other supports identified in the board bullying awareness and prevention plan are provided to students who have been bullied, students who have witnessed incidents of bullying (bystander) and students who have engaged in bullying behaviour to assist them in developing healthy relationships and practising pro-social behaviours. The programs, intervention and other supports will be provided by school-based employees of the board, and may be provided, at the discretion of the Board and with parental consent, by external, third-party providers as per the TCDSB Third-Party Protocol. The principal may consult with their area Superintendent and other departments as appropriate.</p> <p><u>Principals understand that addressing allegations of bullying is a priority and will begin the investigation immediately, absent exceptional circumstances. The TCDSB recognizes the significance of ensuring that investigations are conducted in a manner that is fair, timely, and non-biased, and that investigations benefit from sensitivity to the particular dynamics involved in any matter being investigated. To that end, TCDSB will ensure that its investigations will, as appropriate, incorporate gender sensitivity, cultural and racial sensitivity and sensitivity to different abilities.</u></p>
3	<p>Reporting Bullying Behaviour:</p> <p>The Safe Schools Incident Reporting Form- Part I must be completed and submitted to the principal by the end of the school day on which they became aware of the bullying incident having regard for the safety of others and/or the urgency of the situation. In urgent situations where immediate intervention is required, a verbal report may be made to the principal prior to submission of a written report.</p>

5

Communication with Stakeholders:

To help ensure parents have access to the Board bullying prevention and intervention policy and plan, the TCDSB will provide a culturally relevant and accessible communication and outreach strategy taking into account linguistic, ethnocultural and accessibility considerations.

Communication with employee who reported:

Following the investigation conducted by the Principal, the Principal will communicate the results of the investigation to the employee who made the written report. Where the principal has taken action in response to the incident of bullying, a copy of Reporting Form-Part I and accompanying documentation will be filed in the student's OSR. The principal will provide the employee who reported the incident with written acknowledgment using the Safe Schools Incident Reporting Form- Part II.

Parents inquiries and reporting:

Parents/Guardians are to contact the classroom teacher and/or school principal if they have questions or concerns about bullying prevention, intervention, and reporting. Additional information about addressing concerns related to bullying, is in Policy A.33 Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns.

Principal notification to parent(s)/guardian(s):

Principals will contact parents/guardians regarding a bullying allegation by the end of the same day as the allegation is received, absent exceptional circumstances.

Principals will investigate any report of bullying and will notify the parent/guardian of the student who was harmed and provide information about the activity that led to the harm, the nature of the harm to the student, and the steps taken to protect the student's safety including the nature of any disciplinary measures taken. Any notification to parent(s)/guardian(s) about other students will be guided by the Board's obligation under relevant privacy legislation including the Municipal Freedom of Information Protection of Privacy Act (MFIPPA). The principal will invite parents/guardians to discuss the supports that will be provided for their child.

	<p>Principals will notify the parent(s)/guardian(s) of students who engaged in the bullying behaviours and provide information about the activity that lead to the harm, the nature of the harm to the other student and the nature of any disciplinary measures taken in response to the activity. The principal will invite parents/guardians to discuss the supports that will be provided for their child.</p> <p><u>When student is at risk of harm from a parent(s)/guardian(s):</u> A principal will not notify a parent/guardian of a student if, in the principal's opinion, such notification is not in the student's best interest, that is, if notification would put the student at risk of harm from a parent/guardian. Where a principal has decided not to notify a parent/guardian that their child/ward was involved in a serious student incident the principal must, document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision. In addition, principals should refer the student to Board resources or to a community-based service provider that can provide the appropriate type of confidential support when the student's parent/guardian is not called (e.g., counselling services). In circumstances where Board employees have reason to believe that a student may be in need of protection, the Catholic Children's Aid Society must be contacted per the <i>Child, Youth and Family Services Act, 2017</i>.</p> <p><u>Parent communication with Area Superintendent:</u> If dissatisfied with the supports that the principal implemented in response to the complaint, parents are encouraged to contact the area superintendent. If the matter remains unresolved, parents may access Policy A.33, Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns, for additional information.</p>
6	<p><u>Progressive Discipline:</u></p> <p><u>Junior Kindergarten to Grade 3 - Discretionary Suspensions (S. 306, Education Act):</u> Principals cannot issue discretionary suspensions under Section 306, Education Act for students in junior kindergarten to grade 3. Students in JK – 3 and students in 4 – 12 are subject to differentiated consideration as mandated in the Education Act and outlined in the Procedural Guideline. Incidents of bullying involving students from junior kindergarten to grade 3 should</p>

be addressed with the appropriate positive behaviour supports in the school setting.

