

GOVERNANCE AND POLICY COMMITTEE REGULAR MEETING Public Session

AGENDA SEPTEMBER 12, 2017

Nancy Crawford, Chair
Trustee Ward 12

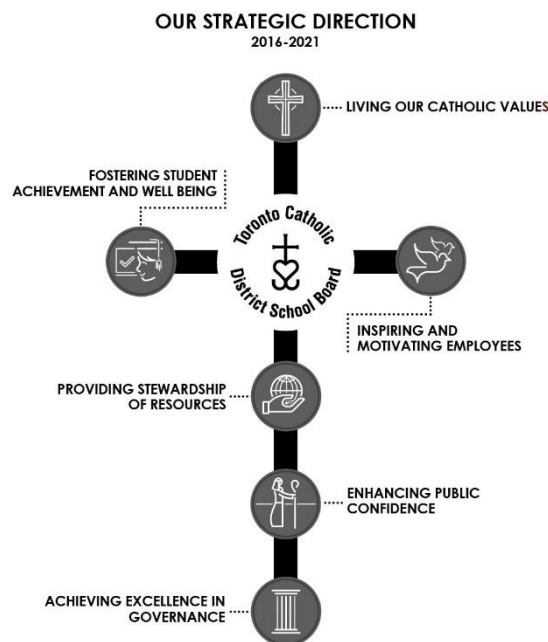
Ann Andrachuk, Vice Chair
Trustee Ward 2

Jo-Ann Davis
Trustee Ward 9

Maria Rizzo
Trustee Ward 5

Angela Kennedy
Ex-Officio

Frank D'Amico
Ex-Officio



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
Asst. Recording Secretary: Karen Eastburn, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Angela Kennedy
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:
 - a. advance the vision of the TCDSB, rooted in Catholic values and teachings.
 - b. support the achievement of our Multi-Year Plan.
 - c. conform to best practices.
 - d. provide strategic cohesion and consistency.
 - e. 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.

OUR MISSION

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

OUR VISION

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



AGENDA THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE

PUBLIC SESSION

Nancy Crawford, Chair

Ann Andrachuk, Vice Chair

Tuesday, September 12, 2017

7:00 P.M.

Pages

- 1. Call to Order**
- 2. Opening Prayer**
- 3. Roll Call & Apologies**
- 4. Approval of the Agenda**
- 5. Declarations of Interest**
- 6. Approval & Signing of the Minutes of the Meeting held June 5, 2017 for Public Session.** **1 - 14**
- 7. Delegations**
- 8. Presentation**
- 9. Notices of Motion**
- 10. Consent and Review**
- 11. Unfinished Business**
- 12. Matters referred or deferred**
- 13. Staff Reports**

| | | |
|------|--|----------|
| 13.a | Whistleblower Policy (A.39) | 15 - 30 |
| 13.b | Key and Security Card Access Control Policy (B.B.05) | 31 - 50 |
| 13.c | Acceptance of Hospitality and Gifts Policy (H.M.33) | 51 - 60 |
| 13.d | Consolidated Donation Policy (F.F.02) and Sponsorship Policy (F.F.26) | 61 - 87 |
| 13.e | Mental Health and Wellbeing Policy (S.03) | 88 - 112 |
| 14. | Listing of Communications | |
| 15. | Inquiries and Miscellaneous | |
| 15.a | Inquiry from Trustee Crawford regarding Gaining greater Order Paper, Report, and Backup Materials Efficiencies with e-Scribe.” | |
| 16. | Updating of Pending List | |
| 17. | Adjournment | |

**MINUTES OF THE REGULAR MEETING OF THE
GOVERNANCE AND POLICY COMMITTEE
MONDAY, JUNE 5, 2017**

PUBLIC SESSION

PRESENT:

Trustees:

N. Crawford, Chair
A. Andrachuk, Vice-Chair
F. D'Amico
J.A. Davis
A. Kennedy
M. Rizzo - by teleconference

Staff:

A. Gauthier
R. McGuckin
P. Matthews
A. Della Mora
M. Puccetti
C. Kavanagh
S. Coray – by teleconference

S. Harris, Recording Secretary
K. Eastburn, Assistant Recording Secretary

4) Approval of the Agenda

MOVED by Trustee Andrachuk, seconded by Trustee D'Amico, that the Agenda, as amended, to include an Inquiry from Trustee Crawford regarding First Nations Métis Inuit and Self-Identification Policy, be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Crawford
 D’Amico
 Davis

The Motion to approve the Agenda, as amended, was declared

CARRIED

6) Approval and Signing of the Minutes

MOVED by Trustee Andrachuk, seconded by Trustee D’Amico, that the Minutes of the Regular Meeting held April 11, 2017 for PUBLIC Session be approved, as amended as follows:

Page 11 – Replace ... *first* Amendment with *second* Amendment.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Crawford
 D’Amico
 Davis

The Motion was declared

CARRIED

13) Staff Reports

MOVED by Trustee Andrachuk, seconded by Trustee D’Amico, that Item 13a) be adopted as follows:

- 13a) Update to Community Engagement Policy (T.7)** received and that the policy provided in Appendix A be adopted.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee D’Amico, that the words “*and identify the stakeholders that it wishes to engage*” be added at the end of Regulation 9, page 23.

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

In favour

Opposed

| | |
|----------|-----------|
| Trustees | Andrachuk |
| | Crawford |
| | D’Amico |
| | Kennedy |

The Amendment was declared

CARRIED

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

In favour

Opposed

Trustees Andrachuk
 Crawford
 D'Amico
 Kennedy

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that the Agenda be reopened to move up Item 13e) prior to Item 13b) as a matter of priority.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Crawford
 D'Amico
 Davis
 Kennedy

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that Item 13e) be adopted as follows:

- 13e) Consolidated Donation Policy (F.F.02) and Sponsorship Policy (F.F.26)** received and that the updated Donation and Sponsorship Policy (F.F.02) provided in Appendix A along with Appendices B, C and D be adopted, and that Sponsorship Policy (F.F.26) be rescinded.

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Kennedy, that staff make the recommended changes to the proposed policy, including the following, and bring back the revised policy to the September 12, 2017 Governance and Policy Committee meeting:

1. Donations, Page 66, Regulation 3:
 - a) Transpose the second sentence with the first sentence;
 - b) Insert before the second sentence - “*Where appropriate, more substantive donations will be assessed...*”;
 - c) The last sentence – *Donations which require...* should be a separate Regulation;
2. Donations, Page 66, Regulation 4 - move to the end of the Donations Regulations;
3. Donations, Page 67, Regulation 5 – after the word *letter* insert - ... *to the attention of the school principal or the Partnership Development Department* (include the email address and/or mailing address);
4. Donations, Page 67, Regulation 6 – reword to read: *Acknowledgement of receipt of a donor letter will* (rather than “shall” to ensure more definite language) *be made within two business days....*;

5. Donations, Page 67, Regulation 7 - delete;
6. Donations, Page 67, Regulation 8 - replace “CRA” with “*Canada Revenue Agency*”;
7. Definitions, Donation, page 70 - add to the end of the first sentence: “*or to anyone designated by the donor*”;
8. Definitions, Sponsorship, page 70 - reword to read: *Sponsorship is a signed legal agreement between the sponsor and the Board to cooperate in the coordination and execution of a function, project or an event, where the sponsor requires brand recognition through advertisement or an announcement in the school or on school property*”;
9. Sponsorships, page 68 - staff was directed to review Regulations 12, 13 and 14 and the Sponsorship process, using the same lens as the Donations Regulations; and
10. Terms of Reference for Donations, page 72 – last sentence – delete *...school or TCDSB...* and add “*to the attention of the school principal or the Partnership Development Department (include its email address and/or mailing address)*”;

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

In favour

Opposed

| | |
|----------|---|
| Trustees | Andrachuk Crawford D’Amico Davis Kennedy Rizzo |
|----------|---|

The Amendment was declared

CARRIED

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

In favour

Opposed

Trustees Andrachuk
 Crawford
 D'Amico
 Davis
 Kennedy
 Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that Item 13b) be adopted as follows:

- 13b) Update to Transportation Policies (S.T.01, 03, 04 and 05)** received and that the Transportation Policy (T.01) provided in Appendix A be adopted and that the TTC Identification Cards Policy (S.T.04) be rescinded.

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Kennedy, that the item be deferred to the **October 10, 2017 Governance and Policy Committee meeting** i.e. until after the Ministry of Education's Transportation report is considered.

Results of the Vote taken on the Amendment as follows:

In favour

Opposed

Trustees Andrachuk
 Crawford
 D'Amico
 Davis
 Kennedy
 Rizzo

The Amendment was declared

CARRIED

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

In favour

Opposed

Trustees Andrachuk
 Crawford
 D'Amico
 Davis
 Kennedy
 Rizzo

The Motion, as amended, was declared

CARRIED

The Chair declared a five-minute recess.

