

GOVERNANCE AND POLICY COMMITTEE REGULAR MEETING Public Session

AGENDA JUNE 6, 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: Sasha Stephenson, 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, June 6, 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 May 9, 2023 1 - 8
8. Delegations
9. Presentation
10. Notices of Motion

- 11. Unfinished Business**
- 12. Matters referred or deferred**
- 13. Staff Reports**
 - 13.a Community Engagement Policy Feedback (Information) 9 - 12
 - 13.b Policy S.A.01 Admissions and Placement of Elementary Pupils
Addition of Christian Orthodox Language (Information) 13 - 28
 - 13.c Rescindment Employment of Former Priests and Religious Policy
H.T.02 29 - 32
 - 13.d Update to Alcohol, Cannabis and Other Drugs Policy S.S.03 33 - 46
 - 13.e Amendments to Policy F.M.03 Direction of Separate Education
School Support 47 - 71
- 14. Listing of Communications**
- 15. Inquiries and Miscellaneous**
- 16. Updating of Pending List**
 - 16.a Monthly Pending List 72 - 82
 - 16.b Annual Policy Priority Schedule 83 - 84
- 17. Adjournment**

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

HELD TUESDAY, MAY 9, 2023

PRESENT:

Trustees:

A. Kennedy, Chair
G. Tanuan, Vice-Chair – Virtual
F. D’Amico - Virtual
I. Li Preti

Staff:

A. Ceddia
L. Coulter
C. Fernandes
O. Malik
M. Loberto

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

External Guest:

A. Robertson, Parliamentarian

4. Roll Call and Apologies

Apologies for absence were extended on behalf of Trustees de Domenico and Rizzo. Trustee Crawford was absent.

5. Approval of the Agenda

MOVED by Trustee Tanuan, seconded by Trustee Li Preti, 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 D'Amico, that the Minutes of the Meeting held April 11, 2023 be approved.

The Motion was declared

CARRIED

13. Staff Reports

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

13a) Work Creation Program Policy H.M.18 received.

MOVED in AMENDMENT by Trustee Li Preti, seconded by Trustee Tanuan, that the Governance and Policy Committee recommend to Board that the Work Creation Program Policy H.M.18 provided in the report as Appendix A be rescinded.

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

In Favour

Opposed

Trustees D'Amico
Kennedy
Li Preti
Tanuan

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees D'Amico
Kennedy
Li Preti

Quorum was lost.

The Chair declared a five-minute recess.

The meeting resumed with Trustee Kennedy in the Chair.

Trustee Tanuan rejoined the meeting.

13. Staff Reports

13a) Work Creation Program Policy H.M.18 ...continued...

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

In Favour

Opposed

Trustees D'Amico
Kennedy
Li Preti
Tanuan

The Motion, as amended, was declared

CARRIED

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

13b) Hand-Held (Mobile) Wireless Communication Device Policy A.31
received.

MOVED in AMENDMENT by Trustee Li Preti, seconded by Trustee D'Amico, that the Governance and Policy Committee recommend to Board that the revised Policy on Hand-Held (Mobile) Wireless Communication Device Policy A.31 provided in Report Appendix A be adopted.

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

In Favour

Opposed

Trustees D'Amico
Kennedy

Li Preti
Tanuan

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees D'Amico
Kennedy
Li Preti
Tanuan

The Motion, as amended, was declared

CARRIED

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

- 13c) Rescindment of Policy R.09 - Alternative Arrangements for School Facilities** that the Governance and Policy Committee recommend to Board that Policy R.09 -Alternative Arrangements for School Facilities be rescinded.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
Kennedy

Li Preti
'Tanuan

The Motion was declared

CARRIED

16. Updating of Pending List

MOVED by Trustee Li Preti, seconded by Trustee D'Amico, that Item 16a) be adopted as follows:

16a) Monthly Pending List received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
Kennedy
Li Preti
'Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Li Preti, seconded by Trustee D'Amico, that Item 16b) be adopted as follows:

16b) Annual Policy Priority Schedule received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
Kennedy
Li Preti
Tanuan

The Motion was declared

CARRIED

17. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
Kennedy
Li Preti
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

COMMUNITY ENGAGEMENT POLICY FEEDBACK

My dear brothers and sisters, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry – James 1:19

Drafted

May 23, 2023

Meeting Date

June 6, 2023

Shazia Vlahos – Chief of Communications & Government Relations

Brandy Doan – Chief of Educational Research

Shara Singh – Supervisor, Corporate Communications

INFORMATION REPORT

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

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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

The [Community Engagement Policy T.07](#) and [Community Engagement Handbook](#) were first developed in December 2012. The Board relies on these documents to conduct meaningful community engagement initiatives. As per the policy review cycle, this policy was up for review and the proposed revisions were presented for feedback to the Catholic Parent Involvement Committee, (CPIC) Ontario Association of Parents in Catholic Education (OAPCE), and Special Education Advisory Committee (SEAC). A survey was shared with these groups as well as Advisory Committees, Catholic School Parent Councils, and school administrators. This report summarizes the feedback received.

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

B. PURPOSE

1. This report provides an overview of the engagement undertaken and summarizes the input received on the proposed revisions to the Community Engagement Policy.

C. BACKGROUND

1. As part of the regular policy review schedule, proposed revisions to the [Community Engagement Policy T.07](#) and its related [Community Engagement Handbook](#) were presented to the Governance and Policy Committee (GAP) on December 6, 2022. At this meeting, the Board motioned that: “this policy be referred back to Staff for consultation with the following groups: CSPCs, CPIC, OAPCE, Special Education Advisory Committee and Board Advisory Committees; and that the community groups be engaged at all levels, Inform, Consult, Involve, Collaborate and Empower, as appropriate.”
2. On January 16, 2023, staff attended the CPIC meeting to present the proposed revisions to the policy and handbook, answered questions and received feedback. Members indicated concerns with proposed changes, definitions for levels of engagement and wording. One member asked that the survey be open for months. There was also a keen interest to make the policy more accessible for parents/guardians.
3. On January 30, 2023, staff attended the OAPCE meeting to present the proposed revisions to the policy and handbook, answered questions and received feedback. Members indicated concerns that the proposed revisions

were reducing parent/guardian voice, definitions for levels of engagement and the language was too vague.

4. On February 8, 2023, staff attended the SEAC meeting to present the proposed revisions to the policy and handbook, answered questions and received feedback. SEAC indicated the importance of including language clearly defining the opportunities for parents/guardians and key stakeholders to provide input at the community level and to engage historically marginalized families. One member raised concern about choice of wording/revisions to the policy.
5. Following these engagements, a survey was shared with CSPC Chairs, CPIC, OAPCE, SEAC, Board Advisory Committees and school administrators on February 13, 2023.
6. A survey was disseminated for input from February 13-April 28, 2023.
7. On April 11, 2023, GAP meeting, 5 delegates (1 CSPC representative & 1 OAPCE representative) indicated they were not in favour of the proposed revisions.

D. EVIDENCE/RESEARCH/ANALYSIS

1. There were 813 responses collected in the survey prior to the data being cleaned of blank responses and inappropriate language. 251 blank responses were removed due to no data. 351 individuals logged onto the survey and chose their role (e.g., parent/guardian, staff, student, CSPC member, etc), but did not answer any of the questions. 158 viable survey responses were left with responses from CPIC, CSPCs, OAPCE, SEAC, Advisory Committees and members who selected that they represent multiple groups.
2. There were 110 comments in favour of keeping the current community engagement policy in place. Examples of reasons given for not adopting the proposed revised policy include condensed policy, engagement opportunities for parents may be reduced; changes to definitions for levels of engagement and removal of consensus; and the current policy is fine as is.
3. There were 35 comments that were in favour of adopting the proposed revised policy. Examples of reasons given for adopting the proposed revised policy include more inclusive language, more concise, simpler, written with less jargon and more efficient.
4. There were 77 viable comments that were in favour of keeping the 18-page Handbook in place. Examples of reasons given for not adopting the 2-page revised Guideline include the handbook contained clear information on processes and highlighted the importance of parent/community voice. There were also 7 comments that were in favour of keeping both the 18-page

Handbook and 2-page revised Guidelines so parents and communities could have both a comprehensive and shortened version.

5. There were 13 comments that liked both the current and proposed revised policy. This group also included comments that were unrelated to the survey. Examples of reasons given for liking both policies include proposed revised policy was concise but suggested adding the concept of consensus. Others stated caution that the policy may be misinterpreted by some.

E. CONCLUDING STATEMENT

This report is for the information of the Board of Trustees.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEPOLICY S.A 01 ADMISSIONS AND PLACEMENT OF ELEMENTARY
PUPILS

ADDITION OF CHRISTIAN ORTHODOX LANGUAGE

But I will establish my covenant with you; and you shall come into the ark, you, your sons, your wife, and your sons' wives with you., Genesis 6:18

Drafted

May 29, 2023

Meeting Date

June 6, 2023

B. Leporati, Sr. Coordinator, Planning Services

M. Loberto, Superintendent, Planning and Development Services

INFORMATION REPORT

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A. EXECUTIVE SUMMARY

On March 30, 2023, the Board of Trustees approved amending *Policy S.A.01 – Admissions and Placement of Elementary Pupil* to permit Christian Orthodox students baptized in a recognized Christian Orthodox Church affiliated with the See of Constantinople or Alexandria to attend TCDSB elementary schools.

This report highlights the updates to Policy S. A. 01 required to implement the Board approved motion.

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

B. BACKGROUND

1. ***At the March 30, 2023, Student Achievement Committee, the Board approved updates to Policy S.A.01 – Admission and Placement of Elementary Pupils.*** The approved motion is outlined below.

“THEREFORE BE IT RESOLVED: That the Admission and Placement of Elementary Pupils Policy (S.A.01) be amended such that Christian Orthodox children be permitted to attend TCDSB elementary schools provided:

- a) That space remains available in a school after registering/ servicing all Catholic students;*
- b) That the child(ren) must be baptized in a recognized Christian Orthodox Church affiliated with the See of Constantinople or Alexandria; and*
- c) That staff operationalize a registration process requiring parents/guardians to attest to the expectation that their child(ren) fully participate in the Catholic curriculum, culture, community, and practices of the school.*
- d) That the Director provide a report one year after the policy is implemented*
- e) That any student accepted under this policy will be grandfathered until such time as the policy is changed.”*

2. ***The motion, as presented above, has been implemented*** and actioned through the admissions process. The policy updates highlighted in *Appendix ‘A’* reflect the current practice and spirit of the motion.

3. ***Regulation 1 of Policy S.A.01 outlines eligibility requirements for admission to TCDSB schools*** and has been revised to include the additional language related to Christian Orthodox students.

vii. who is not Catholic, but who is baptized in a recognized Christian Orthodox Church under the See of Constantinople or Alexandria; or

viii. who is not Catholic, but whose parent/guardian is baptized in a recognized Christian Orthodox Church under the See of Constantinople or Alexandria.

4. ***Regulation 2 of the policy relates to required documentation for elementary school admission*** and has been updated to include a new section.

vii. A Christian Orthodox applicant is required to provide proof of Baptismal as per Reg. 1(vii/viii).

5. ***The admission priority levels outlined in Regulation 8 of the policy have been revised to reflect the approved motion.***

v. Priority 5A – Catholic Students residing in the City of Toronto.