Junior Kindergarten to Grade 3 - Suspension Pending Possible Expulsion (S. 310, *Education Act*):

Principals must suspend, pending possible expulsion, students in junior kindergarten to grade 3 for incidents of bullying if:

- their continuing presence in the school creates an unacceptable risk to the safety of another person;
- the bullying is motivated by bias, prejudice, or hate based on race, ancestry, place of origin, colour, ethnic origin, citizenship, language, religion, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or mental or physical disability or similar factors that may create disadvantage (for example, socio- economic status, appearance).

The principal may only suspend a student in junior kindergarten to grade 3 under section 310 of the *Education Act* for bullying if they have conducted an investigation that considers all relevant information, policy and legislation respecting the allegations.

Grades 4 to 12:

Principals must suspend a student between grades 4 to 12 for bullying and, after an investigation that considers all relevant information, policy and legislation respecting the allegations and they must consider referring that student for expulsion if:

- the student has previously been suspended for bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person;
- the bullying is motivated by bias, prejudice, or hate based on race, ancestry, place of origin, colour, ethnic origin, citizenship, language, religion, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or mental or physical disability or similar factors that may create disadvantage (for example, socio- economic status, appearance).

7	<p>Students with Special Needs:</p> <p>Principals must ensure that any interventions, supports and consequences for students with special education needs, are consistent with the child's strengths and needs, and with the program goals and learning expectations documented in their Individual Education Plan (IEP).</p> <p>Ongoing intervention and support may be necessary to promote and sustain positive student behaviour. In reporting incidents of bullying and arranging for appropriate intervention, mitigating and other factors, such as any known student special needs, will be taken into account.</p>
8	<p>Professional Development:</p> <p>The Board will put in place curriculum-linked culturally responsive and relevant pedagogy training strategies on bullying prevention and intervention to provide administrators, teachers, and other school staff the resources and support they need to disrupt and dismantle systemic barriers and to address all forms of bullying, including bullying that is a result of discriminatory behaviour.</p>
10	<p>Student Led Activities:</p> <p>These activities and organizations may promote equitable and non-discriminatory school and learning environments based on grounds protected by the Human Rights Code (including dismantling anti-Black racism, Indigenous education, gender equity, anti- racism, an understanding and respect for people with disabilities, or an understanding and respect for all people regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or mental or physical disability and other similar factors that may create disadvantage (for example, language, socio- economic status, appearance). The activity or organization must promote a positive school climate that is inclusive and accepting of all students and must be consistent with Catholic social teachings and the expectations of the Code of Conduct (S S.09).</p>



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEPROGRAM ADVERTISING FOR SECONDARY
SCHOOLS AND CONTINUING EDUCATION S.20

"Do not neglect to do good and to share what you have, for such sacrifices are pleasing to God"....HEBREW 13:16

Drafted

January 23, 2023

Meeting Date

February 7, 2023

B. Leporati, Sr. Coordinator, Planning Services

M. Loberto, Superintendent, Planning and Development

C. Fernandes, Executive Superintendent, Student Achievement, Innovation and Well-Being

RECOMMENDATION REPORT

Vision: *IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope.*

Mission: *Nurturing the faith development and academic excellence of our Catholic learning community through the love of God, neighbour, and self.*



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope



Brendan Browne
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 & Treasurer

A. EXECUTIVE SUMMARY

This report recommends rescinding the *Program Advertising for Secondary Schools And Continuing Education S.20* policy (Appendix 'A'), as it is outdated, and all elements of the policy have been replaced by current TCDSB policies and practices.

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

B. BACKGROUND

This policy was first approved in January 1990 and has not been updated since that time. The policy is outdated and all elements of the policy have been replaced by other TCDSB policies and practices.