The meeting continued with Trustee Crawford in the Chair.

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that item 13c) be adopted as follows:

13c) Update to Demolition Policies (R.02, R.03) received and that the amended and consolidated policy Demolition (R.02), as found in Appendix B be approved.

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Kennedy, that staff make the recommended changes, including the following and those regarding the Evaluation and Metrics, and bring the revised policy to the **August 24, 2017** Regular Board meeting:

Regulation 2, page 50 – Demolition of Purchased Real Property:

1. Item 2b), last sentence to read - *No trespassing or “future use” signs will be placed on site....;*
2. Add final sentence - *Once demolished, where appropriate, a new sign indicating timelines around future and known intended use will be placed;* and

3. Delete Item 2d)

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

In favour

Opposed

Trustees Andrachuk
 Crawford
 D'Amico
 Davis
 Kennedy
 Rizzo

The Amendment was declared

CARRIED

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

In favour

Opposed

Trustees Andrachuk
 Crawford
 D'Amico
 Davis
 Kennedy
 Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Andrachuk, that Item 13d) be adopted as follows:

- 13d) Update to Acceptance of Hospitality or Gifts Policy (H.M.33) Part II** received and that the Acceptance of Hospitality or Gifts policy (H.M.33) provided in Appendix A be adopted.

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee D'Amico, that staff make the recommended changes, including the following, to the proposed policy and that the revised policy be brought back to the **September 12, 2017 Governance and Policy Committee meeting:**

1. Purpose, page 54 - add "*on behalf of the Board of Trustees*" after "*will not accept gifts...*";
2. Regulation 4, page 56 - delete;
3. Regulation 5, page 56, reword to read - "*.... On behalf of the TCDSB and given to the Director of Education's office. All gifts of considerable value received and accepted on behalf of the TCDSB which contribute to student achievement will be reported by the Director of Education to the Board of Trustees in an annual report;*
4. Gifts of Considerable Value, page 58 - change the amount from \$500 back to \$100; and

5. Evaluation and Metrics, page 58 - add at the end of the sentence “*in an annual report*”.

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

In favour

Opposed

Trustees Andrachuk
 Crawford
 D’Amico
 Davis
 Kennedy
 Rizzo

The Amendment was declared

CARRIED

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

In favour

Opposed

Trustees Andrachuk
 Crawford
 D’Amico
 Davis
 Kennedy
 Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that Item 13f) be adopted as follows:

- 13f) Policy Priority Review – June 2017** received and that staff review the International Languages policy (S.P.05) to determine whether there is any language that is needed in that policy to support the Multi-Language School and bring back a report to the **September 12, 2017 Governance and Policy Committee meeting.**

Results of the Vote taken, as follows:

In favour

Opposed

| | |
|----------|-----------|
| Trustees | Andrachuk |
| | Crawford |
| | D’Amico |
| | Davis |
| | Kennedy |
| | Rizzo |

The Motion was declared

CARRIED

Trustee Crawford relinquished the Chair to Trustee Andrachuk.

15. Inquiry

There was an Inquiry from Trustee Crawford regarding First Nations Métis Inuit and Self-Identification Policy.

Trustee Crawford reassumed the Chair.

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that the meeting adjourn.

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

WHISTLEBLOWER POLICY (A. 39)

And you will know the truth, and the truth will set you free.

John 8:32

| Created, Draft | First Tabling | Review |
|--|--------------------|--------|
| June 27, 2017 | September 12, 2017 | |
| Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development Paul De Cock, Comptroller, Business Services & Finance | | |
| RECOMMENDATION REPORT | | |

Vision:

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

Mission:

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

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



D. Koenig
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Rory McGuckin
Director of Education

A. EXECUTIVE SUMMARY

This report recommends a Whistleblower Policy (A.39) for the TCDSB with standard guidelines to respond to moral, ethical or legal concerns of all of its Community Stakeholders with the inclusion of a third party reporting hotline.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee by a Trustee request through approved motion from the Audit Committee at the April 19, 2017 Board meeting:

“That the Board establish a Whistleblower Policy based on existing examples, that the Board utilize a third party and that whenever that third party receives a whistleblowing complaint that it is shared with the Audit Committee and for staff to respond to that inquiry to the Audit Committee.”

C. BACKGROUND

1. At its April 14, 2014 meeting, the Audit Committee requested staff to provide information regarding a Whistleblower Policy.
2. A report regarding Whistleblower Policy and Protection was presented to the Audit Committee on January 19, 2015.
3. This report was referred back to the Director to look at options in lieu of the third party hotline e.g. using the Audit Committee as a sounding board and that staff report back quarterly on the number of Whistleblower calls and look to see if this activity could be accommodated in house.
4. The matter was re-visited at the March 29, 2017 Audit Committee meeting and the Committee recommended to Board, “That the Board establish a Whistleblower Policy based on existing examples, that the Board utilize a third party and that whenever that third party receives a whistleblowing complaint that it is shared with the Audit Committee and for staff to respond

to that inquiry to the Audit Committee.” This recommendation was amended at the April 19, 2017 Board meeting as set out above.

D. EVIDENCE/RESEARCH/ANALYSIS

1. “Whistleblowers,” i.e. individuals who report suspected wrongdoing, mismanagement or unethical conduct assist in managing risk and responding to conduct that can harm TCDSB stakeholders and the public.
2. A whistleblowing system insures individuals with information about potential misconduct have trustworthy mechanisms to anonymously report information internally.
3. York Catholic, Toronto District, Thames Valley, Peel District, Halton Catholic, and Waterloo Catholic are among the school boards who have implemented whistleblower policies and statements.

E. METRICS AND ACCOUNTABILITY

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

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. All stakeholders will be made aware of and understand how the Whistleblower Policy and Operational Procedure works through initial communications and education. This will be supplemented with regular follow-up training and ongoing communications.
2. The Communications Department will announce the introduction of the Whistleblower Policy to all stakeholders. The announcement will include information regarding training.

G. STAFF RECOMMENDATION

Staff recommend that the Whistleblower Policy (A.39) provided in APPENDIX A be adopted subject to feedback to be received from public consultation including unions and associations.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: WHISTLEBLOWER POLICY

POLICY NO: A. 39

Date Approved:

September 21, 2017

Date of Next Review:

September 2022

Dates of Amendments:

Cross References:

Education Act, 1990, s. 301, 302

Ontario Human Rights Code, 1990

Occupational Health and Safety Act

Municipal Freedom of Information and Protection of Privacy Act

Criminal Code of Canada

Ontario Code of Conduct

O. Reg. 521/01, Collection of Personal Information

Code of Conduct S.S.09

Conflict Resolution H.M.19,

Complaint Against a Staff Member H.M.30

Harassment and Discrimination Policy H.M.14 & Respectful Workplace Guidelines

Appendix—Whistleblower Policy Operational Procedure

Purpose:

The Toronto Catholic District School Board (TCDSB) is committed to safeguarding the public interest and trust in public education. All internal and external stakeholders for the TCDSB Community are expected to uphold the public trust and demonstrate integrity in all of their dealings.

This Policy supports that commitment by providing a framework for the disclosure and investigation of wrongdoing, as well as protection from reprisal or threat of reprisal for those who make disclosures of information.

The Policy is intended to encourage TCDSB stakeholders at all levels of the organization and others to act with integrity. All persons to whom this policy applies



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: WHISTLEBLOWER POLICY

POLICY NO: A. 39

are expected to adhere to the procedures outlined in this policy when making a disclosure and during any subsequent investigation.

Scope and Responsibility:

This policy applies to all internal and external stakeholders of the TCDSB Community. This includes all individuals or organizations engaged in education or other activities while in TCDSB facilities or representing the TCDSB. The Director of Education is responsible for this policy.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Achieving Excellence in Governance

Inspiring and Motivating Employees

Policy:

The Toronto Catholic District School Board (TCDSB) will achieve effective utilization and protection of all of its resources through sound application and management of financial systems and internal controls. These objectives will be achieved by adherence to generally accepted accounting principles, sound business practices and applicable Provincial and Federal Statutes and Regulations. Management will maintain comprehensive operational procedures to guide and safeguard both the TCDSB Community and assets in its day to day operations.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: WHISTLEBLOWER POLICY

POLICY NO: A. 39

Regulations:

1. Any act of alleged wrongdoing that is detected or suspected must be reported immediately and investigated in accordance with this policy as expeditiously as possible.
2. Any individual or employee who has knowledge of an occurrence of a wrongdoing, or has reason to suspect that a wrongdoing has occurred, has the right and obligation to report the occurrence using the channels of reporting provided under the various policies, procedures, and collective agreements. However, an individual or employee may choose to report the incident to a third party whistleblower hotline.
3. The third party whistleblower hotline will assess the nature of the reported alleged wrongdoing and redirect it to the appropriate authority for review and investigation, as required, based on criteria as set out in the Operational Procedure.
4. The TCDSB will provide information to ensure that internal and external stakeholders are familiar with the policy including a mechanism for concerned individuals to confidentially report actual or suspected instances of wrongdoing through a third party whistleblower hotline.
5. Provided there are reasonable grounds, the TCDSB shall investigate any and all incidents of suspected or alleged acts of wrongdoings. An objective and impartial investigation will be conducted regardless of the position, title, length of service, or relationship with the Board, of any party who becomes the subject of such investigation.
6. The identity of the whistleblower shall remain confidential to those persons directly involved in applying this policy, unless the issue requires investigation



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: WHISTLEBLOWER POLICY

POLICY NO: A. 39

by law enforcement, in which case internal and external stakeholders of the TCDSB community are subject to subpoena.