Priority 5B – Christian Orthodox students residing in the City of Toronto.

vi. Priority 6A – Catholic Students residing outside the City of Toronto.

Priority 6B – Christian Orthodox students residing outside of the City of Toronto.

6. ***In addition, a new definition was added for context throughout the policy.***

Christian Orthodox (for the purposes of this policy)

A child and/or parent/guardian who is baptized in a recognized Christian Orthodox Church under the See of Constantinople or Alexandria.

7. ***Families of all Non-Catholic applicants are required to attest*** to the expectation that their child(ren) fully participate in the Catholic curriculum, culture, community, and practices of the school. The category of Christian Orthodox has been added to the existing form to be completed at the time of registration. No policy update is required for this purpose.

C. METRICS AND ACCOUNTABILITY

1. Statistics relating to the admission and placement of Christian Orthodox students will be reported as outlined in the approved motion.

D. CONCLUDING STATEMENT

This report is for the information of the Board of Trustees.



POLICY SECTION: STUDENTS
SUB-SECTION: ADMISSIONS AND PLACEMENT
POLICY NAME: Admission and Placement of Elementary Pupils
POLICY NO: S.A. 01

Date Approved:
Oct. 23rd, 2014

**Date of Next
Review:**
May 2024

Dates of Amendments:
January 6th, 2015, Reviewed
May, 2019.

Cross References:

- Education Act Sections, 32, 33(3), 36(3), 49(7), 49.1, 49(6)
- F.M. 03 Assessment Policy
- S.A. 03 Elementary School Attendance Boundary Policy
- S.P. 01 Special Education Programs
- S.S. 05 Expulsions
- S.S. 12 Fresh Start
- S.T. 01 Transportation Policy
- Archdiocese of Toronto – Eastern Rite Churches in Communion with Rome
- Toronto Public Health

<https://www.archtoronto.org/siteassets/media/offices-ministries/administrative-offices/spiritual-affairs/files/valid-baptism-booklet.pdf>

Appendix

[Appendix A – Acceptable Proof of Residency/Current Address](#)

Purpose:

This Policy provides the conditions by which children may be admitted to the Toronto Catholic District School Board and placed in an elementary school operated by the Board consistent with the exercise of the Board's denominational rights under section 93 of the Constitution Act, 1867, and as recognized in section 19 of the Ontario Human Rights Code.



POLICY SECTION:	STUDENTS
SUB-SECTION:	ADMISSIONS AND PLACEMENT
POLICY NAME:	Admission and Placement of Elementary Pupils
POLICY NO:	S.A. 01

Scope and Responsibility:

The policy extends to all elementary schools of the TCDSB, except where provided for otherwise. The Director of Education is responsible for this Policy.

The placement of a pupil under this Policy in a particular program or school does not constitute a commitment of the Board to provide transportation; entitlement thereto is governed by the Transportation Policy then in force.

Alignment with MYSP:

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

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 well-being.

Policy:

By embracing the opportunities and challenges of providing an equitable learning environment, the Toronto Catholic District School Board will admit a student to a TCDSB school provided that the student meets specific criteria as per the Ministry of Education statutes and regulations, and TCDSB policies. The TCDSB is committed to



POLICY SECTION:	STUDENTS
SUB-SECTION:	ADMISSIONS AND PLACEMENT
POLICY NAME:	Admission and Placement of Elementary Pupils
POLICY NO:	S.A. 01

fostering the spiritual growth of all students, allowing them to become citizens of the world who live their lives in accordance with our Gospel values.

Regulations:

1. The TCDSB will admit a student to an elementary school:

- i. who is a Resident Pupil with the right to attend school as per Sections 32 and 33(3) of the Education Act;
- ii. who is Catholic or a member of an Eastern Rite church in communion with the See of Rome;
- iii. who is not Catholic, but whose parent/guardian is Catholic and resides in the City of Toronto;
- iv. whose residential address falls within the Full Day Kindergarten (FDK) program defined boundary, established and implemented between 2010 and 2014, which is now the fixed attendance boundary of a particular school (refer also to Regulation 7);
- v. whose parent/guardian, being a resident in the City of Toronto, is able to direct support to Catholic Schools as per Section 33(3) of the Education Act;
- vi. whose parent/guardian is attending the Rite of Christian Initiation of Adults (R.C.I.A.), or the student is over the age of 7 and attends the Rite of Christian Initiation of Children (R.C.I.C.) Program. Catechumens who do not successfully complete the R.C.I.A./R.C.I.C. program, as established by the parish, and are not brought into the Catholic faith, shall not be re-admitted to any TCDSB elementary school the following September;
- vii. who is not Catholic, but who is baptized in a recognized Christian Orthodox Church under the See of Constantinople or Alexandria; or
- viii. who is not Catholic, but whose parent/guardian is baptized in a recognized Christian Orthodox Church under the See of Constantinople or Alexandria.

2. The following original documents are required for registration and admission to an elementary school:



POLICY SECTION: STUDENTS
SUB-SECTION: ADMISSIONS AND PLACEMENT
POLICY NAME: Admission and Placement of Elementary Pupils
POLICY NO: S.A. 01

- i. Proof of Catholicity as evidenced by: Baptismal Certificate; First Communion Certificate; Confirmation Certificate; letter from Catholic Parish Priest attesting to Parent/s Catholicity; letter from Catholic Parish Priest confirming registration in R.C.I.A./R.C.I.C. program and the date they will be brought into the Catholic Faith.
- ii. Proof of Age as evidenced by any of a Birth Certificate; Passport; Statement of Live Birth.
- iii. Status in Canada as evidenced by proof of Canadian Citizenship; Permanent Resident Status; or any other valid status as per the Education Act, Sections 49(7) and 49.1, excluding those on valid Visitor Permits. In accordance with Section 49.1 of the Education Act, students with 'no status' shall not be denied admission to a TCDSB elementary school (refer to Regulation 11).
- iv. Proof of residency as evidenced by at least two (2) documents as shown in *Appendix 'A'*.
- v. Immunization Record (parents are required to submit information directly to Toronto Public Health as of December 2018)
- vi. An Application for Direction of School Support documentation, which must be signed by the owner/tenant at the time the elementary student is registered. Those that are eligible to direct their support, per Reg. 1(v), are required to do so.
- vii. A Christian Orthodox applicant is required to provide proof of Baptismal as per Reg. 1(vii/viii).

3. Provided that all admission requirements have been met, the student will be placed in his/her home school in accordance with normal registration protocol. An application for registration is not complete until all required documents are submitted, as per Regulation #2. The order of applicants will be determined by date and time of completion of initial application for registration. In cases where all required documentation is not received by the school, parents/guardians may request additional time to submit the documents. The time frame within which to submit the documentation shall be determined by the school principal or designate.

4. a) Pupils, who have siblings already enrolled in the requested school who are returning for the next school year, shall be considered as the first priority for registration, followed as a second priority by in-boundary students, subject to date and



POLICY SECTION:	STUDENTS
SUB-SECTION:	ADMISSIONS AND PLACEMENT
POLICY NAME:	Admission and Placement of Elementary Pupils
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time requirements as per normal application for registration protocol. The Board recognizes the importance of the family unit and will undertake its best efforts, within the context of this Policy, to place siblings at the same school.

b) Resident pupils living outside the fixed attendance boundary of a school which offers regional or specialized programs, who have siblings already enrolled in these programs at the requested school and who are returning for the next school year, shall not be considered for automatic admission to the school unless it is for enrolment in a specialty program. Where space and program availability permit, the school principal in consultation with the school superintendent and Planning staff, may admit an out-of-boundary sibling to the regular track program. Students currently in a specialized program with a sibling enrolled in the 2014-2015 school year shall be grandfathered until graduation.

5. Students requesting placement at a school other than their home school can make an application at the requested school but are not guaranteed placement.

6. Elementary students whose primary residence is outside the City of Toronto shall be admitted to a TCDSB school if all of the following criteria are met:

- i. the student is Catholic;
- ii. space is available in the TCDSB school requested; and
- iii. the non-resident parent/guardian is an English-separate school supporter in the jurisdiction in which they reside.

7. In schools with a utilization rate of 80% or less of the Ministry rated capacity (determined by October 31st by the school principal in consultation with Planning staff), the school principal will accept out of boundary students in advance of the wait list date of the last business day of April.

8. Should a request exceed available space at the requested school, the student will be placed on a wait list and will be considered for placement according to the priorities identified below. In December, the school principal shall inquire with parents/guardians whether it is anticipated that siblings of returning students will be seeking admission for the following school year.



POLICY SECTION:	STUDENTS
SUB-SECTION:	ADMISSIONS AND PLACEMENT
POLICY NAME:	Admission and Placement of Elementary Pupils
POLICY NO:	S.A. 01

- i. Priority 1 – Siblings of students already attending school, who will be returning for the following school year.
- ii. Priority 2 – Students whose primary residence is situated within the fixed attendance boundary of the requested school.
- iii. Priority 3 - Students attending licensed childcare, including licensed home childcare, within the fixed attendance boundary of the requested school.
- iv. Priority 4 – Students receiving childcare within the fixed attendance boundary of the requested school.
- v. Priority 5A – Catholic Students residing in the City of Toronto.
Priority 5B – Christian Orthodox students residing in the City of Toronto.
- vi. Priority 6A – Catholic Students residing outside the City of Toronto.
Priority 6B – Christian Orthodox students residing outside of the City of Toronto.

9. Excluded from the placement procedures are those students who will be placed by the following processes:

- i. Identification Placement Review Committee;
- ii. Safe Schools;
- iii. Early French Immersion;
- iv. Extended French program; or
- v. any other specialty programs.

10. Provided that all admission requirements are met and supporting documents are received, students new to Canada will be admitted to the TCDSB and placed in a school if they are:

- i. Canadian Citizens, Permanent Residents or Refugee Claimants;
- ii. students who are here while their parent(s) is under: a Work Permit, Visiting Forces Act, Diplomatic status or as a full-time student at an accredited Toronto College or University;
- iii. living with their parent(s) who reside in the City of Toronto while awaiting their Work Permit or determination of their claim to become Permanent Residents.



POLICY SECTION:	STUDENTS
SUB-SECTION:	ADMISSIONS AND PLACEMENT
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POLICY NO:	S.A. 01

11. Students residing with their parents who are in Canada without valid immigration status will not be denied admission to a TCDSB elementary school, consistent with the provisions of Section 49.1 of the Education Act.

12. Where a child is presently registered in a TCDSB elementary school and, due to family circumstances, must be temporarily relocated in a youth shelter, the student will be placed in another TCDSB school, and the student's Ontario School Record will be transferred in accordance with TCDSB procedures.

13. A VISA student will be admitted to the TCDSB and placed in a school as per the requirements in Regulations #1 and #2.

14. In those circumstances where a VISA student does not have, or cannot produce, a valid Baptismal Certificate, the parent-appointed custodian and/or the homestay provider with whom the student is residing must be Catholic. Initial placement of the student will be coordinated by International Education Program staff of the Continuing Education Department.

Definitions:

Application for Direction of School Support

An Application for Direction of School Support form allows Roman Catholics and members of the Eastern Catholic Churches to direct their school support designation to English Separate. Otherwise, school support designation defaults to English Public as per Section 16(4) of the Assessment Act.