C. EVIDENCE/RESEARCH/ANALYSIS

1. The purpose of the program display signs described in *Program Advertising for Secondary Schools And Continuing Education S.20* was to advertise and publicize approved school and continuing education programs, related functions and events.
2. Communities and families of the TCDSB now have several ways to access and be informed. The following policies provide the means to eliminate the need for the type of school signage noted within the *Program Advertising for Secondary Schools And Continuing Education S.20*.
 - a. ***Policy A.37 - Communications.*** This policy ensures that communication across the Toronto Catholic District School Board (TCDSB or the Board) is well co-ordinated, effectively managed and responsive to the diverse information needs of stakeholders and supports the Board's mission, vision and values as outlined in the Multi-Year Strategic Plan (MYSP), promotes Catholic education and maintains high quality communications standards.
 - ***Policy A.03 - Advertising Policy*** states that advertising must be consistent with Catholic Values as reflected in the Board's MYSP and for the purposes of informing and educating the public, as well as creating awareness of education programs, services, events and community activities of specific interest or benefit to students, parents/guardians, staff, trustees, Catholic School Supporters and stakeholders.

3. ***The Program Advertising for Secondary Schools And Continuing Education S.20 policy*** predates the policies listed above and availability of individual school web pages for communication of relevant community information. All Continuing Education locations are equipped with signage which are replaced if damaged. The above mentioned policies address the requirement to communicate school related programming and activities, and such, staff recommend rescinding Policy S.20.

D. IMPLEMENTATION

As approved, ***Policy - Program Advertising for Secondary Schools And Continuing Education S.20*** will be removed from the TCDSB policy register.

E. STAFF RECOMMENDATION

That the *Program Advertising for Secondary Schools And Continuing Education S.20* policy, found in “Report Appendix A”, be rescinded.



TCDSB Policy Register

Program Advertising for Secondary Schools And Continuing Education S.20

Policy

To enhance communication, promote community awareness and encourage neighbourhood participation, the Toronto Catholic District School Board will install appropriate permanent display signs on secondary school properties and continuing education locations.

Regulations:

1. The purpose of the program display signs will be to advertise and publicize approved schools and continuing education programs, related functions and events.
2. The erection of program display signs at secondary schools will be phased in over a period of five years subject to available funds. The installation of program display signs to advertise continuing education programs, if not offered at a secondary school, will be included in this phasing in period.
3. The secondary school and continuing education Superintendents will submit an annual priority listing of locations to be equipped with program advertising signs to the Deputy Director of Education.
4. The Deputy Director of Education will submit an annual request for appropriate funds to be included in the budget, to provide for the acquisition and erection of permanent display signs, until the phase-in has been completed.
5. Depending on the location of the school building and the main thoroughfares, signs may be one of the following:
 - I. illuminated plastic, steel frame
 - II. illuminated frame, wall mounted
6. The decision as to the type, location and design of the sign will be the joint responsibility of the school Principal, the secondary school Superintendent, and the Superintendent of Continuing Education if applicable, in conjunction with the Superintendent of Planning and Facilities.

BM p 43, 25 Jan 90.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

POLICY B.R. 06 USE OF SCHOOL FACILITIES IN EMERGENCY SITUATIONS

'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.' Matthew 25:40

Created, Draft	First Tabling	Review
November 28, 2022	February 7, 2023	

M. Loberto, Superintendent, Planning and Development Services

M. Farrell Superintendent, Environmental Support Services

RECOMMENDATION REPORT

Vision:

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope

Mission: *Nurturing the faith development and academic excellence of our Catholic learning community through the love of God, neighbour, and self.*



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope



Brendan Browne, PhD
Director of Education

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

D. Boyce
Associate Director of
Corporate Services, Chief
Commercial Officer

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

This report recommends that Policy B.R.06 USE OF SCHOOL FACILITIES IN EMERGENCY SITUATIONS be rescinded.

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

B. PURPOSE

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

C. BACKGROUND

1. The Policy was first approved in June, 1990 and was reviewed in October, 2017.
2. This Policy is subject to existing practices and aligns with related Emergency Plans:
 - Provincial Emergency Response Plan 2019
 - Provincial Nuclear Emergency Response Plan, Master Plan 2017
 - The City of Toronto Emergency Plan, 2021
 - TCDSB School Emergency Response Plan, Third Edition

D. EVIDENCE/RESEARCH/ANALYSIS

1. This policy was first developed in 1990 and last reviewed in October 2017. The policy delegates to the Director the authority to permit the temporary use of TCDSB facilities by non TCDSB groups, organizations, government agencies, public health authorities or first responders in times of emergency.
2. Generally, requests for temporary facility use would be directed toward the Planning Department to confirm site suitability and availability. Given that the process is more operational in nature and that the Board is aligned with the Province of Ontario/ City of Toronto Emergency Response plans, this policy is no longer necessary. The essential points should be incorporated in the Board's own Emergency Response Plan.