7. Responsibility for ensuring all reported allegations of wrongdoing are investigated rests with the Director of Education.
8. The Board shall make every effort to ensure that an individual or employee, who in good faith reports under this policy, is protected from harassment, retaliation or adverse employment or contract consequence.
9. An individual who retaliates against someone who has reported in good faith is subject to discipline, up to and including termination of employment or vendor/contractor services.
10. An individual or employee who makes an unsubstantiated report, which is knowingly false, frivolous, or made with vexatious or malicious intent, will be subject to discipline, up to and including termination of employment or vendor/contractor services.
11. No person shall willfully obstruct management or any others involved in an investigation of wrongdoing.
12. No person shall direct, counsel or cause in any manner any person to obstruct management or any others involved in an investigation of wrongdoing.
13. No person shall direct, counsel or cause in any manner any person to destroy, alter, falsify, or conceal a document or other thing they know or ought to know is likely relevant to an investigation of wrongdoing.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: WHISTLEBLOWER POLICY

POLICY NO: A. 39

14. When an alleged wrongdoing is confirmed by the investigation, appropriate action shall be taken, up to and including termination of employment and/or contract where appropriate.

15. In the event of criminal misconduct, the Police shall be notified immediately.

16. Annual budget provisions will be made to support compliance with the policy.

APPENDIX A



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: WHISTLEBLOWER POLICY

POLICY NO: A. 39

Definitions:

Informant

An informant is a person who exposes misconduct, alleged dishonest or illegal activity occurring in an organization.

Wrongdoing

Wrongdoing may be classified collectively as illegal or inappropriate conduct, i.e. a violation of a law, rule, regulation and/or a direct threat to public interest, such as fraud, health and safety violations, and corruption.

Wrongdoing includes but is not limited to:

- Fraud as defined in the Criminal Code of Canada (s. 380 (1)).
- Misappropriation of funds, supplies, resources, or other assets.
- Any computer related activity involving the alteration, destruction, forgery, manipulation of data or unauthorized access for wrongdoing purposes, in violation of the TCDSB policy on Electronic Communication System-Acceptable Use (A.29)
- Irregular and/or improper accounting, internal controls, or auditing practices or conduct.
- Conflicts of interest (personal or otherwise) influencing the objectives and decision-making of one's duties.
- An actual or suspected violation or contravention of any federal or provincial law, regulation, TCDSB policies or administrative procedures as it relates to the TCDSB.
- Conduct or practices that present a danger to the health, safety, or well-being of the Board's students, employees, or other parties, where applicable.
- Unprofessional conduct or conduct that contravenes the following TCDSB policies: Conflict of Interest: Employees (H.M.31); Conflict of Interest: Trustees (T.01); Code of Conduct (SS.09).



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: WHISTLEBLOWER POLICY

POLICY NO: A. 39

- Knowingly directing or counselling a person to commit a wrongdoing of illegal or inappropriate conduct.

The above list is not exhaustive but is intended to provide guidance to individuals as to the kind of conduct which constitutes wrongdoing under this policy. Employees who are in doubt as to whether a concern is an improper activity should contact their immediate supervisor or the Superintendent of Human Resources prior to reporting any concern.

Reprisals:

A reprisal is any measure taken against an individual or employee who has reported wrongdoing that adversely affects his or her employment or appointment and includes but is not limited to:

- a. Ending or threatening to end an individual or employee's employment or appointment;
- b. Disciplining or suspending or threatening to discipline or suspend an individual or employee;
- c. Imposing or threatening to impose a penalty related to employment or appointment of an individual or employee; or
- d. Intimidating, coercing or harassing an individual or employee in relation to his or her employment or appointment.

Third Party Whistleblower Hotline

An objective third party service offering a secure reporting tool and management system to support the Board's mandate to implement an ethics and compliance reporting (whistleblowing), policy and procedure. The certified ethics reporting service protects individuals' identities so they are more inclined to report alleged wrongdoing.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: WHISTLEBLOWER POLICY

POLICY NO: A. 39

Evaluation and Metrics:

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

1. A report of the number and classification of disclosures of information and substantiation of reports and concerns including themes regarding the concerns shall be provided to the Audit Committee quarterly.
2. A survey will be distributed annually to TCDSB internal and external stakeholders to assess satisfaction with the Whistleblower policy and its operational procedures.

APPENDIX A

WHISTLEBLOWER POLICY (A.39)

OPERATIONAL PROCEDURE

This operational procedure supports the TCDSB's commitment to provide a framework for the disclosure and investigation of alleged wrongdoing to a third party whistleblower hotline as well as protection from reprisal or threat of reprisal for those who make disclosures of such information.

This operational procedure applies to all internal and external stakeholders of the TCDSB Community. This operational procedure extends to all individuals or organizations engaged in education or other activities while in TCDSB facilities or representing the TCDSB.

1. Reporting an Alleged Wrongdoing

- (a) Any individual who has knowledge of an occurrence of a wrongdoing, or has reason to suspect that an alleged wrongdoing has occurred may report to the third party whistleblower hotline.
- (b) The third party whistleblower hotline will assess the nature of the report of the alleged wrongdoing and redirect it to the appropriate authority for review and investigation, as required, based on the following criteria:
 - (i) Where a Trustee or employee of the Board is suspected of the alleged wrongdoing, the reported information will be provided to the Director of Education or designate.
 - (ii) Where the Director of Education is suspected of alleged wrongdoing, the reported information will be provided to the Chair of the Board, who will report to the entire Board of Trustees. The investigation will be conducted by a third party investigator and reported to the entire Board of Trustees.

- (c) The informant can report their concerns to the third party whistleblower hotline via email, fax, mail, or phone.
- (d) The third party whistleblower hotline will collect the information from the informant, creating a unique case file for each matter reported. The information will be assessed and forwarded as per the Board policy.

2. Investigation of Suspicions or Allegations of Wrongdoing

- (a) The Director of Education shall ensure that all instances of alleged wrongdoing are appropriately investigated and reported to the Audit Committee on a quarterly basis.
- (b) Investigations will be conducted in accordance with the appropriate Board policy.
- (c) The Director of Education, in consultation with the Board's legal counsel, may solicit the services of internal staff and/or external resources as appropriate.
- (d) Employees are expected to fully cooperate with management and any others involved in the investigation and make all reasonable efforts to be available to assist during the course of the investigation.
- (e) In the event that the investigation was conducted in good faith yet is not to the informant's satisfaction, he/she has the right to report the event to the appropriate legal or investigative agency. Any associated costs are the responsibility of the informant.
- (f) All participants in an investigation of an alleged wrongdoing, including persons who make a disclosure, witnesses, and the persons alleged to be responsible for wrongdoing, shall keep the details and results of the investigation confidential, and shall not discuss the matter with anyone other than those conducting the investigation.

3. Duty to Protect

- (a) The identities of all participants in an investigation of wrongdoing, including persons who make a disclosure, witnesses, and the persons

alleged to be responsible for wrongdoing will be protected and remain confidential unless it is a criminal matter and must be reported to the appropriate authorities.

- (b) The identity of the informant shall remain confidential to those persons directly involved in applying this policy, unless the issue requires investigation by law enforcement, in which case members of the organization are subject to subpoena.

4. Duty to Report

- (a) In making a report, an individual or employee must be acting in good faith with reasonable grounds for believing that there is a grievous breach of a Board policy or federal or provincial law that relates to the safeguarding of the Board's assets as well as the Board's fiduciary responsibilities.
- (b) Any act of wrongdoing that is detected or alleged must be reported immediately and investigated in accordance with this policy as expeditiously as possible.