Catechumen

A person who is taught according to the principles of Christianity.

Christian Orthodox (for the purposes of this policy)

A child and/or parent/guardian who is baptized in a recognized Christian Orthodox Church under the See of Constantinople or Alexandria.



POLICY SECTION:	STUDENTS
SUB-SECTION:	ADMISSIONS AND PLACEMENT
POLICY NAME:	Admission and Placement of Elementary Pupils
POLICY NO:	S.A. 01

Constitution Act, 1867, Section 93

The general Act created the Dominion of Canada in 1867, and provided powers to the provinces to exclusively make laws for education. Those denominational rights granted to separate (Catholic) schools prior to the Constitution Act would be guaranteed.

Custodian

A custodian is a Canadian citizen or permanent resident designated by parents/guardians to provide care and be responsible for their minor child while he/she studies in Canada for a fixed period of time (temporary). All minor students participating in the TCDSB International Education Program must be assigned to a custodian, who will act in place of the parent.

Early Learning

Also known as Full Day Kindergarten.

Eastern Rite Church

An Eastern Rite Church is any Eastern Catholic church entrusted to the pastoral government of the Roman Pontiff, in primacy over the universal Church.

<https://www.archtoronto.org/siteassets/media/offices--ministries/administrative-offices/spiritual-affairs/files/valid-baptism-booklet.pdf>

Full Day Kindergarten Program (FDK)

The FDK program is a two year school program for children ages 4 and 5 years old.

Guardian

A person who has lawful custody of a child, other than the parent of the child.

Home School



POLICY SECTION:	STUDENTS
SUB-SECTION:	ADMISSIONS AND PLACEMENT
POLICY NAME:	Admission and Placement of Elementary Pupils
POLICY NO:	S.A. 01

School which is located within the Board approved Full Day Kindergarten boundary or fixed attendance boundary (JK-Grade 8) where applicable, and in which boundary is situated the student's residential address.

Homestay

A homestay placement typically occurs when an International Student lives with a local family. The homestay family is selected by the parents with the assistance of the custodian. The student would typically be provided with a private bedroom, shared bathroom facilities along with three meals a day. The family would eat with the student and provide guidance and support as required. In most cases the custodian would provide consent for the homestay mother and/or father to contact the school as required. The school should request this authorization when admitting the student.

Identification Placement Review Committee

Regulation 181/98 of the Education Act requires that all school boards establish an Identification Placement and Review Committee (IPRC) for the purpose of identifying whether a student is deemed 'exceptional' according to the categories and definitions of exceptionalities provided by the Ministry of Education; and further to assign such a student to one of five 'placements' ranging from the regular classroom to a fulltime special education class. The IPRC must be composed of at least 3 people, one of whom must be either a principal or supervisory officer of the board. The IPRC reviews the identification and placement of exceptional students each year.

Ontario Human Rights Code, Section 19

While the Human Rights Code prohibits discrimination and provides equal treatment for all people in Ontario with respect to a number of categories, Section 19 recognizes that the Code will not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act.

Rite of Christian Initiation for Adults/Children (RCIA/RCIC)



POLICY SECTION:	STUDENTS
SUB-SECTION:	ADMISSIONS AND PLACEMENT
POLICY NAME:	Admission and Placement of Elementary Pupils
POLICY NO:	S.A. 01

This program is offered by the Roman Catholic Church through parishes of the diocese, to those adults seeking to enter the Roman Catholic Church. The Church welcomes the candidates and provides pastoral formation in preparation for Baptism, First Eucharist and Confirmation at the Easter Vigil. For children to be involved in the RCIC program, the catechetical age is seven (7).

Section 32.(1) of the Education Act: Resident Pupil right to attend school

A person has the right, without payment of fee, to attend a school in a school section, separate school zone or secondary school district, as the case may be, in which the person is qualified to be a resident pupil.

Section 32.(2) of the Education Act: Admission without Fee

Despite the other provisions of this Part, but subject to Subsection 49(6), where it appears to a board that a person who resides in the area of jurisdiction of the board is denied the right to attend school without the payment of a fee, the board, at its discretion, may admit the person from year to year with the payment of a fee.

Section 33.(3) of the Education Act: Resident pupil qualification: elementary English- language separate district school boards and elementary Roman Catholic school authorities

Subject to Sections 44 and 46, a person who attains the age of six years in any year is, after September 1 in that year, qualified to be a resident pupil in respect of a separate school zone of an English-language separate district school board or a Roman Catholic school authority for elementary school purposes until the 1st school day in June in the year in which he or she attains the age of 21 years if:

- a. the person resides in the separate school zone; and
- b. the person's parent or guardian who is a separate school supporter and who is not a French-language separate district school board supporter resides in the separate school zone.

Sibling



POLICY SECTION:	STUDENTS
SUB-SECTION:	ADMISSIONS AND PLACEMENT
POLICY NAME:	Admission and Placement of Elementary Pupils
POLICY NO:	S.A. 01

A brother or sister currently enrolled in, and who will be returning for the next academic school year, to the same school that has been requested by the applicant.

Specialty Programs

For purposes of Regulation 4 b) and Regulation #9, specialty programs may include future 'specialty schools'.

Study Permit

International Students who wish to study in Canada for more than six months require a Study Permit from Citizenship and Immigration Canada (CIC). A study permit is not required if they are in a program lasting less than six months. A study permit alone does not allow access into a country and a Temporary Resident Visa is typically issued with the Study Permit. Study Permits must be renewed thirty days before they expire. Expired Study Permits cannot be extended from within Canada.

Temporary Resident VISA Student

All International Students studying in a program that lasts more than six months must have a Temporary Resident Visa. High school students are typically only issued a Study Visa. Students wishing to exit and return to Canada must ensure that they request a multi-visit Entry Visa that expires subsequent to their anticipated return.

Utilization Rate

Based on the Ministry rated capacity of a school building and a school's enrolment, and taking into account contractual staffing obligations, this refers to the amount of space in a school used for school purposes expressed as percentage of enrolment over capacity.

Evaluation and Metrics:



POLICY SECTION: STUDENTS
SUB-SECTION: ADMISSIONS AND PLACEMENT
POLICY NAME: Admission and Placement of Elementary Pupils
POLICY NO: S.A. 01

An annual report of elementary student enrolment will be provided to the Board as per the Rolling Calendar of Annual Standard Reports.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

RESCINDMENT EMPLOYMENT OF FORMER PRIESTS AND RELIGIOUS POLICY H.T.02

Not only so, but we also glory in our sufferings, because we know that suffering produces perseverance; perseverance, character; and character, hope.

Romans 5:3-4

Drafted

May 29, 2023

Meeting Date

June 6, 2023

Lynda Coulter, Executive Superintendent of Human Resources, Leadership and Equity

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 this rescindment of the Employment of Former Priests and Religious Policy (H.T.02).

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

B. PURPOSE

This Report is on the Order Paper of the Governance and Policy Committee pursuant to the policy review schedule.

C. BACKGROUND

1. The Board employs former priests and other religious brothers and sisters in the role of teacher in elementary and secondary schools. The human resources department recruits teachers for placement on the Occasional Teacher Roster.
2. The *School Board Collective Bargaining Act, 2014* established two-tiered bargaining for the K – 12 education sector in the province of Ontario. Prior to the introduction of two-tiered bargaining where teacher staffing processes are negotiated at the central table between OECTA and OCSTA, the province established Regulation 274/12 which addressed the hiring process and the placement of occasional teachers into long term assignments and permanent positions.
3. All teachers including occasional teachers with the Board are members of OECTA and either members of TECT or TSU or TOTBU, depending on whether they are permanent and work in an elementary or secondary school or only work occasionally in either panel, respectively. Each of the three local teacher bargaining units have collective agreements with the TCDSB. The collective agreements prescribe how permanent teachers and occasional teachers are to be staffed.
4. The OECTA central agreement with OCSTA and approved by the Crown contains explicit language regarding the hiring and staffing of permanent and occasional teachers. The Board is required to apply the staffing procedures as outlined in the central agreement. A teachers' qualifications and seniority with a school board are considered in the staffing process, while a teacher's status as a former priest or other former religious person is not.

5. Policy H.T.02 was last reviewed by the Board in 1986, well before the introduction of the province's hiring regulation and the *School Board Collective Bargaining Act, 2014*.
6. Human Resources will however continue to monitor the placements of any teachers in the system who are former priests. If one of these teachers is seeking a transfer or assignment to a school or area in which they were known as a priest or a religious, staff will work with the applicable local union representative (TECT or TSU) along with the teacher for an alternative placement.

D. METRICS AND ACCOUNTABILITY

The Director of Education through the Executive Superintendent of Human Resources, Leadership & Equity will monitor the permanent placements of former priests and religious brothers and sisters in schools.

E. STAFF RECOMMENDATION

Staff recommends that the Employment of Former Priests and Religious, Policy H.T.02 attached as **Appendix A**, be rescinded.



TCDSB Policy Register

Employment Of Former Priests And Religious H.T.02

Policy

1. The employment of priests who have left the active ministry shall be subject to the approval of the Chancery Office.
2. The placement of priests, brothers and sisters, who have left the active ministry and who are eligible for employment, shall be in a school or in an area other than one in which they were known as a priest or a religious.

BM p 40, 23 Jan 86; BM, May 71.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

UPDATE TO ALCOHOL, CANNABIS AND OTHER DRUGS POLICY S.S.03

"...And what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?" ~Micah 6:8

Drafted

May 29, 2023

Meeting Date

June 6, 2023

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

Lori DiMarco, Superintendent of Education, Curriculum Leadership and Innovation, and Academic Information & Communications Technology

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



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Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

This report recommends updating the current Alcohol, Cannabis and Other Drugs Policy (S.S.03) to align with Board practices and procedures, and with legislation, including the Federal and Provincial Cannabis Acts, and the Smoke-free Ontario Act.

The cumulative staff time required to prepare this report was 30 hours.

B. PURPOSE

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

C. BACKGROUND

1. The Alcohol and Other Drugs Policy (S.S.03) was approved in April 1990, and last amended in January, 2019.
2. Both the Federal and Provincial Cannabis Acts became law on October 17, 2018.
3. The Cannabis, Smoke-Free Ontario and Road Safety Statue Law Amendment Act, 2017 was enacted by the Ontario Government in response to The Cannabis Act, 2017.

D. EVIDENCE/RESEARCH/ANALYSIS

1. This policy has been amended in consultation with the staff from the Safe Schools, Curriculum Leadership and Innovation, and Legal Services Departments.
2. Since this policy was written, there have been changes to applicable legislation. Revisions in this policy reflect those changes, and are in alignment with TCDSB practices and procedures.