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

E. METRICS AND ACCOUNTABILITY

Recommendations in this report will be monitored by Policy Development staff.

F. IMPLEMENTATION

1. The policy will be rescinded as recommended and removed from the Policy Register.
2. That the TCDSB Emergency Response Plan will be updated in 2023. In the interim, the process outlined in the policy has been included as an appendix in the current edition of the Emergency Response Plan.

G. STAFF RECOMMENDATION

Staff recommends policy B.R.06 USE OF SCHOOL FACILITIES IN EMERGENCY SITUATIONS provided in Report Appendix A, be rescinded.



POLICY SECTION: BUILDINGS/PLANT/GROUNDS
SUB-SECTION: RENTALS/PERMITS
POLICY NAME: USE OF SCHOOL FACILITIES IN EMERGENCY SITUATIONS
POLICY NO: B.R. 06

Date Approved: June 21, 1990	Date of Next Review: October 2022	Dates of Amendments: October 19, 2017
Cross References: Province of Ontario Emergency Response Plan, 2008 Provincial Nuclear Emergency Response Plan, 2009 The City of Toronto Emergency Plan, December 19, 2013 TCDSB School Emergency Response Plan, Third Edition		
Appendix		

Purpose:

This policy sets out parameters to follow when the nature of an emergency requires the temporary use of Toronto Catholic District School Board (TCDSB) facilities by non-TCDSB groups.

Scope and Responsibility:

This policy applies to all TCDSB facilities and non-TCDSB groups, organizations, government agencies, public health authorities and first responders (Police, Fire, EMS) who may need shelter and assistance or set up a command post in times of emergency. The Director is responsible for this policy.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being



POLICY SECTION: BUILDINGS/PLANT/GROUNDS
SUB-SECTION: RENTALS/PERMITS
POLICY NAME: USE OF SCHOOL FACILITIES IN EMERGENCY SITUATIONS
POLICY NO: B.R. 06

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy:

The Toronto Catholic District School Board is conscious of its moral and corporate responsibility to provide shelter and care to groups in local and provincial emergency situations on a temporary basis. The nature of such circumstances requires an immediate response and thus the Board delegates authority to the Director of Education to permit the temporary use of Toronto Catholic District School Board facilities by Non-TCDSB groups, organizations, government agencies, public health authorities or first responders (Police, Fire, EMS) in times of emergency, without prior Board approval.

Regulations:

1. The request for temporary use of facilities will be made by an Officer or Senior Official of the group, organization, or government agency experiencing the emergency indicating the nature of the emergency, anticipated duration of need, and specific facility needs.
2. The response to any request for temporary emergency use of facilities by Non-TCDSB groups, organizations, or government agencies will be coordinated by the appropriate Area Superintendent and School Principal who will:
 - a. communicate directly with the requesting body to clarify need;
 - b. communicate directly with TCDSB Facilities Operations and Planning Services, to determine availability and to orchestrate any necessary movement of furniture or equipment; and



POLICY SECTION: BUILDINGS/PLANT/GROUNDS
SUB-SECTION: RENTALS/PERMITS
POLICY NAME: USE OF SCHOOL FACILITIES IN
EMERGENCY SITUATIONS
POLICY NO: B.R. 06

- c. make any other non-permanent physical arrangements necessary to accommodate the request.
3. All such arrangements will be made at no cost to the Board with the exception of labour/supervision costs necessary to address the emergency nature of the request.
4. The Toronto Catholic District School Board will set aside annually a contingency budget fund to cover these potential costs.



POLICY SECTION: BUILDINGS/PLANT/GROUNDS
SUB-SECTION: RENTALS/PERMITS
POLICY NAME: USE OF SCHOOL FACILITIES IN EMERGENCY SITUATIONS
POLICY NO: B.R. 06

Evaluation and Metrics:

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

The Director of Education will report to the Board, at the earliest opportunity following the use of a facility in an emergency, the following information:

- a. the group utilizing the facility;
- b. the nature of the emergency;
- c. location of facility used; and
- d. the duration of use.