5. Prohibition Against Interfering with an Investigation

- (a) Any person who willfully obstructs management or any others involved in an investigation of alleged wrongdoing is subject to disciplinary measures including suspension or termination.
- (b) No person shall destroy, alter, falsify, or conceal a document or other thing they know or ought to know is likely relevant to an investigation of alleged wrongdoing.
- (c) Any person, who destroys, alters, falsifies, or conceals a document or other thing they know or ought to know is likely relevant to the investigation of alleged wrongdoing is subject to disciplinary measures, including suspension or termination.

6. Prohibition Against Counseling Interference with an Investigation

- (a) Any individual who directs, counsels or causes in any manner any individual to obstruct management or any others involved in an investigation of alleged wrongdoing is subject to disciplinary measures, including suspension or termination.
- (b) Any individual who directs, counsels or causes in any manner any individual to destroy, alter, falsify, or conceal a document or other thing they know or ought to know is likely relevant to an investigation of alleged wrongdoing is subject to disciplinary measures, including suspension or termination.

7. Reporting Of A Complaint From An Individual Who Believes That They Have Suffered Or Are Suffering From Retaliation Or Reprisal

- (a) An individual who feels that they are suffering reprisal resulting from making a complaint of alleged wrongdoing should contact the Superintendent of Human Resources or Director of Education.
- (b) The Third party whistleblower hotline may also be contacted where the individual who feels that they have suffered reprisal is uncomfortable with reporting the matter through the process noted in 8(a).

8. Investigating A Complaint From An Individual Who Believes That They Have Suffering From Retaliation Or Reprisal

- (a) The complaint will be processed as per Board policies and procedures related to the disposition of complaints.
- (b) An individual or employee who retaliates against someone who has reported in good faith is subject to discipline, up to and including termination of employment or vendor/contractor services.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEUPDATE TO KEY AND SECURITYCARD ACCESS
CONTROL POLICY B.B.05 (ALL WARDS)

*"I can do all this through Him who gives me strength."
Philippians 4:13 (NIV)*

| Created, Draft | First Tabling | Review |
|---|--------------------|--------|
| August 29, 2017 | September 12, 2017 | |
| C. Kavanagh, Co-Ordinator, Employee Relations & Policy Development A. Rashid, Senior Co-Ordinator, Operations F. Cifelli, D. Yack, J. Shanahan, J. Wujek, K. Malcolm, M. Caccamo, P. Aguiar, S. Campbell Superintendents of Learning, Student Achievement and Well-Being M. Puccetti, Superintendent of Facilities Services | | |
| RECOMMENDATION REPORT | | |

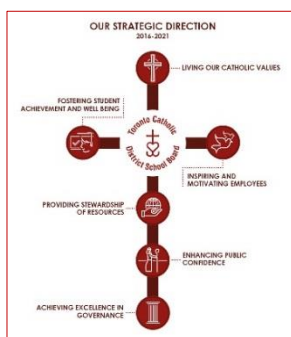
Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

T.B.D.
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report identifies and recommends that the Key Control (Grand Master Key and Master Key) policy B.B.05 be updated as proposed in Appendix A as Access Control Policy B.B.05 with Operational Guidelines.

B. PURPOSE

This recommended report is on the Order Paper of the Governance & Policy Committee as it recommends a Policy revision.

C. BACKGROUND

1. This Policy was approved on October 25, 1998 and has not been reviewed or updated since.
2. Facility Services is working to standardize and bring awareness to key and access card protocols.
3. There is an annual budget carried in the School Operations budget to provide new or replacement access cards to the system. The Maintenance Department oversees the installation and repair of card readers and replacement locks at schools – this work is estimated in the range of \$75,000.00 per year.

D. EVIDENCE/RESEARCH/ANALYSIS

The current policy does not reflect the use of security cards to access buildings. The Facilities Department is working to align and enact the Policy with current procedures and proposed initiatives.

E. IMPLEMENTATION & STRATEGIC COMMUNICATIONS & STAKEHOLDER ENGAGEMENT PLAN

1. Consultation has taken place with Human Resources, Safe Schools, Finance, Technology Departments and various Employee Unionized Groups, as well

as the Principals Associations representatives for their input, which is reflected in the policy.

2. Updates to the Policy will be communicated to all TCDSB employees and stakeholders.

F. METRICS & ACCOUNTABILITY

1. Recommendations in this report will be monitored by Facilities Services, Human Resources as well as Policy Development staff.
2. Costs associated with providing keys, access cards and installation of locks, and access cards readers will be monitored by Facilities, Maintenance and the Finance Department.

G. STAFF RECOMMENDATION

That the Access Control Policy (B.B.05) and Operating Guidelines provided in Appendix A be adopted.



POLICY SECTION: BUILDING, PLANT, GROUNDS
SUB-SECTION: BUILDINGS
POLICY NAME: ~~KEY AND ACCESS CARD CONTROL~~
POLICY NO: B.B.05

| | | |
|---|---|---|
| Date Approved: October 25, 1988 | Date of Next Review: May 2021 | Dates of Amendments: May 18, 2017 |
| Cross References: S.S.04 Access to Students in Schools B.B.01 Facilities Management Policy <i>Education Act, Section 53</i> | | |
| Appendix: Facilities Management Operational Guidelines-Keys & Access Cards | | |

Purpose:

The Toronto Catholic District School Board is committed to ensuring a safe environment for students, staff and occupants of all buildings. The Access Policy is intended to manage access to all properties owned or operated by Toronto Catholic District School Board, through the issuance, distribution and accountability of grand master and master keys, as well as building access cards.

Scope and Responsibility:

This policy extends to all schools and buildings of the TCDSB and all stakeholders that access them. The Superintendent of Facilities is responsible for implementation of this policy. The School Principal shall have the responsibility of administering and maintaining this policy within the school at the local level.

Alignment with MYSP:

Strengthening Public Confidence



POLICY SECTION: BUILDING, PLANT, GROUNDS
SUB-SECTION: BUILDINGS
POLICY NAME: ~~KEY AND ACCESS CARD CONTROL~~
POLICY NO: B.B.05

Policy:

~~The Toronto Catholic District School Board (TCDSB) shall limit and control the issuance, distribution and accountability of grand master keys that provide access to all properties owned or operated by TCDSB. TCDSB shall limit and control the issuance, distribution and accountability of master keys that provide access to staff employed at one or more facilities owned or operated by TCDSB.~~

Toronto Catholic District School Board (TCDSB) shall ~~limit~~ **manage** and control the issuance, distribution and accountability of keys **and access cards to staff** that ~~provide access to staff~~ employed at one or more facilities owned or operated by TCDSB, **as well as tenants and leaseholders in TCDSB facilities.** ~~External Keyway access to board owned or operated facilities shall exist only where interior security keypads/panels are present. All existing and future access points shall conform to this standard.~~

Regulations:

1. All grand master and master keys, **as well as access cards** that are issued to authorized employees must be signed for by the employee receiving the key and witnessed by an authorized senior staff person or authorized alternate / delegate.
2. **Standardization of access card information has been developed in consultation with Safe Schools, Facilities Services, and Health & Safety. All cards are designed to have name and photo image of the person to whom the card is being issued. There will be some instances where a photo is not applicable.**
3. **Access level is determined by the employee's job classification within the organization. This information is to be provided by the Human Resources Department to the Superintendent of Facilities or designate.**



POLICY SECTION: BUILDING, PLANT, GROUNDS
SUB-SECTION: BUILDINGS
POLICY NAME: ~~KEY AND ACCESS CARD CONTROL~~
POLICY NO: B.B.05

4. Written authorization from the Human Resources department to the Superintendent of Facilities or designate, is required for issuance of an access card to the Catholic Education Centre building and the parking structure.

~~2. The original signed copy of the "Grand Master Key holder" form will be delivered to personnel to become part of the permanent employee record.~~

~~3. A "key holder" flag field shall be created in the HR database and shall be so flagged by personnel upon receipt of above signed document.~~

5. 4. Upon **change of employment status** retirement, resignation, termination of employment with the Board, or a change of position which would no longer require the employee to be an authorized key holder; employees holding such keys shall relinquish said keys to personnel **their immediate Supervisor** or identified alternate approved senior staff person ~~or authorised alternate / delegate~~ before any final or further payment to that **the** employee shall be **is** processed. **The key or access card release form is to be completed and returned to the Human Resources department. At a school location, the key and access card is to be returned to the school Principal or Designate. At an Administrative Site, i.e. the Catholic Education Centre, the key or access card is to be returned to their immediate Supervisor.**

~~6. Grand Master keys shall have limited distribution and shall be distributed according to the following protocol. The distribution list may be amended in the future if the current staffing model changes.~~



POLICY SECTION: BUILDING, PLANT, GROUNDS
SUB-SECTION: BUILDINGS
POLICY NAME: ~~KEY AND ACCESS CARD CONTROL~~
POLICY NO: B.B.05