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 Alcohol, Cannabis and Other Drugs Policy (S.S.03) provided in Appendix A be adopted.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: ALCOHOL, CANNABIS AND OTHER DRUGS

POLICY NO: S.S.03

Date Approved:	Date of Next Review:	Dates of Amendments: Feb 15th, 1990; December 13th, 2002; June 11th, 2015 January 21, 2019
Cross References B.B.04 Smoke and Vapour Free Space Policy S.S. 01 Consolidated Suspension and Expulsion Policy S.S. 01 Operation Procedures Appendix A Protocol to Suspension S.S. 01 Operation Procedures Appendix C Protocol to Expulsion S.S. 01 Operational Procedures Appendix F Statutory Powers Procedure Act S.S. 09 Code of Conduct Policy S.S. 10 Progressive Discipline Police/School Board Protocol Police/School Board Protocol Smoke-Free Ontario Act, 2017, SO 2017, C26, Sch 5 Municipal Code, Chapter 709, Smoking Ontario Regulation 268/18 Cannabis Act, 2017, SO 2017, C26, Sch 1 Bill 174, Cannabis, Smoke-Free Ontario and Road Safety Statute Law Amendment Act, 2017 PPM 145 Progressive Discipline and Promoting Positive Student Behaviour, 2018		
Appendix		

Purpose:

This policy **outlines the Toronto Catholic District School Board's position on the use of alcohol, cannabis, and other drugs on TCDSB property and at TCDSB-related events and/or activities.** It affirms that, consistent with our Multi-Year Strategic Plan, Catholic Social Teachings and our Ontario Catholic School Graduate Expectations, the conduct of students and support of staff is expected to be modelled upon Christ. Conduct falling below that standard requires



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: ALCOHOL, CANNABIS AND OTHER DRUGS

POLICY NO: S.S.03

appropriate discipline. The perils and prevalence of alcohol, cannabis and other drugs within youth culture invite our Catholic school communities to shine particular focus upon this issue. Creating a **safe and** positive ~~and responsive~~ school climate is a shared responsibility of all stakeholders. "...And what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?" (Micah 6:8)

Scope and Responsibility:

This policy has implications for ~~all individuals of the TCDSB~~ **anyone on TCDSB property or at Board-related events and/or activities.** ~~, in particular students, but as it applies to prevention, intervention and discipline, not only students, but also parents, teachers, school staff, administrators, parish priests, and community school partners.~~ The Director of Education is responsible for this policy.

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

~~Fostering Student Achievement and Well-Being~~

~~Living Our Catholic Values~~

~~Strengthening Public Confidence~~

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

SUB-SECTION:

POLICY NAME: ALCOHOL, CANNABIS AND OTHER DRUGS

POLICY NO: S.S.03

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.

Policy:

The Toronto Catholic District School Board recognizes its obligation to create a positive and responsive school climate. **The recreational use, possession, or trafficking of alcohol, cannabis (including cannabinoids), and illegal drugs is not permitted by anyone, regardless of age, at any time on Board property or at Board-related events and/or activities.**

For the purposes of this policy, “illegal drugs” includes ~~The Board does not tolerate during school, or Board sponsored events, the use, possession, or trafficking~~ **but is not limited to any substance that is illegal by virtue of any statute or regulation of Ontario or, Canada, including prescription drugs for which a valid prescription has not been issued to person possessing/using it. It also includes any substance that is prohibited by Board policy. This policy does not prohibit the possession or use of drugs, including cannabis, when prescribed by a physician and used in accordance with the physician’s directions. It also does not prohibit over-the-counter medications that are used appropriately (and with the permission of a parent or legal guardian in**



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: ALCOHOL, CANNABIS AND OTHER DRUGS

POLICY NO: S.S.03

the case of students under the age of 18).

The prohibitions in this policy apply to by students, school staff, administrators, employees, and parish priests, **any community partners, third party agents, or permit holders.** ~~of any substance which is unlawful under statute or regulation of Ontario, Canada or Board policy.~~

Further recognizing that alcohol, cannabis and other drug abuse is a concern in youth culture and is potentially very harmful, ~~and acknowledging the God-given dignity and value of each person and the need to understand the human journey in the context of relationship,~~ the Toronto Catholic District School Board will address student alcohol, cannabis and other drug use, both proactively and with fair disciplinary action, **in affirmation of the God-given dignity and value of each person.**

Regulations:

1. The Toronto Catholic District School Board recognizes the role of drug education in reducing alcohol, cannabis and other drug related problems, and will therefore address student alcohol, cannabis and other drug use by implementing a comprehensive curriculum designed to prevent alcohol, cannabis and other drug-related problems.
2. TCDSB drug prevention curriculum will be given a high level of priority ~~with regard to~~ **for** development and implementation, ~~and~~ will be linked to the developmental stages of the students, and **will** contain specific objectives for each grade from primary to secondary.



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3. Alcohol, cannabis and other drug prevention curriculum will be incorporated into various subject areas, covering a wide range of topics. **It will be**, further supplemented by extra-curricular activities within the school community.
4. Alcohol, cannabis and other drug prevention curriculum is addressed within the Ministry of Education ~~Physical and Health Education~~ **and Physical Education (HPE)** Curriculum, ~~K~~ **Grades 1-12**. While primary implementation will take place within the HPE curriculum, the monitoring and extra-curricular supports will be supported by a cross-disciplinary team, which includes contributions from the **Curriculum Leadership & Innovation** ~~and Accountability~~ department, the TCDSB Mental Health Lead, the Social Work and Psychology departments and the Safe Schools department.
5. The alcohol, cannabis and other drug prevention curriculum shall be evaluated regularly and revised as necessary.
6. Where proactive education and preventative efforts have been unsuccessful, an early intervention program will be employed, offering early assistance to students who are experiencing problems related to alcohol, cannabis and other drugs. This **assistance** ~~can~~ **may** include supports from community partners with specialization in this area.
7. A process for identification of, and early intervention into, problems among



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students for whom preventive efforts have been unsuccessful shall include:

- a) Ensuring all appropriate staff have been familiarized with the signs and symptoms of alcohol, cannabis and other drug use/ or abuse by students.
- b) Acquainting all staff with the procedures to follow and referrals skills required when dealing with alcohol, cannabis and other drug use/abuse by students.
- c) Informing all students and their parents/guardians of the existence of early intervention programs and how to gain access.

8. Violations of **this policy can amount to a violation of the** TCDSB Code of Conduct ~~under the auspices of this policy can occur in seven~~ **in several** ways, **including but not limited to:**

- a) Use of tobacco or tobacco products, **including vaping;**
- b) Use or possession of alcohol;
- c) Use or possession of **any form of** cannabis;
- ~~d) Use or possession of products containing cannabinoids~~
- e) Use of inhalants for the purpose of intoxication;
- f) Use or possession of ~~illicit~~ **illegal** drugs;
- g) Intoxication by alcohol, cannabis or other drugs;
- h) **Sale or** ~~T~~trafficking of **tobacco, alcohol, cannabis or** illegal drugs; **and**
- i) Giving **tobacco,** alcohol, ~~or~~ cannabis, **or illegal drugs** to a minor.

Responses related to violations of this policy are addressed through a



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progressive discipline approach that considers mitigating and other factors, and that includes consultation between the principal/site manager and the appropriate supervisory officer.

9. ~~The Toronto Catholic District School Board prohibits the use of alcohol, cannabis, or drugs by students while on board property or at events sponsored by the Board and its constituent schools. The possession of alcohol, cannabis, and illegal drugs these substances, with the exception of tobacco and tobacco products, is also prohibited. [Note: While students over sixteen years of age may legally possess tobacco and students over eighteen years of age may legally possess cannabis, this provision recognizes that the Toronto Catholic District School Board prohibits the use of alcohol, tobacco, cannabis or other drugs on school property or at school sponsored events.]~~

109.

a. **In accordance with** ~~T~~*the Smoke-Free Ontario Act*, **its regulations,** governs all offences related to smoking on school property. Further, **and Chapter 709** of the *Municipal Code*, ~~Chapter 709 further strengthens the obligations each school must fulfill to remain in compliance with legislation and municipal bylaws. A~~ **all school administrators/site managers** will ensure that staff, students, parents and members of the public are aware that smoking **or vaping** tobacco or cannabis is not permitted on school **Board** property nor within 20 metres of any point on the perimeter of school **Board** property.



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b. Signage shall be posted at all entrances, exits, washrooms and other appropriate locations to ensure compliance.

c. In secondary schools, the Health and Physical Education Department will work with Toronto Public Health and the tobacco enforcement officials to create a unified procedure ~~in regards to protocol~~ for enforcing the *Smoke Free Ontario Act* in the Toronto Catholic District School Board secondary schools.

~~11~~**10.** Should a student be found in possession of a substance **that is prohibited by this policy, either** on school **Board** property or at a school-related **Board-related** event **and/or activity** ~~which is legally prohibited,~~ whether for their own use or for distribution/trafficking, the substance will be confiscated, and the police ~~must~~ may be notified. ~~This includes alcohol and cannabis where consumption and possession are age-restricted by legislation.~~

~~12~~**11.** a. Consistent with S.S. 01 Suspension and Expulsion ~~Consolidated Policy~~ and S.S. 09 ~~TCDSB~~ Code of Conduct **Policy**, all TCDSB employees must report to the principal as soon as reasonably possible – and no later than the end of the school day – if they become aware of a student who may have engaged in a serious student incident, such as the possession, use, trafficking or distribution of prohibited substances. ~~Staff who may be excluded from this provision are~~ **Members of the Ontario College of Social Workers and Social Services Workers and Members members of the College of Psychologists of Ontario,** **shall also report, in a manner that is consistent with the code of**



POLICY SECTION: SAFE SCHOOLS

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ethics and the standards of practice of their respective professions, matters that could result in the student doing physical, emotional, or psychological harm to themselves or to others. In all other circumstances, members of these Colleges who are engaged in a clinical relationship with a student shall report such incidents to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship. They ~~if they are involved in a confidential therapeutic role with the student and if the use of substance use does not present imminent harm to self or others.~~

- b. In accordance with ~~the~~ sections 306- and 310- of ~~The~~ **the** *Education Act*, a principal shall consider whether to suspend or expel a pupil if he or she believes that the pupil has engaged in any of the ~~Activities~~ **activities** identified in *Operational Procedures "Protocol to Suspension and Expulsion"* (S.S. 01 - Appendix A) ~~or Operational Procedures "Protocol to Expulsion"~~ (S.S. 01 ~~Appendix C~~) while at school, at a school related activity, or in other circumstances where engaging in the ~~A~~ **a** activity will have a negative impact on school climate. Principals will consider a harm reduction model, which signifies that the purpose of suspensions should not be punitive but rather supportive to the student and school population.
- ~~13~~**12**. If any school staff, administrator, or employee is found in possession or in use of alcohol, cannabis ~~and~~ **or** other **illegal** drugs, that individual may be subject to discipline.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: ALCOHOL, CANNABIS AND OTHER DRUGS

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Definitions:

Alcohol:

Refers to an intoxicating liquor, alcoholic drink, strong drink, drink, spirits or intoxicants.

Cannabis:

Cannabis, also known as marijuana among other names, is a psychoactive drug from the Cannabis plant used for medical or recreational purposes. **The term “cannabis”, as used in this policy, refers to all forms of cannabis, including but not limited to cannabinoids, edibles, liquid edibles, extracts and topical cannabis.**

Cannabinoid:

The word cannabinoid refers to every chemical substance, regardless of structure or origin, that joins the cannabinoid receptors of the body and brain. The two main Cannabinoids are delta-9-tetrahydrocannabinol (THC) and cannabidiol (CBD). This includes products that are ingested (liquid or solid), inhaled or applied topically.