GOVERNANCE AND POLICY COMMITTEE

PENDING LIST TO FEBRUARY 7, 2023

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Mar-2017 Governance and Policy	TBC	Governance and Policy	Report regarding consultations with CLSIT and conversations with the Archdiocese in regards to the content of the policy (Update to Chaplaincy Program Policy)	Superintendent Fernandes
2	June-2017 GAP	TBC	Governance and Policy	Staff to bring back after the Ministry of Education's Transportation report is considered (Update to Transportation Policies S.T.01, 03, 04 and 05)	Superintendent Fernandes
3	Mar-2018 Regular Board	TBC	Governance and Policy	That the matter be referred to the Governance and Policy Committee (Photographing and Filming of Individuals at Board and Committee Meetings)	Superintendent Fernandes
4	May-2018 Governance and Policy	TBC	Governance and Policy	Staff was requested to add the policy to the Governance and Policy Committee work plan for the development of an Omnibus policy (Update to School Events Communications and Invitee Protocols Policy (S.02).)	Superintendent Fernandes
5	Jun-2018 Corporate Services	TBC	Governance and Policy	That the Pupil Accommodation Review Policy and Operating Procedures be referred to the Governance and Policy Committee to be updated to reflect changes to the Pupil Accommodation Review Guidelines with extensive community and Section E Implementation, Strategic	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
6				Communications and Stakeholder Engagement Plan (Ministry Memo 2018: B10 – Final Pupil Accommodation Review Guidelines and Updated on Integrated Planning and Supports for Urban Education)	
	Jan-2019 Governance and Policy	TBC	Governance and Policy	<p>That all existing and new policies be reviewed to reflect the Ontario Human Rights Commission (OHRC) Accessible Education for Students with Disabilities Policy Document and that once completed, that they be brought back to GAP Committee; and</p> <p>That staff develop a policy reflective of the OHRC Accessible Education for Students with Disabilities Policy Document (SEAC Minutes, 2018-09-19, Item 9g) Ontario Human Rights Commission (OHRC) Policy Document Article on Special Education Inclusion)</p>	Superintendent Fernandes
7	Mar-2019 Special Board	TBC <i>Subject to NEW Ministry policy/regulation dealing with student exclusions</i>	Governance and Policy	<p>That the TCDSB establish a comprehensive policy regarding the refusal to admit special education students and those with special needs and disabilities to school; and</p> <p>That a refusal to admit policy should depend on the TCDSB ensuring that students excluded from attending school are provided an equivalent educational program; and</p> <p>That students should not be excused unless it can be demonstrated that the student presents an</p>	Superintendent Fernandes

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

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				implementation of a refusal to report policy (Accountability Framework for Special Education 2018-19)	
8	July 2020 Special Board	TBC	Governance and Policy	That the Strategic Reserves Policy be directed to the Governance and Policy Committee to consider a revision to this policy to allow for increased funding of the playground Reserve (2020-21 Budget Estimates Overall and Instructional)	Superintendent Fernandes
9	August 2020 Regular Board	TBC	Governance and Policy	That the draft documents in Appendix A and Appendix B of the report be referred to the Governance Committee and Policy Committee and the By-Law Committee for their consideration (Revision of Toronto Catholic District School Board (TCDSB) By-Law #175 to Include the Authority of the Integrity Commissioner in the Governance Model)	Superintendent Fernandes
10	February 2021 Corporate Services	TBC	Governance and Policy	That the policy on playground reserves be referred to the Governance and Policy Committee in order to change the criteria based on surplus budgets (Playground Reserve Update)	Superintendent Fernandes
11	June 2021 Corporate Services	TBC	Governance and Policy	WHEREAS: Notices of motions/motions and amendments are used to bring proposals for consideration by Trustees; WHEREAS: Notices of motions/motions and amendments are submitted in writing; WHEREAS: Preamble clauses are whereas	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				<p>explanatory notes that precede the be it resolved clauses;</p> <p>WHEREAS: Using a preamble or whereas explanatory notes gives the mover to list the reasons for the resolution;</p> <p>WHEREAS: Preamble clauses (whereas) should support the resolved statement(s);</p> <p>WHEREAS: Comments made in the preamble should be factual and verifiable;</p> <p>WHEREAS: Preambles must be as specific as possible about the issue and demonstrate the relevance of the resolution;</p> <p>WHEREAS: Commentary in the whereas paragraphs exemplify why action should be taken;</p> <p>WHEREAS: The TCDSB recently adopted a revised Trustee Code of Conduct that states in part:</p> <p>Trustees have a duty to treat members of the public, one another and staff appropriately and without abuse, bullying or intimidation;</p> <p>WHEREAS: Trustees should be committed to performing their functions with integrity,</p>	