~~Grand Master Key Distribution List~~

~~Superintendent of Planning and Facilities =01~~

~~Security Services =11~~

~~Facility Service Supervisors =18~~

~~Facility Managers =2~~

~~Total Distribution of Grand Master Keys =32~~

~~6. Master keys shall have limited distribution and shall be distributed according to the according to the following protocol.~~

~~Master Key Distribution List~~

~~PRINCIPAL = School Master~~

~~VICE PRINCIPAL = School Master~~

~~CARETAKER(S) = School Master~~

~~-~~

~~7. Keys shall have limited distribution and shall be distributed according to the following protocol.~~

~~Key Distribution List~~



POLICY SECTION: BUILDING, PLANT, GROUNDS
SUB-SECTION: BUILDINGS
POLICY NAME: ~~KEY AND ACCESS CARD CONTROL~~
POLICY NO: B.B.05

Staff = ~~Internal and common use rooms only~~

7. Secondary schools shall have a key distribution framework that will allow academic and support staff to have access to all **classrooms** utilized by their respective department(s) as well as identified common use spaces.
8. Elementary schools shall have a key distribution framework that will allow academic and support staff to have access to **individual classrooms (pass key)** utilized by themselves as well as identified common use spaces.
9. **Tenants and/or Licensees operating in a TCDSB school, will be provided with a security access card at their sole cost which will be administered by the respective School Principal. Tenants and/or Licensees are required to pay a fee for each card to a maximum of two cards. There is an additional fee for replacement access cards. The operational hours on these access cards is Monday to Friday from 8am to 6pm.**
**** Exemption: the Board's Security contractor will be provided with the Board's Grand Master Keys to patrol and enter all school Board sites.**
10. **Employees must report lost or stolen cards to their Supervisor within six to twelve hours. The employee's Supervisor will report this information to the Superintendent of Facilities or Designate in writing immediately via email.**
11. **Access cards that are damaged, obsolete or un-necessary cards must be returned to the Superintendent of Facilities or Designate by the school Principal or Designate.**



POLICY SECTION: BUILDING, PLANT, GROUNDS
SUB-SECTION: BUILDINGS
POLICY NAME: ~~KEY AND ACCESS CARD CONTROL~~
POLICY NO: B.B.05

12.All employees of the Board are expected to familiarize themselves with this policy and comply with its regulations.

13.All non-union new hires will sign an Offer of Employment letter that identifies responsibilities of the employee with regards to Board property, including and not limited to, the Employee Security Access Card and keys.

14.The Board requires all employees to treat their security access card and keys with the same respect as all other Board property issued.

15.Employees are prohibited from unauthorized possession or duplication of keys as well as disabling or re-programming of access cards. Employees are not permitted to circumvent locks, modify lock cylinders, tamper with door locks or latches to bypass security systems in place at TCDSB facilities.

16.These keys and access cards remain the property of the Board and shall not be duplicated or shared with others.

17.All new construction and retrofit projects shall conform to this standard.

~~8. Future card access for all schools will reflect current practice used at CEC that include multiple profiles for access depending on position as follows:~~

~~-~~

~~Card Access Distribution List~~

~~-~~

~~Security = 24/7~~

~~Facility Managers = 24/7~~



POLICY SECTION: BUILDING, PLANT, GROUNDS
SUB-SECTION: BUILDINGS
POLICY NAME: ~~KEY AND ACCESS CARD CONTROL~~
POLICY NO: B.B.05

Facility _____ Service = 24/7
Supervisors

Principal _____ / _____ Vice = 24/7
Principal

Caretaker(s) = 24/7

Academic and Support = M-F 6-18 (as required)
Staff

~~9. All keys which are lost and or damaged must be reported to the Facility Support Center and Security within 12 hours of the key being lost.~~

-

~~10. A yearly audit of the key holder database shall be undertaken by an independent third party who will validate and certify the existence and validity of the identified key holders and that the identified key holders are in actual fact in possession of the identified (numbered) key.~~

-

~~11. All new construction projects shall conform to this standard.~~

-

~~12. The "Gold Box" shall contain the current internal Master Key.~~

-

~~13. The Master Key cylinder shall be solely registered to TCDSB and be a high security cylinder of the type "ASSA TWIN V10".~~

-

~~14. The Superintendent of Planning and Facilities is responsible for application of this policy.~~



POLICY SECTION: BUILDING, PLANT, GROUNDS
SUB-SECTION: BUILDINGS
POLICY NAME: ~~KEY AND ACCESS CARD CONTROL~~
POLICY NO: B.B.05

Evaluation and Metrics:

~~A yearly audit of the key holder database shall be undertaken by Facilities Services, an independent third party who will validate and certify the existence and validity of the identified key holders and that the identified key holders are in actual fact in possession of the identified (numbered) key or access card.~~

- 1. Facilities Services will monitor the distribution and tracking of keys/access cards, in coordination with school administrator or designate.**
- 2. Once a year the school administrator or designate shall validate the key holder list and access card listing, and provide this information to the Superintendent of Facilities or Designate.**
- 3. Human Resources will communicate staff changes to the Superintendent of Facilities or Designate to ensure keys and access cards are assigned in accordance with the Policy at the Catholic Education Centre.**

Facilities Management

Operational Guidelines—Keys and Access Cards

Approved: Date:

An essential element of security is maintaining adequate access control at Toronto Catholic District School Board facilities to allow access to authorized personnel. Each school or department will adopt and implement this policy and follow the Facilities Management Guidelines relating to keys and the issuance of security access cards. All school administrators and department heads within the scope of this policy are responsible for compliance.

Responsibilities:

1. Grand Master keys shall have limited distribution and distributed according to the following protocol. A unique number defines each Grand Master Key. The Grand Master keys provide access to all exterior doors of all Toronto Catholic District School Board facilities. The distribution list may be amended in the future if the current staffing model changes in the Facilities Department:

Grand Master Key Distribution List:

| | | |
|---------------------------------------|---|----|
| Superintendent of Facilities | = | 01 |
| Security Services Contractor | = | 06 |
| Facility Supervisors & Officers | = | 20 |
| Facility Managers | = | 04 |
| Sr. Coordinator, Operations | = | 01 |
| Sr. Coordinator, Maintenance & Energy | = | 01 |
| Total Distribution of | | |
| Grand Master Keys | = | 33 |

2. The original signed copy of the "Grand Master Key holder" form for Facilities Staff will be delivered to **the Human Resources Department** to become part of the permanent employee record (see Appendix "A").

3. School Internal and External Master keys and security access cards shall have limited distribution and shall be distributed according to the following protocol (see Appendix “C” and “D”). These keys or access cards provide access to all exterior and interior doors of a school facility.

- School Principals or their designate are responsible for security, control, issuance and retrieval of keys/security access cards (generic).**
- School Principals or their designate shall be responsible for maintaining the Security Access Control Log.**
- School Principals or their designate shall record all interior and exterior master keys and security access cards issued on the Security Access Control Log (see Appendix E).**

Master Key Distribution List:

| | | |
|-------------------|---|---------------|
| PRINCIPAL | = | School Master |
| VICE PRINCIPAL(S) | = | School Master |
| CUSTODIAL | = | School Master |

4. School internal keys (pass key) shall have limited distribution and shall be distributed according to the following protocol (see Appendix “B”). These keys provide access to designated staff that work at that school facility.

Pass Key & Security Access Card Distribution List:

| | | |
|--------------|---|--|
| School Staff | = | Internal pass keys for individual classroom and common use rooms only |
|--------------|---|--|

- Principals or their designate at the beginning of each school year will issue keys or access cards to all staff. Staff members must sign the TCDSB Internal School Pass Key Agreement (Appendix B) when keys and access cards are issued and upon return of keys and access cards.**
- All Internal School Pass Key and Security Access Agreement Forms are to be kept in the School Key/Access Card Management Binder.**
- At the end of each school year, the School Principal or designate will be responsible for collecting all keys and non-photo access cards (generic) issued to staff. Keys and generic access cards are to be kept in a secure location during Christmas, March Break and Summer months.**

- At the beginning of each school year, as required the School Principal or designate is to submit a request to the Superintendent of Facilities or designate for additional generic security access cards.
- Throughout the course of the school year, if required, the School Principal is to submit their request through the Area Superintendent for additional generic security access cards due to breakage, loss or for increased staff. The Area Superintendent is to submit a funding source with an approval to the Superintendent of Facilities or designate.

5. School Temporary Keys or Access Card Distribution:

- Spare keys or access cards provided to temporary support staff must be held in a secure location at the school.
 - Temporary staff provided temporary keys or access cards must sign the Internal School Pass Key Agreement Form.
 - All completed forms must to be kept in the Key/Access Management Binder.
6. The "Gold Box" shall contain the current internal Master Key **for school and portables**. This "Gold Box" is typically located at the front door by the security panel.
7. The Master Key cylinder shall be solely registered to TCDSB and be a high security cylinder of the type "ASSA".