Drug Use:

"Drug use" refers to drugs other than alcohol and includes cannabis, tobacco, ~~illicit~~ **illegal** drugs, inhalants, and prescription drugs used without the authority of a physician. It does not include drugs, including cannabis, when prescribed by a physician, or over-the-counter medications used appropriately **(and** with the permission of a parent or legal guardian in the case of students under the age of 18).



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: ALCOHOL, CANNABIS AND OTHER DRUGS

POLICY NO: S.S.03

Illegal Drugs:

Illegal drugs includes, but is not limited, to any substance that is illegal by virtue of any statute or regulation of Ontario or, Canada, including prescription drugs for which a valid prescription has not been issued to person possessing/using it. It also includes any substance that is prohibited by Board policy. This policy does not prohibit the possession or use of drugs, including cannabis, when prescribed by a physician and used in accordance with the physician's directions. It also does not prohibit over-the-counter medications that are used appropriately (and with the permission of a parent or legal guardian in the case of students under the age of 18).

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following: Local Safe and Accepting Schools Teams will review local data related to the number of incidents involving smoking, alcohol, cannabis or illegal drugs (use, possession, trafficking) to inform their annual Safe Schools Plan and establish yearly local priorities.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEAMENDMENTS TO POLICY FM.03 DIRECTION OF
SEPARATE EDUCATION SCHOOL SUPPORT*"Take action, for it is your duty, and we are with you; be strong, and do it.", Ezra 10:4*

Drafted

May 29, 2023

Meeting Date

June 6, 2023

B. Leporati, Sr. Coordinator, Planning Services

M. Loberto, Superintendent, Planning and Development 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
Director of EducationAdrian Della Mora
Associate Director of Academic
Affairs & Chief Operating OfficerDerek Boyce
Associate Director of Corporate
Services and Chief Commercial OfficerRyan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

This report recommends updating the current policy – “*F.M.03 – Direction of Property Taxes for Separate Education School Support*” to conform to current practices and policies including a renaming of the policy to “***F.M.03 – Direction of Separate Education School Support***” for greater clarity of purpose.

The report also recommends amendments to Policy S.A. 01 *Admission and Placement of Elementary Pupils* to reinforce the direction of school support as part of the admissions process.

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

B. PURPOSE

1. This policy update was first received at the December 6, 2022, meeting of the Governance and Policy Committee, and referred back to staff for further review. This report recommends policy revisions and addresses the motions approved at the December 6 meeting.

C. BACKGROUND

1. Policy F.M. 03 was first approved in April 1972 and last amended in December 2017.
2. This policy seeks to protect and preserve Catholic education by ensuring support of Roman Catholic parents, ratepayers and members of the Eastern Rite in union with the See of Rome is appropriately directed to English Separate Schools.
3. ***School Support Listing data from MPAC is received annually***, as per Assessment Act, R.S.O. 1990, Section 16, on or before September 30th.
4. ***In advance of the municipal electoral period***, as per Ontario Regulation 425/99: *Reports on Electoral Groups*, ***assessment staff will identify separate school supporter population by Toronto City Wards***. This process is integral, as well as a major factor, in the determining the Trustee Ward alignment.
5. The report presented at the December 6, 2022 meeting of the Governance and Policy Committee recommended ***updates to reflect current requirements for Catholic School Support*** including:
 - removal of the word “tax” from the policy name and the body of the policy where appropriate;

- to reflect specific sections of the *Assessment Act* and *Education Act*, as referenced by MPAC, that directly apply to this Policy; and
- eliminate unnecessary wording and add clarifying language.

These updates are minor in nature, and do not change the intention of the policy.

D. EVIDENCE/RESEARCH/ANALYSIS

1. ***At the December 6, 2022 meeting of the Governance and Policy Committee, Policy F.M.03 was referred back to staff to address the approved motions outlined below.***
 - “*..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.*”
 - “*..that Staff consider whether the applicants can be required to produce their Notice of Assessment verifying their address.*
2. ***Staff recommend adding wording to Policy S.A.01 to reinforce the requirement to direct school support if eligible.*** Regulation 1 (v) of Policy S.A.01 states that the TCDSB will admit a student “*whose parent/guardian, being a resident of the City of Toronto, is able to direct support to Catholic Schools as per section 33(3) of the Education Act.*” Regulation 2 of Policy S.A.01 refers to the documentation required for admission and registration to TCDSB elementary schools.
 - While Policy S.A. 01, Reg. 2(vi) currently requires the collection of Direction of Support documentation ***staff recommend adding wording to this regulation***, referring to Reg. 1(v), ***to reinforce this requirement to direct school support if eligible.*** S.A.01, reg. 2(vi) would now read as follows inclusive of current wording:
 - *An Application for Direction of School Support documentation, which must be signed by the owner/tenant at the time the elementary student is registered. Those that are eligible to direct their support as per Reg. 1(v) are required to do so.”*
3. ***A Notice of Assessment is one of the acceptable documents listed in Appendix ‘A’ of Policy S.A. 01 which can be provided as proof of residency.*** The policy was last updated in December 2019 to include a requirement under Reg. 2(iv) to provide **at least 2 documents** as proof of residency.

- TCDSB is permitted by the Municipal Freedom of Information and Protection of Privacy Act (to collect personal information, such as proof of residency, “necessary to the proper administration of a lawfully authorized activity”. The Board is required to collect personal information under the Education Act for the purposes of school registration
- ***The Notice of Assessment cannot be accepted as the only piece of documentation.*** As a mandatory requirement this would disadvantage some communities. The policy is intended to accommodate all potential applicants, hence the inclusion of as many options as possible by which families can provide proof of residency to gain admission to a TCDSB school.

E. METRICS AND ACCOUNTABILITY

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

F. STAFF RECOMMENDATIONS

1. That the *Direction of Property Taxes for Separate Education School Support Policy (F.M.03)* be renamed to ***Direction of Separate Education School Support (F.M.03)*** and be approved as provided in *Appendix ‘A’*.
2. That ***Policy S.A.01 – Admission and Placement of Elementary Pupils, reg. 2(vi)*** be updated to include wording outlined in the report.



POLICY SECTION: **PLANNINGFINANCE**
SUB-SECTION: MISCELLANEOUS
POLICY NAME: **DIRECTION OF ~~PROPERTY TAXES FOR~~ SEPARATE EDUCATION SCHOOL SUPPORT**
POLICY NO: F.M.03

Date Approved: April 1972 - Board	Date of Next Review: December 2027	Dates of Amendments: November 24, 1986- Board December 14, 2017
Cross References: Assessment Act, R.S.O. 1990, Sections 14(1.1) and 16 Canadian Charter of Rights and Freedoms Constitution Act, 1982 Acts Education Act, Sections 236 and 237 Ontario Human Rights Code Policy S.A.01 – Admissions and Placement of Elementary Pupils		
Appendix Application for Direction of School Support Form Separate School Support Lease Form		

Purpose:

To protect and preserve Catholic education by ensuring registration of Roman Catholic parents/**guardians**, ratepayers and members of the Eastern Rite in union with the See of Rome as English Separate School Supporters.

Scope and Responsibility:

This policy applies to all Roman Catholic parents/**guardians**, ratepayers and members of the Eastern Rite in union with the See of Rome. The Director **of Education** is responsible for this policy with support of ~~the Assessment Department~~ **Planning Services**.



POLICY SECTION: **PLANNINGFINANCE**
SUB-SECTION: MISCELLANEOUS
POLICY NAME: **DIRECTION OF ~~PROPERTY TAXES FOR~~ SEPARATE EDUCATION SCHOOL SUPPORT**
POLICY NO: F.M.03

Alignment with MYSP:

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

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 well-being.

Policy:

A Catholic ratepayer will support the school system **Board** in which the child(ren) are educated.

Regulations:

1. Under legislation a ratepayer must be Catholic in order to designate their ~~tax~~ support to an English-Separate school board.
2. ~~In order~~ **To** vote for separate school trustees in municipal elections, ratepayers must be separate school supporters.
3. Tenants who do not ~~pay~~ own property ~~tax~~ still have the right to direct the education ~~portion of the property taxes~~ **support** for their residence to the Toronto Catholic District School Board.



POLICY SECTION: **PLANNINGFINANCE**
SUB-SECTION: **MISCELLANEOUS**
POLICY NAME: **DIRECTION OF ~~PROPERTY TAXES FOR~~
SEPARATE EDUCATION SCHOOL SUPPORT**
POLICY NO: **F.M.03**

4. One of two joint owners/tenants of their home, where only one is Catholic, must complete a separate school Assessment Lease in order to re-direct their taxes **school support to English-Separate**.
5. Catholic school support designation does not follow individuals who purchase a new home **or re-locate (include renters)**. Individuals must ~~fill-out~~ **complete** a new Application for Direction of School Support form to change the school support to English-Separate.
6. Where a Catholic ratepayer has two or more properties within the Metropolitan Toronto area, AND
 - a. has child(ren) attending school: assessment for school support will be directed to the school system **Board** in which the child(ren) are schooled **registered pupils,**
OR
 - b. without child(ren) attending school and:
 - i. all properties are within one municipality - assessment for school support will be directed to one school system **Board operating within the municipality,** OR
 - ii. the properties are in two or more municipalities - assessment may be directed to either school system **Board** in the different municipalities.

Definitions:

Assessment

An amount that a person is officially required to pay, especially as a tax.



POLICY SECTION: **PLANNINGFINANCE**
SUB-SECTION: **MISCELLANEOUS**
POLICY NAME: **DIRECTION OF ~~PROPERTY TAXES FOR~~ SEPARATE EDUCATION SCHOOL SUPPORT**
POLICY NO: **F.M.03**

Separate School

A separate school is one operated by a civil authority—a separate school board—with a mandate enshrined in the Canadian Constitution (for the three provinces) or in federal statutes (for the three territories). In these six jurisdictions a civil electorate, composed of the members of the minority faith, elects separate school trustees according to the province's or territory's local authorities election legislation. These trustees are legally accountable to their electorate and to the provincial or territorial government. No church has a constitutional, legal, or proprietary interest in a separate school.

The constitutionally provided mandate of a separate school jurisdiction and of a separate school is to provide education in a school setting that the separate school board considers reflective of Roman Catholic theology, doctrine, and practices. This mandate can manifest itself in the Program of Studies and the curriculum, exercises and practices, and staffing. The limits of this mandate are determined by the application of the **Ontario Human Rights Code**, Canadian Charter of Rights and Freedoms, and judicial decisions.

Evaluation and Metrics:

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

Staff provide the Board of Trustees with consistent updates **as necessary** throughout the year detailing data on separate school support **in advance of an electoral period**.

Confirmation and verification of school support is reviewed by staff annually to

POLICY SECTION: **PLANNINGFINANCE**

SUB-SECTION: **MISCELLANEOUS**

POLICY NAME: **DIRECTION OF ~~PROPERTY TAXES FOR~~
SEPARATE EDUCATION SCHOOL SUPPORT**

POLICY NO: **F.M.03**

ensure the appropriate direction of support as per regulation.

Application for Direction of School Support
under section 16 of the Assessment Act
Demande d'affectation des taxes scolaires
en vertu de l'article 16 de la Loi sur l'évaluation foncière


An application must be made to the Assessment Corporation to include or revise school support on the assessment roll.

Pour ajouter ou modifier l'affectation des taxes scolaires sur le rôle d'évaluation, il faut soumettre une demande au commissaire à l'évaluation.