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				<p>impartiality and transparency;</p> <p>WHEREAS: Trustees shall be respectful of the role of staff to advise based on political neutrality and objectivity and without undue influence from any individual Trustee or faction of the Board;</p> <p>WHEREAS: Trustees as leaders of the community, are held to a higher standard of behaviour and conduct;</p> <p>WHEREAS: Trustees shall not maliciously or falsely impugn or injure the professional or ethical reputation or the prospects or practice of staff, and all Trustees shall show respect for the professional capacities of the staff of the Board;</p> <p>WHEREAS: Trustees share a common basis and understanding for acceptable conduct of Trustees, in concert with and beyond the minimum standards of behaviour set out in the existing legislative framework;</p> <p>WHEREAS: Negative preambles should be avoided;</p> <p>WHEREAS: Members are not endorsing whereas comments when voting for a resolution; and</p>	

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				<p>WHEREAS: Negative motions or resolutions should not be considered.</p> <p>THEREFORE BE IT RESOLVED THAT: Trustees in presenting notices of motions, motions and amendments adopt the following principles effective immediately:</p> <ul style="list-style-type: none"> a) preambles will be factual and verifiable; b) preambles will be as issue specific as possible; c) negative preambles to notices of motions, amendments and resolutions will be avoided; d) resolutions and preambles to notices of motions/motions or amendments will not maliciously or falsely impugn the professional or ethical reputation of staff or trustees; and e) resolutions and preambles to notices of motions/motions or amendments will respect the professional Board staff and trustees <p>FURTHER BE IT RESOLVED THAT: The aforementioned be referred to the Governance and Policy Committee and to staff for necessary amendments to the present policies.</p> <p>(Consideration of Motion from Trustee Rizzo regarding Notice of Motions)</p>	

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
12	June 2021 Regular Board	TBC	Governance and Policy	That the revised Terms of Reference for the 2SLGBTQ+ Advisory Committee (Appendix A of the report) be approved. Staff was directed to refer the matter of having consistency with respect of determining Terms of Reference before approval of Committee membership and meetings to the Governance and Policy Committee (Approval of 2SLGBTQ+ Advisory Committee Terms of Reference)	Superintendent Fernandes
13.	October 2021 Corporate Services	May 2023	Governance and Policy	That the Board request that Policy SM04 Fund Raising in schools be referred to the Governance and Policy Committee for an urgent review to assist Catholic School Parent Councils in determining proper procedures for fund raising in a pandemic (Return to School Update)	Superintendent Fernandes
14.	December 2021 Governance and Policy	March 2023	Governance and Policy	That the Update to Operational Procedures on Selection Process for Community and Parent/Guardian Membership on Advisory/Ad Hoc Committees be referred back to staff to incorporate all the amendments and to provide a comprehensive policy on recruitment processes for all types of Board Committees involving community members including Advisory, Ad hoc and Statutory Committees (Update to Operational Procedures on Selection Process for Community and Parent/Guardian Membership on Advisory / Ad Hoc Committees)	Superintendent Aguar

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
15.	April 19, 2022 Governance and Policy	TBC	Governance and Policy	<p>Received and referred to staff to come back with a Policy:</p> <p>1. Be It Resolved That: This report be referred to the Governance and Policy Committee to be used in the formation of a draft policy on days and months of recognition, dedication and/or commemoration in the TCDSB; and</p> <p>2. Be It Resolved That: Staff provide a summary of the dates and months of dedication to the Governance and Policy Committee (Days of Recognition).</p>	Shazia Vlahos
16.	October 2022 Governance and Policy	May 2023	Governance and Policy	<p>That this Item be referred to the Sweatshop Free Committee for any input by February 2023. (Sweatshop Free Purchasing Policy F.P. 04 (Rescind)).</p>	Superintendent Aguiar
17.	December 2022 Governance and Policy	TBC	Governance and Policy	<p>That the Policy F.M.03 Direction of Property Taxes for Separate Education School Support be referred back to Staff to review, in conjunction with Policy S.A 01 Admission and Placement of Elementary Pupils Regulation 2 (vi), to ensure that parents and guardians of registered applicants in Catholic Elementary schools are registered as Catholic school supporters; and</p> <p>That Staff consider whether the applicants can be required to produce their Notice of Assessment verifying their address (Direction of Property</p>	Superintendent Aguiar