8. Key and Security Access Card Holder Responsibilities:

The Board reserves the right to impose a fee to an employee for replacement of school keys or security access cards that are reported lost, stolen or damaged. The replacement fee would be reviewed annually and payment for keys or security access cards would be made through a payroll deduction.

The Board requires all employees to treat their keys and security access card with the same respect as all other Board property issued to them.

The estimated cost to re-key internal or external master locks is \$25,000 to \$80,000 dependent on school size and the number of locks that need to be re-

keyed. Therefore, it is the responsibility of Board employee to safe-guard their keys and access cards.

9. Responsibility of Technical Services & Human Resources:

Staff work assignments, as defined in the TCDSB HR system, will have their security cards automatically reprogrammed to be accepted at their new locations.

APPENDIX B



TCDSB

GRAND MASTER KEY PROGRAM

FACILITIES STAFF ONLY

_____ STOLEN/LOST
_____ REPLACEMENT / BROKEN
_____ RETURNED

KEY CODE: _____ KEY NUMBER _____ GOLD BOX KEY # _____

EMPLOYEE NAME: _____

LOCATION # _____ POSITION: _____

NAME: _____
Print Name in Full

SIGNATURE: _____

In accordance with Board Policy BB05, I _____ agree to be bound by the
(name)
rules and regulations as set forth in the said Policy.

AUTHORIZED BY: _____
Print Name in Full

AUTHORIZED BY: _____
Signature

POSITION: _____

DATE: _____

Distribution List:

H. R. Department (date received & initial prior to placing in employee file)
Superintendent of Facilities Services/Designate
Key Holder
Master Key Database Repository



INTERNAL SCHOOL PASS KEY & ACCESS CARD AGREEMENT

SCHOOL NAME: _____ KEY NUMBER _____

LOCATION # _____ ACCESS CARD: _____

ACCESS DOOR: _____ DATE: _____

SCHOOL PRINCIPAL: _____ Signature: _____ Key Number _____
Print Name

*In accordance with Board Policy BB05, I _____ agree to be bound by the
(print name)
Rules and regulations as set forth in the said Policy.*

AUTHORIZED BY: _____
Print Name in Full

AUTHORIZED BY: _____
Signature

POSITION: _____

DATE: _____

Distribution List:
School Copy
H. R. Department
Superintendent, Facilities Services
Key Holder



MASTER KEY EXTERNAL SCHOOL AGREEMENT

LOCATION # _____ KEY CODE: _____
School Name KEY NUMBERS: _____

SCHOOL PRINCIPAL: _____
Print Name in Full

SIGNATURE: _____

In accordance with Board Policy BB05, I _____ agree to be bound by the
(name)
Rules and regulations as set forth in the said Policy.

AUTHORIZED BY: _____
Print Name in Full

AUTHORIZED BY: _____
Signature

POSITION: _____

DATE: _____

Distribution List:
School File
HR Department for employee file
Superintendent, Facilities Services/Designate
Key Holder



APPENDIX "D"

FOR SCHOOL PRINCIPALS/VICE PRINCIPAL(S) & CUSTODIANS INTERNAL MASTER SCHOOL KEY & ACCESS CARD AGREEMENT

____ LOST
____ STOLEN
____ REPLACEMENT/ BROKEN
____ RETURNED
____ NEW

SCHOOL NAME: _____ KEY CODE: _____

LOCATION # _____ KEY NUMBER _____

ACCESS CARD _____

POSITION: _____

NAME: _____
Print Name in Full

SIGNATURE: _____

In accordance with Board Policy BB05, I _____ agree to be bound by the
(name)
Rules and regulations as set forth in the said Policy.

AUTHORIZED BY: _____
Print Name in Full (School Principal)

AUTHORIZED BY: _____
Signature

POSITION: _____

DATE: _____

Distribution List:
School Copy
Employee
HR Department

Security Access Control Log for Keys and Access Cards

APPENDIX "E"

| | |
|--|---|
| School Name: _____ | Principal Signature: _____ |
| Notes: _____ _____ _____ | Date: _____ Date of Audit: _____ |

| FIIRS NAME | EMPLOYEE | Principal/Vice Principal | Master | Internal | Pass | Access Card # | Confirmed | Signature | Comments |
|------------|----------|--------------------------|--------|----------|-------|---------------|-----------|-------------|----------|
| LAST NAME | NUMBER | Custodian/Teacher | Key # | Master # | Key # | | Yes / No | of employee | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

| | |
|--|--|
| External & Internal Master Key Distribution List: 1. Principal 2. Vice Principal 3. Caretaker(s) | Key Distribution List (Internal Pass Key & Access Cards) Teaching Staff for internal & common use rooms only |
|--|--|



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEUPDATE TO ACCEPTANCE OF HOSPITALITY OR
GIFTS POLICY (H.M.33)

*Give instruction to a wise man, and he will be still wiser; teach a righteous man, and he will increase in learning.
Proverbs 9:9*

Created, Draft

August 22, 2017

First Tabling

September 12, 2017

Review

Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

A. EXECUTIVE SUMMARY

This report recommends reformatting the current Acceptance of Hospitality or Gifts policy (H.M.33) in meta policy format incorporating modifications discussed during the April 11, 2017 and June 5, 2017 Governance and Policy Committee meetings; specifically, that the TCDSB will not accept gifts other than contributions to student achievement and will only accept moderate hospitality in accordance with the regulations (APPENDIX A).

B. PURPOSE

1. This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy revision.
2. Trustee request through approved motion during the Governance and Policy Committee meeting held on June 5, 2017:

That staff make recommended changes, including the following, to the proposed policy and that the revised policy be brought back to the September 12, 2017 Governance and Policy meeting:

1. *Purpose, Page 54, add “on behalf of the Board” after “will not accept gifts...”*
2. *Page 56, delete Regulation 4.*
3. *Revise Regulation 5, Page 56, to read: “TCDSB and given to the Director of Education’s office. All gifts of considerable value received and accepted on behalf of the TCDSB which contribute to student achievement will be reported by the Director to the Board of Trustees in an annual report.*
4. *Gifts of Considerable Value, page 58, change the amount from \$500, back to \$100.*
5. *Evaluation and Metrics, page 58, add at the end of the sentence “in an annual report.”*

C. BACKGROUND

The Acceptance of Hospitality or Gifts policy (H.M.33) was approved on March 28, 2007 and has not been reviewed or amended since.

D. 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.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The new initiative and updated policy will be communicated to all TCDSB stakeholders and the wider TCDSB community.
2. The Communications Department will ensure the message is sent to all relevant stakeholders.

F. STAFF RECOMMENDATION

Staff recommend that the Acceptance of Hospitality or Gifts policy (H.M.33) provided in APPENDIX A be adopted.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

| | | |
|---|---|---|
| Date Approved: March 28, 2007 | Date of Next Review: September 2022 | Dates of Amendments: September 21, 2017 |
| Cross References: Conflict of Interest: Employees (H.M.31) Conflict of Interest: Trustees (T.01) Code of Conduct Policy (S.S.09) Art Collection (A.22) Donation and Sponsorship Policy (F.F.02) | | |
| Appendix | | |

Purpose:

This policy clarifies that the Toronto Catholic District School Board, its Trustees and employees will not accept gifts on behalf of the Board other than contributions to student achievement and will only accept hospitality on a limited basis in accordance with the regulations of this policy.

Scope and Responsibility:

This policy applies to all Board officials and employees. The Director is responsible for this policy.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Achieving Excellence in Governance

Providing Stewardship of Resources



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

Inspiring and Motivating Employees

Policy:

It is the policy of the Toronto Catholic District School Board that elected officials and employees may only accept and retain gifts **that are contributions to student achievement**. ~~of low intrinsic value or business hospitality of less than \$100.00 per person.~~ If in the circumstances that hospitality or a gift of considerable value is received, notification **as set out in the regulations** ~~according to regulation 5~~ is required.

The Board acknowledges that the offering of gifts or hospitality of limited value from suppliers, partners or other business contacts is a common business practice which may be appropriate under certain circumstances. **However, the TCDSB will not accept any gifts which do not contribute to student achievement and will only accept hospitality in accordance with the regulations in this policy.**

Elected officials and employees may accept a gift **which contributes to student achievement** provided it does not create a sense of obligation, expectation or indebtedness or a real, or the appearance of, a conflict of interest that may be seen to be likely to affect the objectivity of those officials and employees in the performance of their duties.