Instructions: see reverse side / voir au verso
Please enter or revise my school support designation on the assessment roll in accordance with the following information.
Veuillez inscrire ou modifier l'affectation de mes taxes scolaires sur le rôle d'évaluation selon les renseignements ci-après.

Municipality / Municipalité	Address of Property / Adresse de la propriété	Unit/Apt / Logement / App.	Residence Tel. No. / N° de tél. (domicile)				
Mailing Address - if different from above / Adresse postale - si autre que ci-dessus Street No, Name, P.O. Box, RR# / N° et rue, C.P., R.R.		City / Ville	Province/Province	Country/Pays	Postal Code/Code postal	Complete for rural areas only / Remplir dans les ces zones rurales seulement	
						Lot No./ N° de lot	Plan/Conc No. N° de plan/conc.
Business Address - if self-employed or in partnership in business / Adresse commerciale - commerçant indépendant ou société de personnes						Business Tel. No. / N° de tél. (bureau)	
List other properties that you own or rent in the Municipality or Region / Indiquez les autres propriétés que vous possédez ou louez dans la municipalité ou la région.							

Please Answer All Questions Below. / Veuillez répondre à toutes les questions ci-dessous.

		B Occupants Status Statut de l'occupant(e)		C School Support (see instructions) Soutien scolaire (voir les instructions)				
A Resident (Please Print) Résident(e) (S.V.P.) List all occupants, including ALL children. <i>Inscrivez le nom de tous les occupants, y compris TOUS les enfants.</i>		1. Owner <i>Propriétaire</i> 2. Tenant <i>Locataire</i> 3. Spouse <i>Conjoint</i> 4. Child, boarder, etc. <i>Enfant, pensionnaire etc.</i>		This person lives: <i>Cette personne demeure:</i> 1. At above address <i>à l'adresse indiquée ci-dessus</i> 2. Elsewhere on this property <i>ailleurs sur cette propriété</i> 3. Elsewhere In this municipality <i>ailleurs dans cette municipalité</i> 4. In another municipality <i>dans une autre municipalité</i>		Roman Catholic? <i>catholique?</i> French-language Education Rights? Droit à l'enseignement en langue française?		Supporter/Elector for: Contribuable/électeur des écoles: 1. English-Public <i>Public de langue anglaise</i> 2. English-CATHOLIC <i>Séparé de langue anglaise</i> 3. French-Public Public de langue française 4. French-Separate Séparé de langue française
Last Name / Nom de famille _____ First Name(s) / Prénom(s) _____		<input type="checkbox"/> 1		<input type="checkbox"/> 1		<input type="checkbox"/>		<input type="checkbox"/> 1
Male Homme <input type="checkbox"/>	Birth / Naissance year/année _____ Month _____ Day _____ moi _____ Jour _____	Canadian Citizen Citoyen canadien <input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 2	
Female Femme <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> oui Non		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3	
Last Name / Nom de famille _____ First Name(s) / Prénom(s) _____		<input type="checkbox"/> 1		<input type="checkbox"/> 1		<input type="checkbox"/>		<input type="checkbox"/> 1
Male Homme <input type="checkbox"/>	Birth / Naissance year/année _____ Month _____ Day _____ moi _____ Jour _____	Canadian Citizen Citoyen canadien <input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 2	
Female Femme <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> oui Non		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3	
Last Name / Nom de famille _____ First Name(s) / Prénom(s) _____		<input type="checkbox"/> 1		<input type="checkbox"/> 1		<input type="checkbox"/>		<input type="checkbox"/> 1
Male Homme <input type="checkbox"/>	Birth / Naissance year/année _____ Month _____ Day _____ moi _____ Jour _____	Canadian Citizen Citoyen canadien <input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 2	
Female Femme <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> oui Non		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3	
Last Name / Nom de famille _____ First Name(s) / Prénom(s) _____		<input type="checkbox"/> 1		<input type="checkbox"/> 1		<input type="checkbox"/>		<input type="checkbox"/> 1
Male Homme <input type="checkbox"/>	Birth / Naissance year/année _____ Month _____ Day _____ moi _____ Jour _____	Canadian Citizen Citoyen canadien <input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 2	
Female Femme <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> oui Non		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3	
Last Name / Nom de famille _____ First Name(s) / Prénom(s) _____		<input type="checkbox"/> 1		<input type="checkbox"/> 1		<input type="checkbox"/>		<input type="checkbox"/> 1
Male Homme <input type="checkbox"/>	Birth / Naissance year/année _____ Month _____ Day _____ moi _____ Jour _____	Canadian Citizen Citoyen canadien <input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 2	
Female Femme <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> oui Non		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3	
Last Name / Nom de famille _____ First Name(s) / Prénom(s) _____		<input type="checkbox"/> 1		<input type="checkbox"/> 1		<input type="checkbox"/>		<input type="checkbox"/> 1
Male Homme <input type="checkbox"/>	Birth / Naissance year/année _____ Month _____ Day _____ moi _____ Jour _____	Canadian Citizen Citoyen canadien <input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 2	
Female Femme <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> oui Non		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3	
Last Name / Nom de famille _____ First Name(s) / Prénom(s) _____		<input type="checkbox"/> 1		<input type="checkbox"/> 1		<input type="checkbox"/>		<input type="checkbox"/> 1
Male Homme <input type="checkbox"/>	Birth / Naissance year/année _____ Month _____ Day _____ moi _____ Jour _____	Canadian Citizen Citoyen canadien <input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 2	
Female Femme <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> oui Non		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3	
Last Name / Nom de famille _____ First Name(s) / Prénom(s) _____		<input type="checkbox"/> 1		<input type="checkbox"/> 1		<input type="checkbox"/>		<input type="checkbox"/> 1
Male Homme <input type="checkbox"/>	Birth / Naissance year/année _____ Month _____ Day _____ moi _____ Jour _____	Canadian Citizen Citoyen canadien <input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 2	
Female Femme <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> oui Non		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3	
Last Name / Nom de famille _____ First Name(s) / Prénom(s) _____		<input type="checkbox"/> 1		<input type="checkbox"/> 1		<input type="checkbox"/>		<input type="checkbox"/> 1
Male Homme <input type="checkbox"/>	Birth / Naissance year/année _____ Month _____ Day _____ moi _____ Jour _____	Canadian Citizen Citoyen canadien <input type="checkbox"/>	<input type="checkbox"/> 2					

Name of School Board / Agent / *Nom du conseil scolaire/agent*

Toronto Catholic District School Board

Is here by authorized to act as agent in matters of school support designation in respect to the above mentioned property(ies) on behalf of the undersigned. */ est autorisé par le présente à agir en tant au'agent pour les questions relatives à l'affectation des taxes scolaires en ce qui concerne le(les) propriété(s) mentionnée(s) ci-dessus au nom du (de la) soussign é(e).*

Signature of Owner or Tenant
Signature du propriétaire ou du locataire

Date / Date
Day
J o u r

Month
Mois

Year
Année

Signature of Owner or Tenant
Signature du propriétaire ou du locataire

Date / Date
Day
J o u r

Month
Mois

Year
Année

This application is:
Cette demande est:
Reason for Refused /
Motif du refus

Approved
Approuvée

Refused
Rejetée

Signature of Assessment Corporation Representative
Signature du commissaire à l'évaluation

Date / Date
Day
J o u r

Month
Mois

Year
Année

For School Board Use Only / *Reserve au conseil scolaire*

Information about the Application

The Application for Direction of School Support form enables any person to apply to have their school support included or revised on the assessment roll by sending the completed form to the Regional Assessment Corporation. The collection of the information on the form is authorized under the *Assessment Act* and any personal information is confidential and protected under the *Municipal Freedom of Information and Protection of Personal Privacy Act*.

The information will be used to direct your school taxes; to indicate whether you will be an elector for English-language or French-language school trustees; to prepare voters' lists for municipal and school board elections; to help with municipal and school board planning. Note: Tenants have the right to direct school taxes even though they may not pay taxes directly.

Included below are instructions to help you complete each section of the form. **If you have any questions about the form or about school support, please contact your local Public or Separate school board.**

HOW TO COMPLETE THE APPLICATION

- A

Resident

Every person in your household should be listed. Put the family name first, followed by given name(s). Owner or tenants are listed first, followed by spouses, all children, and other occupants. If this form is not for your permanent home (for example, if it is for your cottage or your business), only owners, tenants and spouses should be listed - children and other occupants should not be listed.
- B

Occupant’s Status

Is this person an owner, tenant, spouse, child, boarder or other resident? Note: A Roman Catholic who has signed a separate school lease will be shown as a tenant. This does not affect their ownership.
- C

School Support

Roman Catholic

- includes Greek and Ukrainian Catholics

French-language Education Rights

You have French-language education rights if you are a Canadian Citizen and can answer “yes” to any one of the following questions:

1. Is French the language you first learned and still understand?

2. Did you receive your elementary school instruction in Canada in French? (This does not include French immersion or French as a second language.)

3. Have any of your children received, or are they now receiving, elementary or secondary school instruction in Canada in French? (This does not include French immersion or French as a second language.)

School Board

Persons who are **not** Roman Catholic and do **not** have French-language rights, must be English-Public school supporters.

Persons who are **not** Roman Catholic but do have French-language education rights, must be either English-Public or French-Public school supporters.

Roman Catholics who do **not** have French-language rights must be either English-Public or English-Separate school supporters.

Roman Catholics who have French-language education rights, have the choice of supporting any one of the following school boards: English-Public, English-Separate, French-Public or French-Separate.

If you do **not** indicate which school board you support, it will be assumed that you are an English-Public school supporter.

Renseignements sur La demande

La Demande d’affectation des taxes scolaires, dûment remplie et envoyé au commissaire régional à l’évaluation, permet à quiconque de demander de préciser ou modifier son soutien scolaire sur le rôle d’évaluation. Ces renseignements sont recueillis en vertu de la *Loi sur l’évaluation foncière* et toute information personnelle sera tenue strictement confidentielle et protégée par la *Loi sur l’accès à l’information et la protection de la vie privée*.

Ces renseignements serviront à déterminer la destination de vos taxes scolaires; à préparer les listes électorales aux fins des élections municipales et scolaires; à faciliter la planification scolaire et municipale. Nota: Même s’ils n’acquittent pas directement leurs taxes scolaires, les locataires ont le droit d’en choisir l’affectation.

Voici quelques directives qui vous aideront à remplir chacune des sections du formulaire. **Si vous avez des questions concernant le formulaire ou le soutien scolaire, adressez-vous au conseil d’écoles publiques ou séparées de votre localité.**

Comment remplir la demande

- A

Résident(e)

Chaque occupant doit être recensé: le nom de famille d’abord, suivi de tous les prénoms; assurez-vous aussi que le sexe, la date de naissance et la citoyenneté de chaque personne sont bien inscrits. Les noms de famille inscrits en premier sur la liste doivent être ceux des propriétaires ou locataires, suivis de ceux du conjoint, de tous les enfants et de tout autre occupant de la propriétaire Si le formulaire ne concerne pas votre domicile permanent (un chalet ou un bureau par exemple), seuls les noms du propriétaire ou du locataire et du conjoint doivent figurer sur la liste. N’inscrivez pas les enfants et autres occupants.
- B

Statut De l’occupant(e)

La personne est-elle: propriétaire, locataire, conjoint, enfant, pensionnaire ou autre? Nota: Un(e) propriétaire catholique qui a signé un <<bail d’école séparée>>, sera classifié(e) comme <<locataire>>. Cela ne modifie aucunement le statut de propriétaire de cette personne.
- C

Soutien scolaire

Catholique

- comprennent aussi les catholiques grecs ou ukrainiens

Droit à l’enseignement en langue française

Vous avez droit à l’enseignement en langue française si vous êtes citoyen(ne) canadien(ne) et que vous pouvez répondre <<oui >> à n’importe laquelle des questions suivantes:

1. Le français est-il la première langue que vous avez apprise et le comprenez-vous toujours?

2. Avez-vous fait vos études primaires en français au Canada? (Cela n’inclut pas les programmes d’immersion ou de français langue seconde.)