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
18.	December 2022 Governance and Policy	TBC	Governance and Policy	<p>Taxes for Separate Education School Support Policy (F.M.03))</p> <p>That this policy be referred back to Staff for consultation with the following groups: Catholic School Parent Councils (CSPCs), Catholic Parent Involvement Committee (CPIC), Ontario Association of Parents in Catholic Education (OAPCE), Special Education Advisory Committee (SEAC) and Board Advisory Committees; and</p> <p>That the community groups be engaged at all levels, Inform, Consult, Involve, Collaborate and Empower, as appropriate (Community Engagement Policy (T.07))</p>	Superintendent Aguiar

Governance and Policy Committee
Draft 2023 Policy Priority Schedule (all dates to be finalized and approved)
Policy titles are linked to policy documents

GAP Date	Policy or Procedure	Policy #	Key Contact (s)
January 10	Negotiation Procedures	H.M.39	L. Coulter
	Continuing Education Instructors for Non-credit Programs (Rescindment)	H.M. 07	P. Aguiar
	Curriculum Booklets - Used by Other Boards (Rescindment)	A. 08	C. Fernandes
	Bullying Prevention and Intervention	S.S.11	M. Caccamo
	Demolition	R. 02	M. Loberto
February 7	Program Advertising for Secondary Schools	S. 20	Fernandes/ Loberto
	Use of School Facilities in Emergency Situations	B.R.06	M. Farrell
March 7	Subsidy of Individual Courses	H.M.20	L. Coulter
	TTC Identification Cards	S.T. 04	M. Loberto
	Eastern Rite Employee's Holy Days	HM 01	L.Coulter
	Development Proposals, Amendments of Official Plans and Bylaws	A.18	M. Loberto
April 11	Direction of Property Taxes For Separate Education School Support	F.M.03	M. Loberto
aster Tuesday	Suspected Child Abuse Reporting	S. 17	M. Meehan
	Probationary and Permanent Appointments	H.M.15	L. Coulter
	Fair Practice in Hiring and Promotion	H.M.40	L. Coulter
	Board Recognized Charitable Foundations	A.09	R.Putnam
	Cafeterias - Secondary Schools	S.M. 13	R. Putnam
	Direction of Property Taxes for Separate Education School Support	F.M.03	M. Loberto
May 9	Hand-Held (Mobile) Wireless Communication Device	A. 31	S. Camacho
	Work Creation Program	H.M.18	L. Coulter
	Fund Raising Policy	S.M.04	R. Putnam
	Donation and Sponsorship	F.F.02	R. Putnam
	Sweatshop-Free Purchasing	F.P.04	R. Putnam
	Alternative Arrangements for School Facilities	R.09	M. Loberro
June 6	Report - Disconnecting from Work Policy (1 year Rev)	H.M.06	L.Coulter
	Art Collection	A. 22	B. Shannon

	<u>Report - Rental of Surplus School Space Policy (Annual Policy Metric)</u>		M.Loberto
	<u>Employment of Former Priests and Religious</u>	H.T.02	L. Coulter
	<u>Alcohol, Cannabis and Other Drugs</u>	S.S.03	M. Caccamo /L.DiMarco
	<u>Community Engagement</u>	T.07	S. Vlahos/ B. Doan
	<u>Report - Parameters for Advisory Committees</u>		A. Cedia? / Wujek
September 5	<u>Harassment and Discrimination in the Workplace</u>	H.M.14	L.Coulter
	<u>Occupational Health and Safety</u>	H.M.17	L. Coulter
	<u>Workplace Violence</u>	H.M.37	L.Coulter
	<u>School Names</u>	S.07	S. Campbell
October 3	<u>Employee Expenses</u>	F.M.01	R. Putnam
	<u>Conflict Resolution</u>	H.M.19	L. Coulter
	<u>Complaint Against a Staff Member</u>	H.M.30	L. Coulter
	<u>Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns</u>	A.33	L. Coulter/R.Peterson
	<u>Copyright</u>	A.11	C. Fernandes
November 7	<u>Catholicity and School Support</u>	H.M.08	L.Coulter
December 5	<u>Governance</u>	T.20	A. Cedia