Philanthropic gifts made by individuals, corporations, foundations or legal entities to assist the Board in the pursuit of its mission may be accepted at the discretion of the Director of Education or Board of Trustees.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

Regulations:

1. The acceptance of gifts, ~~hospitality and other benefits~~ is permissible provided that:
 - a. **they contribute to student achievement;**
~~they are infrequent and of minimal value (low cost promotional objects, simple meals, souvenirs with no cash value) and are within the normal standards of business practice; and~~
 - b. they do not obligate or compromise the integrity of the recipient or the Board.
2. Gifts and benefits to an immediate family member or close associate of an elected official or employee, which can be reasonably attributed to the employee's official duties or association with the Board are prohibited.
3. An elected official or employee may accept moderate hospitality during the normal course of business that would not significantly exceed what the Board would likely approve on an individual's expense account form.
- ~~4. Acceptance of a gift or hospitality must be legal and consistent with generally accepted ethical standards relevant to the person's position.~~
- ~~5. **Notification Requirement:** Employees must notify by e-mail their immediate supervisor of any gifts or hospitality received with a nominal value of more than \$100; in the case of trustees, the Director of Education or designate; the Chair of the Board should receive notification of gifts or hospitality received by the Director of Education.~~
4. **Gifts of Considerable Value:** Where it would be inappropriate to refuse a gift of obvious value, the gift may be accepted on behalf of the TCDSB **and given to**



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

the Director of Education's office. All gifts of considerable value received and accepted on behalf of the TCDSB which contribute to student achievement will be reported by the Director to the Board of Trustees in an annual report. ~~and donated to the Angel Foundation for Learning unless directed otherwise by the Director of Education /Board of Trustees.~~

5. **Charity Events:** Where the hospitality/gift offered to an elected official or employee is for attending a charity event with an ongoing relationship to the Board, the employee may accept **if it contributes to student achievement**. ~~The elected official or employee may only accept from any one supplier once per year. The number of events attended must be reasonable and appropriate to practice within the sector.~~
6. **Non Charity Events:** No elected official or employee shall accept hospitality/gifts to non-charity events such as sporting or cultural events from any individual or organization doing business with the Board. ~~without obtaining prior approval from their immediate supervisor or in the case of trustees, the Director of Education or designate. The number of events attended must be reasonable and appropriate to practice within the sector.~~
7. **Solicitation of Gifts or Sponsorship**
 - a. Board officials or employees shall not solicit hospitality, gifts, benefits or sponsorships for their personal benefit from any individual, company or organization that have an existing or potential business relationship with the Board.
 - b. For special Board functions, the Director of Education may approve the solicitation of gifts, prizes or donations from companies or organizations with whom the Board is not currently involved in a competitive acquisition process and provided that the donation or gift is legal and does not place



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

the Board under any obligation or in a conflict of interest **and contributes to student achievement.**

8. Exceptions to this policy and resolution of any dispute arising shall be at the discretion of the Director for staff and the Board in the case of trustees in private session.

APPENDIX A



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

Definitions:

Gift or Benefit

Considered to be anything of value received as the result of a business relationship for which the recipient does not pay fair market value. Gifts or benefit refers to items both tangible and intangible such as hard goods, entertainment, trips, financial instruments and services other than hospitality offered directly or indirectly to an elected official or employee of the Board.

Gifts of Considerable Value

Any gift, benefit or hospitality whose value exceeds \$100.00.

Hospitality

The offering of meals, refreshments, entertainment, and transportation.

Donation

A voluntary transfer of property without any benefit received by the donor. Generally, a donation is made if the transfer is voluntary and made without expectation of return, and there is no benefit of any kind that may be provided to the donor or to anyone designated by the donor.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

Evaluation and Metrics:

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

All gifts of considerable value received and accepted on behalf of the TCDSB which contribute to student achievement will be reported by the Director to the Board of Trustees in an annual report.

APPENDIX A



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEUPDATE TO CONSOLIDATED DONATION POLICY
(F.F.02) AND SPONSORSHIP POLICY (F.F.26)

*And looking at them Jesus said to them, "With people this is impossible,
but with God all things are possible."
Matthew 19:26*

| Created, Draft | First Tabling | Review |
|--|----------------|-------------------|
| June 27, 2017 | April 11, 2017 | September 6, 2017 |
| S. Coray, Sr. Manager, Partnership Development C. Kavanagh, Coordinator, Employee Relations and Policy Development M. Loberto, Senior Coordinator of Development | | |
| RECOMMENDATION REPORT | | |

Vision:

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

Mission:

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

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



Angela Gauthier
Director of Education

R. McGuckin
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

C. Jackson
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report provides parameters and clarifies the process required for school donations and sponsorships. Staff propose that the current Donation Policy (F.F.02) and Sponsorship Policy (F.F.26) be updated and consolidated into the Donation and Sponsorship Policy (F.F.02) in Appendix A. Included in the policy is a “Terms of Reference of Donations (Appendix B),” a “Protocol Governing Acceptance of Donations (Appendix C),” parameters to assist in “Determining Whether to Have a Sponsorship—The Sponsorship Process (Appendix D)” and a “Terms of Reference of Proposed Sponsorships (Appendix E).” An update of the proposed policy in meta format is attached as Appendix A.

The cumulative staff time dedicated to this report was 58 hours.

B. PURPOSE

1. The purpose of this report is to recommend a revised policy with parameters to clarify the process required for school donations and sponsorships through a staff recommended revision of the existing policies and consolidation into one.
2. This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy revision.
3. This report responds to a Trustee request through an approved motion regarding the Donation Policy (F.F.02) and Sponsorship Policy (F.F.26) during the Governance and Policy Committee Policy meeting held on June 5, 2017 that staff make recommended changes, including the following, to the proposed policy and bring back the revised policy to the September 12, 2017 Governance and Policy Committee meeting:
 1. *Donations, Page 66, Regulation 3: Transpose the second sentence with the first sentence*
 2. *Insert before the second sentence, “Where appropriate, more substantive donations will be assessed”*
 3. *The last sentence – Donations which require... should be a separate Regulation item.*
 4. *Move Regulation 4 to the end of the Donations Regulations.*

5. *Regulation 5 – after the word “letter” insert: ... to the attention of the school principal or the Partnership Development Department (include its email address and/or mailing address).*
6. *Regulation 6 should be amended to read: Acknowledgement of receipt of a donor letter will (rather than “shall” to ensure more definite language) be made within two business days....*
7. *Delete Regulation 7.*
8. *Regulation 8, replace “CRA” with “Canada Revenue Agency”.*
9. *Definitions, Donation, page 70, add to the end of the first sentence: “or to anyone designated by the donor”*
10. *Definitions, Sponsorship, page 70, insert after “Sponsorship is,” the words “a signed legal agreement” ... and add to the end of the sentence, “where the sponsor requires brand recognition through advertisement or an announcement in the school or on school property”*
11. *Sponsorship, page 68, staff to review Regulations 12, 13 and 14 and the Sponsorship process, using the same lens as the Donations Regulations.*
12. *Terms of Reference, page 72 – last sentence – delete ...school or TCDSB... and add “to the attention of the school principal or the Partnership Development Department (include its email address and/or mailing address).*

C. BACKGROUND

1. The Donation Policy (F.F.02) and Sponsorship Policy (F.F.26) were approved at Board on August 26, 2010 and have not been reviewed since.
2. At the November 8, 2016 meeting of the Governance and Policy Committee, staff provided a verbal update regarding the status of the Sponsorship policy to the Committee. Arising from the Committee discussion, staff were requested to report back to a subsequent meeting of the Governance and Policy Committee with a final revised draft of the Sponsorship policy.
3. At the January 18, 2017 meeting of the Governance and Policy Committee, staff provided a report regarding the revised Donation Policy (F.F.02) and

Sponsorship Policy (F.F.26) to the Committee. During the Committee discussion, the Trustees commented on the duplication of procedures in the revised Donation Policy (F.F.02) and Sponsorship Policy (F.F.26) and considered consolidating the two policies.

4. At the January 18, 2017 meeting, the Governance and Policy Committee approved a motion regarding Donation Policy (F.F.02):

- *That Regulation 4 change to Regulation 5*
- *That Regulation 4 read that all Art donations and gifts-in-kind be recorded in an Art Registry under the supervision of the Board Archivist*
- *That the Governance and Policy Committee recommend to the Board of Trustees that a report be provide regarding the inventory process*
- *That TCDSB be inserted before Operational Procedures in Procedures Number 2*
- *That the following sentence be added as the last sentence in Procedure Number 3: "Acknowledgement of receipt of a communication should be made within three business days."*
- *That under Terms of Reference for Gifts, add: "... and forwarded to the Partnership Development Department" to the last sentence.*
- *That Regulation number 2 be removed.*

Additionally, the Governance and Policy Committee approved a motion regarding Sponsorship Policy (F.F.02):

- Received and that staff review the Sponsorship Policy with the same lens as the Donation Policy feedback at the earliest opportunity.
5. Staff were requested to report back to a subsequent meeting of the Governance and Policy Committee with a final revised draft of the Donation Policy (F.F.02) and Sponsorship Policy (F.F.26).
 6. Arising from the Committee discussion regarding the duplication of procedures (in the revised Donation Policy (F.F.02) and Sponsorship Policy (F.F.26), staff were prompted by a need to clarify and simplify processes. To that end, staff updated and consolidated the Donation Policy (F.F.02) and

Sponsorship Policy F.F.26 into the Donation and Sponsorship Policy (F.F.02).