3. Avez-vous un ou des enfants qui ont fait ou qui font des études primaires ou secondaires en français au Canada?(Cela n’inclut pas les programmes d’immersion ou de français langue seconde.)

Conseil Scolaire

Toute personne d’allégeance **non** catholique et qui **ne** jouit **pas** du droit à l’enseignement en français doit destiner ses taxes scolaires à un conseil d’écoles publiques de langue anglaise.

Toute personne d’allégeance **non** catholique mais qui jouit du droit à l’enseignement en française doit destiner ses taxes scolaires à un conseil d’écoles publiques de langue anglaise ou française.

Les catholiques qui **ne** jouissent **pas** du droit à l’enseignement en français doivent destiner leur taxes scolaires soit à un conseil d’écoles publiques de langue anglaise, soit à un conseil d’écoles séparées de langue anglaise.

Les catholiques qui jouissent du droit à l’enseignement en française ont le choix de destiner leurs taxes scolaires à l’un ou l’autre des conseils scolaires, à savoir écoles publiques de langue anglaise, écoles séparées de langue anglaise, écoles publiques de langue française ou écoles séparées de langue française.

Si vous **ne** confirmez **pas** votre préférence en matière de soutien scolaire, vos taxes scolaires seront destinée au conseil d’écoles publiques de langue anglaise.
- Page 58 of 84
- (R) 2129K (97-12) WPMFAC



SEPARATE SCHOOL SUPPORT LEASE

A Separate School Lease Agreement allows people who jointly own or rent a property to designate support to the Separate School Board when one owner or tenant is a non-Catholic.

The Separate School Lease Agreement allows the Catholic joint owner or tenant the right to designate the school support for the non-Catholic owner or tenant. Otherwise, the English-Public default designation applies as required by the Assessment Act.

This Lease is an Agreement between the Owners/Tenants of the property listed below and NOT the City of Toronto or the Toronto Catholic District School Board.

THIS LEASE MADE THIS _____ Day of _____ (Month) _____ (Year)

I / We

SURNAME (NON-CATHOLIC) Owner/Tenant

FIRST NAME (NON-CATHOLIC) Owner/Tenant

SURNAME (CATHOLIC) Owner/Tenant

FIRST NAME (CATHOLIC) Owner/Tenant

HEREBY do agree:

To lease the premises (***Property Address***) _____

in the **City of Toronto** to the herein named Catholic Lessee, for a term of ONE (1) year from the date this lease is signed. Said lease is automatically renewed yearly, but may be terminated by either party upon THIRTY (30) DAYS written notice.

THE PARTIES HERETO agree that the ONLY intent of this lease is to allow the property indicated above to be assessed for English Separate support. **THIS LEASE DOES NOT AFFECT THE OWNERSHIP OF THE PROPERTY.**

SIGNED, SEALED AND DELIVERED
in the presence of:

Signature (Non-Catholic) Owner/Tenant

Signature (Catholic) Owner/Tenant

Witness

FOR OFFICE USE ONLY

NBHD	COUNTY	MUN.	MAP/DIV	MAP/SUB	PARCEL	PRIM/SUB



POLICY SECTION: STUDENTS

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: Admission and Placement of Elementary Pupils

POLICY NO: S.A. 01

Date Approved: Oct. 23 rd , 2014	Date of Next Review: May 2024	Dates of Amendments: January 6 th , 2015, Reviewed May, 2019
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Cross References:

- Education Act Sections, 32, 33(3), 36(3), 49(7), 49.1, 49(6)
- F.M. 03 Assessment Policy
- S.A. 03 Elementary School Attendance Boundary Policy
- S.P. 01 Special Education Programs
- S.S. 05 Expulsions
- S.S. 12 Fresh Start
- S.T. 01 Transportation Policy
- Archdiocese of Toronto – Eastern Rite Churches in Communion with Rome
- Toronto Public Health

<https://www.archtoronto.org/siteassets/media/offices-ministries/administrative-offices/spiritual-affairs/files/valid-baptism-booklet.pdf>

Appendix

[Appendix A – Acceptable Proof of Residency/Current Address](#)

Purpose:

This Policy provides the conditions by which children may be admitted to the Toronto Catholic District School Board and placed in an elementary school operated by the Board consistent with the exercise of the Board's denominational rights under section 93 of the Constitution Act, 1867, and as recognized in section 19 of the Ontario Human Rights Code.



POLICY SECTION:	STUDENTS
SUB-SECTION:	ADMISSIONS AND PLACEMENT
POLICY NAME:	Admission and Placement of Elementary Pupils
POLICY NO:	S.A. 01

Scope and Responsibility:

The policy extends to all elementary schools of the TCDSB, except where provided for otherwise. The Director of Education is responsible for this Policy.

The placement of a pupil under this Policy in a particular program or school does not constitute a commitment of the Board to provide transportation; entitlement thereto is governed by the Transportation Policy then in force.

Alignment with MYSP:

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

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 well-being.

Policy:

By embracing the opportunities and challenges of providing an equitable learning environment, the Toronto Catholic District School Board will admit a student to a TCDSB school provided that the student meets specific criteria as per the Ministry of Education statutes and regulations, and TCDSB policies. The TCDSB is committed to



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fostering the spiritual growth of all students, allowing them to become citizens of the world who live their lives in accordance with our Gospel values.

Regulations:

1. The TCDSB will admit a student to an elementary school:

- i. who is a Resident Pupil with the right to attend school as per Sections 32 and 33(3) of the Education Act;
- ii. who is Catholic or a member of an Eastern Rite church in communion with the See of Rome;
- iii. who is not Catholic, but whose parent/guardian is Catholic and resides in the City of Toronto;
- iv. whose residential address falls within ~~the Full Day Kindergarten (FDK) program defined boundary, established and implemented between 2010 and 2014, which is now~~ the fixed attendance boundary of a particular school (refer also to Regulation 7);
- v. whose parent/guardian, being a resident in the City of Toronto, is able to direct support to Catholic Schools as per Section 33(3) of the Education Act;
- vi. whose parent/guardian is attending the Rite of Christian Initiation of Adults (R.C.I.A.), or the student is over the age of 7 and attends the Rite of Christian Initiation of Children (R.C.I.C.) Program. Catechumens who do not successfully complete the R.C.I.A./R.C.I.C. program, as established by the parish, and are not brought into the Catholic faith, shall not be re-admitted to any TCDSB elementary school the following September;
- vii. who is not Catholic, but who is baptized in a recognized Christian Orthodox Church under the See of Constantinople or Alexandria; or
- viii. who is not Catholic, but whose parent/guardian is baptized in a recognized Christian Orthodox Church under the See of Constantinople or Alexandria.

2. The following original documents are required for registration and admission to an elementary school:



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- i. Proof of Catholicity as evidenced by: Baptismal Certificate; First Communion Certificate; Confirmation Certificate; letter from Catholic Parish Priest attesting to Parent/s Catholicity; letter from Catholic Parish Priest confirming registration in R.C.I.A./R.C.I.C. program and the date they will be brought into the Catholic Faith.
- ii. Proof of Age as evidenced by any of a Birth Certificate; Passport; Statement of Live Birth.
- iii. Status in Canada as evidenced by proof of Canadian Citizenship; Permanent Resident Status; or any other valid status as per the Education Act, Sections 49(7) and 49.1, excluding those on valid Visitor Permits. In accordance with Section 49.1 of the Education Act, students with 'no status' shall not be denied admission to a TCDSB elementary school (refer to Regulation 11).
- iv. Proof of residency as evidenced by at least two (2) documents as shown in *Appendix 'A'*.
- v. Immunization Record (parents are required to submit information directly to Toronto Public Health as of December 2018)
- vi. An Application for Direction of School Support documentation, which must be signed by the owner/tenant at the time the elementary student is registered. Those that are eligible to direct their support, per Reg. 1(v), are required to do so.
- vii. A Christian Orthodox applicant is required to provide proof of Baptismal as per Reg. 1(vii/viii).

3. Provided that all admission requirements have been met, the student will be placed in his/her home school in accordance with normal registration protocol. An application for registration is not complete until all required documents are submitted, as per Regulation #2. The order of applicants will be determined by date and time of completion of initial application for registration. In cases where all required documentation is not received by the school, parents/guardians may request additional time to submit the documents. The time frame within which to submit the documentation shall be determined by the school principal or designate.

4. a) Pupils, who have siblings already enrolled in the requested school who are returning for the next school year, shall be considered as the first priority for registration, followed as a second priority by in-boundary students, subject to date and



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time requirements as per normal application for registration protocol. The Board recognizes the importance of the family unit and will undertake its best efforts, within the context of this Policy, to place siblings at the same school.

b) Resident pupils living outside the fixed attendance boundary of a school which offers regional or specialized programs, who have siblings already enrolled in these programs at the requested school and who are returning for the next school year, shall not be considered for automatic admission to the school unless it is for enrolment in a specialty program. Where space and program availability permit, the school principal in consultation with the school superintendent and Planning staff, may admit an out-of-boundary sibling to the regular track program. Students currently in a specialized program with a sibling enrolled in the 2014-2015 school year shall be grandfathered until graduation.

5. Students requesting placement at a school other than their home school can make an application at the requested school but are not guaranteed placement.

6. Elementary students whose primary residence is outside the City of Toronto shall be admitted to a TCDSB school if all of the following criteria are met:

- i. the student is Catholic;
- ii. space is available in the TCDSB school requested; and
- iii. the non-resident parent/guardian is an English-separate school supporter in the jurisdiction in which they reside.

7. In schools with a utilization rate of 80% or less of the Ministry rated capacity (determined by October 31st by the school principal in consultation with Planning staff), the school principal will accept out of boundary students in advance of the wait list date of the last business day of April.

8. Should a request exceed available space at the requested school, the student will be placed on a wait list and will be considered for placement according to the priorities identified below. In December, the school principal shall inquire with parents/guardians whether it is anticipated that siblings of returning students will be seeking admission for the following school year.



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- i. Priority 1 – Siblings of students already attending school, who will be returning for the following school year.
- ii. Priority 2 – Students whose primary residence is situated within the fixed attendance boundary of the requested school.
- iii. Priority 3 - Students attending licensed childcare, including licensed home childcare, within the fixed attendance boundary of the requested school.
- iv. Priority 4 – Students receiving childcare within the fixed attendance boundary of the requested school.
- v. Priority 5A – Catholic Students residing in the City of Toronto.
Priority 5B – Christian Orthodox students residing in the City of Toronto.
- vi. Priority 6A – Catholic Students residing outside the City of Toronto.
Priority 6B – Christian Orthodox students residing outside of the City of Toronto.

9. Excluded from the placement procedures are those students who will be placed by the following processes:

- i. Identification Placement Review Committee;
- ii. Safe Schools;
- iii. Early French Immersion;
- iv. Extended French program; or
- v. any other specialty programs.

10. Provided that all admission requirements are met and supporting documents are received, students new to Canada will be admitted to the TCDSB and placed in a school if they are:

- i. Canadian Citizens, Permanent Residents or Refugee Claimants;
- ii. students who are here while their parent(s) is under: a Work Permit, Visiting Forces Act, Diplomatic status or as a full-time student at an accredited Toronto College or University;
- iii. living with their parent(s) who reside in the City of Toronto while awaiting their Work Permit or determination of their claim to become Permanent Residents.



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11. Students residing with their parents who are in Canada without valid immigration status will not be denied admission to a TCDSB elementary school, consistent with the provisions of Section 49.1 of the Education Act.

12. Where a child is presently registered in a TCDSB elementary school and, due to family circumstances, must be temporarily relocated in a youth shelter, the student will be placed in another TCDSB school, and the student's Ontario School Record will be transferred in accordance with TCDSB procedures.

13. A VISA student will be admitted to the TCDSB and placed in a school as per the requirements in Regulations #1 and #2.

14. In those circumstances where a VISA student does not have, or cannot produce, a valid Baptismal Certificate, the parent-appointed custodian and/or the homestay provider with whom the student is residing must be Catholic. Initial placement of the student will be coordinated by International Education Program staff of the Continuing Education Department.

Definitions:

Application for Direction of School Support

An Application for Direction of School Support form allows Roman Catholics and members of the Eastern Catholic Churches to direct their school support designation to English Separate. Otherwise, school support designation defaults to English Public as per Section 16(4) of the Assessment Act.

Catechumen

A person who is taught according to the principles of Christianity.

Christian Orthodox (for the purposes of this policy)

A child and/or parent/guardian who is baptized in a recognized Christian Orthodox Church under the See of Constantinople or Alexandria.



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Constitution Act, 1867, Section 93

The general Act created the Dominion of Canada in 1867, and provided powers to the provinces to exclusively make laws for education. Those denominational rights granted to separate (Catholic) schools prior to the Constitution Act would be guaranteed.

Custodian

A custodian is a Canadian citizen or permanent resident designated by parents/guardians to provide care and be responsible for their minor child while he/she studies in Canada for a fixed period of time (temporary). All minor students participating in the TCDSB International Education Program must be assigned to a custodian, who will act in place of the parent.

Early Learning

Also known as Full Day Kindergarten.

Eastern Rite Church

An Eastern Rite Church is any Eastern Catholic church entrusted to the pastoral government of the Roman Pontiff, in primacy over the universal Church.

<https://www.archtoronto.org/siteassets/media/offices--ministries/administrative-offices/spiritual-affairs/files/valid-baptism-booklet.pdf>

Full Day Kindergarten Program (FDK)

The FDK program is a two year school program for children ages 4 and 5 years old.

Guardian

A person who has lawful custody of a child, other than the parent of the child.

Home School



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School which is located within the Board approved Full Day Kindergarten boundary or fixed attendance boundary (JK-Grade 8) where applicable, and in which boundary is situated the student's residential address.

Homestay

A homestay placement typically occurs when an International Student lives with a local family. The homestay family is selected by the parents with the assistance of the custodian. The student would typically be provided with a private bedroom, shared bathroom facilities along with three meals a day. The family would eat with the student and provide guidance and support as required. In most cases the custodian would provide consent for the homestay mother and/or father to contact the school as required. The school should request this authorization when admitting the student.

Identification Placement Review Committee

Regulation 181/98 of the Education Act requires that all school boards establish an Identification Placement and Review Committee (IPRC) for the purpose of identifying whether a student is deemed 'exceptional' according to the categories and definitions of exceptionalities provided by the Ministry of Education; and further to assign such a student to one of five 'placements' ranging from the regular classroom to a fulltime special education class. The IPRC must be composed of at least 3 people, one of whom must be either a principal or supervisory officer of the board. The IPRC reviews the identification and placement of exceptional students each year.

Ontario Human Rights Code, Section 19

While the Human Rights Code prohibits discrimination and provides equal treatment for all people in Ontario with respect to a number of categories, Section 19 recognizes that the Code will not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act.

Rite of Christian Initiation for Adults/Children (RCIA/RCIC)



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This program is offered by the Roman Catholic Church through parishes of the diocese, to those adults seeking to enter the Roman Catholic Church. The Church welcomes the candidates and provides pastoral formation in preparation for Baptism, First Eucharist and Confirmation at the Easter Vigil. For children to be involved in the RCIC program, the catechetical age is seven (7).

Section 32.(1) of the Education Act: Resident Pupil right to attend school

A person has the right, without payment of fee, to attend a school in a school section, separate school zone or secondary school district, as the case may be, in which the person is qualified to be a resident pupil.

Section 32.(2) of the Education Act: Admission without Fee

Despite the other provisions of this Part, but subject to Subsection 49(6), where it appears to a board that a person who resides in the area of jurisdiction of the board is denied the right to attend school without the payment of a fee, the board, at its discretion, may admit the person from year to year with the payment of a fee.

Section 33.(3) of the Education Act: Resident pupil qualification: elementary English- language separate district school boards and elementary Roman Catholic school authorities

Subject to Sections 44 and 46, a person who attains the age of six years in any year is, after September 1 in that year, qualified to be a resident pupil in respect of a separate school zone of an English-language separate district school board or a Roman Catholic school authority for elementary school purposes until the 1st school day in June in the year in which he or she attains the age of 21 years if:

- a. the person resides in the separate school zone; and
- b. the person's parent or guardian who is a separate school supporter and who is not a French-language separate district school board supporter resides in the separate school zone.

Sibling



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A brother or sister currently enrolled in, and who will be returning for the next academic school year, to the same school that has been requested by the applicant.

Specialty Programs

For purposes of Regulation 4 b) and Regulation #9, specialty programs may include future 'specialty schools'.

Study Permit

International Students who wish to study in Canada for more than six months require a Study Permit from Citizenship and Immigration Canada (CIC). A study permit is not required if they are in a program lasting less than six months. A study permit alone does not allow access into a country and a Temporary Resident Visa is typically issued with the Study Permit. Study Permits must be renewed thirty days before they expire. Expired Study Permits cannot be extended from within Canada.

Temporary Resident VISA Student

All International Students studying in a program that lasts more than six months must have a Temporary Resident Visa. High school students are typically only issued a Study Visa. Students wishing to exit and return to Canada must ensure that they request a multi-visit Entry Visa that expires subsequent to their anticipated return.

Utilization Rate

Based on the Ministry rated capacity of a school building and a school's enrolment, and taking into account contractual staffing obligations, this refers to the amount of space in a school used for school purposes expressed as percentage of enrolment over capacity.

Evaluation and Metrics:



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An annual report of elementary student enrolment will be provided to the Board as per the Rolling Calendar of Annual Standard Reports.

GOVERNANCE AND POLICY COMMITTEE

PENDING LIST TO JUNE 6, 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	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 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)	Superintendent Fernandes
7	Mar-2019 Special Board	TBC <i>Subject to NEW Ministry policy/regulation dealing with student exclusions</i>	Governance and Policy	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 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 That students should not be excused unless it can be demonstrated that the student presents an	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	TBC	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	TBC	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 Caccamo

#	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	Received and referred to staff to come back with a Policy: 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 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).	Shazia Vlahos
16.	October 2022 Governance and Policy	December 2023	Governance and Policy	That this Item be referred to the Sweatshop Free Committee for any input by February 2023. (Sweatshop Free Purchasing Policy F.P. 04 (Rescind)) .	Superintendent Caccamo
17.	February 2023 Governance and Policy	TBC	Governance and Policy	Received and referred to Staff for consideration of what is implied in the current Early Learning and Child Care Programs Policy B.R.02 as it relates to Before and After School Programs in Kindergarten to Grade 6 (Inquiry from Trustee Rizzo regarding Before and After School Programs Policy)	Superintendent Caccamo
18.	February 2023 Governance and Policy	TBC	Governance and Policy	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 sent out for consultation with Parent groups such as	Superintendent Caccamo

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
19.	March 2023 Regular Board	TBC	Governance and Policy	<p>Catholic Parent Involvement Committee (CPIC), Special Education Advisory Committee (SEAC), Ontario Association of Parents in Catholic Education (OAPCE) and Catholic School Parent Councils (CSPCs)(Bullying Prevention and Intervention Policy S.S.11 Update Due To Revisions To P.P.M. 144 and Governance and Policy Recommendations)</p> <p>That the discussion on Policy A.33 Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns be received, and that the following be referred back to the Board of Trustees and Staff for consideration in the next scheduled policy review through the Governance and Policy Committee:</p> <p>1. In the Guiding Principles section on page 5 of 8 Item d) “procedural fairness” be fleshed out with more description; and</p> <p>2. That access to the Human Rights (HR) Equity Advisor and other Staff identified by the HR and Equity Advisor be considered so that parents experiencing discrimination have a resource person to consult for counsel and/or resources;</p> <p>That the Ontario Ombudsman be included as a resource; and</p> <p>That under “Guidelines for Principals” page 38,</p>	Superintendent Caccamo

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
20.				that guideline h) be added to read: <i>Ensure that parents and stakeholders are aware of the A.33 Policy and the resources available to support them.</i> (Recommendations to Board from the Special Board Advisory Committee on Race Relations: Community Engagement and Review/Modify Applicable Board Policies: Review Policy A.33 – Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns)	
	May 2023 Regular Board PUBLIC	TBC	Governance and Policy	That 1.5 km distance be changed to 1.6 km for next school year, September 2024, following consultation and that schools with special circumstances be exempt (for e.g. safety, hazards) and that it be referred to the Governance and Policy Committee (2023-2024 Budget Estimates – Overall)	Superintendent Caccamo

Governance and Policy Priority List 2023		
GAP Date	Policy or Procedure	Policy #
January 10	Negotiation Procedures	H.M.39
	Continuing Education Instructors for Non-credit Programs (Rescindment)	H.M. 07
	Curriculum Booklets - Used by Other Boards (Rescindment)	A. 08
	Bullying Prevention and Intervention	S.S.11
	Demolition	R. 02
February 7	Program Advertising for Secondary Schools	S. 20
	Use of School Facilities in Emergency Situations	B.R.06
March 7	Subsidy of Individual Courses - Rescindment	H.M.20
	TTC Identification Cards - Rescindment	S.T. 04
	Eastern Rite Employee's Holy Days	HM 01
	Development Proposals, Amendments of Official Plans and Bylaws	A.18
	Student Trustee	T.02
April 11		
Easter Tuesday	Suspected Child Abuse Reporting	S. 17
	Probationary and Permanent Appointments	H.M.15
May 9	Hand-Held (Mobile) Wireless Communication Device	A. 31
	Work Creation Program	H.M.18
	Alternative Arrangements for School Facilities	R.09
June 6	Community Engagement (Consultation Report)	T.07
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