7. At the April 11, 2017 meeting of the Governance and Policy Committee, staff provided a report regarding the Donation Policy (F.F.02) and Sponsorship Policy (F.F.26) consolidated into the Donation and Sponsorship Policy (F.F.02) to the Committee.
8. Arising from the Committee discussion, staff were requested to report back to the May 9, 2017 meeting of the Governance and Policy Committee with a final revised draft of the consolidated Donation and Sponsorship Policy (F.F.02) Policy (F.F.26) with the input provided by the Committee at the January 18, 2017 meeting of the Governance and Policy Committee.
9. At the June 5, 2017 meeting of the Governance and Policy Committee, staff provided a report regarding the Donation Policy (F.F.02) and Sponsorship Policy (F.F.26) consolidated into the Donation and Sponsorship Policy (F.F.02) to the Committee.
10. Arising from the Committee discussion, staff were requested to report back to the September 12, 2017 meeting of the Governance and Policy Committee with a final revised draft of the consolidated Donation and Sponsorship Policy (F.F.02) Policy (F.F.26) with the input provided by the Committee at the June 5, 2017 meeting of the Governance and Policy Committee.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The current process to engage in sponsorships is not clear nor consistent across the system despite the existing protocol which is reflected in the current policy.
2. Although the protocols for the Sponsorship policy are distinct from the Donation policy, the two policies can be seen as companion pieces.

3. Since there is a common thread throughout the two policies, the policies have been updated and combined into the Donation and Sponsorship Policy (F.F.02).
4. Given the need for clarity and permissions in terms of acceptance of donations by schools and school sponsorships, the policy has been updated to include TCDSB operational procedures outlining the terms of reference for donations, protocols governing acceptance of donations and sponsorship process as a reference for principals and stakeholders (see Appendices B, C, D and E).
5. Additionally, the unedited, current Donation Policy (F.F.02) and Sponsorship Policy (F.F.26) are included (see Appendix F and Appendix G respectively).

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by Policy Development staff.
2. Further reports to Board will be brought as necessary.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Implementation will include updating the policy on the TCDSB policy register.
2. This update will be communicated to all schools and stakeholders to ensure compliance.

G. STAFF RECOMMENDATION

Staff recommend that the updated Donation and Sponsorship Policy (F.F.02) provided in Appendix A along with Appendices B, C, D and E be adopted, and that Sponsorship Policy (F.F.26) be rescinded.



POLICY SECTION: FINANCE
 SUB-SECTION: FUNDS AND FOUNDATIONS
 POLICY NAME: DONATION AND SPONSORSHIP
 POLICY NO: F.F.02

| | | |
|---|---|-----------------------------|
| Date Approved: September 2017 | Date of Next Review: September 2021 | Dates of Amendments: |
| Cross References: <i>Consolidating F.F.26 Sponsorship</i> S.M.04 Fundraising in Schools Education Act, Reg. 298, Sec. 24 Advertising and Announcements F.P.04 Sweatshop Free Purchasing T.17 Trustee Services and Expenditures Education Act, Reg. 298, Sec. 25 Canvassing and Fundraising Education Act, Reg. 474/00 Access to School Premises Ministry of Education, Fees and Fundraising, Guidelines for School Fund Raising OFSAA Uniform Sponsorship | | |
| TCDSB Operational Procedures: Terms of Reference for Donations Protocols Governing Acceptance of Donations Determining Whether to Have a Sponsorship - The Sponsorship Process Terms of Reference for Proposed Sponsorships | | |

Purpose:

To provide parameters and clarify procedures for the acceptance and/or approval of donations and sponsorship arrangements at the Board and/or school level.

Scope and Responsibility:

This Policy extends to all persons, groups, communities, business entities and organizations wishing to engage in the donation and sponsorship process. The Director of Education is responsible for this policy with the support of the Partnership Development Department.



POLICY SECTION: FINANCE
SUB-SECTION: FUNDS AND FOUNDATIONS
POLICY NAME: **DONATION AND SPONSORSHIP**
POLICY NO: **F.F.02**

Alignment with MYSP:

Living Our Catholic values
Strengthening Public Confidence
Fostering Student Achievement and Well-Being
Achieving Excellence in Governance
Providing Stewardship of Resources
Inspiring and Motivating Employees

Policy:

It is the purpose of the Toronto Catholic District School Board to accept donations (gifts) that **In** support of the Mission, Vision and Goals of the **Toronto Catholic District School Board**, the Board will consider accepting **donations and sponsorship opportunities to enhance** for the purposes of enhancing learning opportunities for students.

~~Sponsorships are permitted for the on-going business functions of the Board in accordance with, but not limited to acceptance to hospitality or gifts, offering of hospitality and gifts, access to school premises, purchasing and procurement, fundraising, advertising, advertising in schools and sweatshop free policies and procedures.~~

~~The donation (gift) cannot revert back to an organization or individual outside of the Toronto Catholic District School Board (e.g. Parent Councils CSAC, Alumni Associations, etc.).~~

All donations (gifts) **and sponsorships** shall be related to **support** charitable, humanitarian, educational, or service activities consistent with the tenets of Catholicism.



| | |
|-----------------|---------------------------------|
| POLICY SECTION: | FINANCE |
| SUB-SECTION: | FUNDS AND FOUNDATIONS |
| POLICY NAME: | DONATION AND SPONSORSHIP |
| POLICY NO: | F.F.02 |

Regulations:

1. The Toronto Catholic District School Board ~~will~~ encourages donations from persons, groups, communities and business entities and organizations ~~which are consistent with the goals of the Board,~~ **Donations and sponsorships will not which** compromise or exploit students or staff, and will **not be accepted** ~~strive to balance enhance educational opportunities for students.~~
2. Donations **and sponsorships** ~~are to~~ fall under the auspices of the Partnership Development Department, ~~and under its guidance, administrative staff are to develop guidelines with specific terms of reference.~~
3. The responsibility for implementation of this Policy and any supporting procedure ~~shall be with the Director of Education and the Associate Director of Business Services.~~

Procedures

Donations

1. ~~The TCDSB will work with all donors and recipients to ensure that the terms of reference for all gifts can be satisfied. The TCDSB will ensure relevant information is received prior to gift acceptance and take into consideration costs of ongoing support and maintenance, recognition and stewardship activities.~~
3. **At the local school level, the principal will exercise appropriate discretion regarding acceptance of donations. Where appropriate, more substantive donations will be assessed with regards to system impact and strategic direction.**
4. **Donations which require evaluation for compliance with the Board's information technology, building facilities, and safety standards must receive the approval of the Partnership Development Department.**



POLICY SECTION: FINANCE
SUB-SECTION: FUNDS AND FOUNDATIONS
POLICY NAME: DONATION AND SPONSORSHIP
POLICY NO: F.F.02

5. Donors are required to complete and submit a letter to the attention of the school principal or the Partnership Development Department outlining the terms of reference for all donations in accordance with TCDSB Operational Procedures, Terms of Reference for Donations and forwarded to TCDSB Partnership Development Department 80 Sheppard Avenue East, Toronto, Ontario M2N 6E8 or email: partnershipdevelopment@tcdsb.org.

6. Acknowledgment of receipt of a donor letter will be made within two business days. Within 10 business days of that acknowledgment, the Partnership Development Department will respond to the donor regarding the course of action required to implement the proposed donation.

7. The TCDSB follows the regulations set out by the CRA **Canada Revenue Agency** governing the valuation of gifts-in-kind. A charitable tax receipt is issued for the fair market value of the gift **donation** at the date the ownership is transferred to the TCDSB. In most cases, this will require ~~some pre-advice and planning~~ **consultation** with TCDSB Business Services.

8. Gifts **Donations** will qualify for current calendar year charitable tax receipts if they are post marked in the current year or ~~officially~~ received at **by** the TCDSB in the current year.

9. ~~Donations require an "arms length" relationship between the donor and the beneficiary when a charitable tax receipt is to be issued. Where no "arms length" relationship exists or, where the donor controls the use or specifies a person or family to receive the funds (e.g. private benevolence), no receipt will be issued. Business receipts, not charitable tax receipts, are~~ **will be** provided for corporate sponsorships and private benevolence **donations and sponsorships received from corporations.**

10. The TCDSB welcomes donations made by will, gift annuity, life income agreement, living trust or life insurance. ~~The TCDSB will provide guidance to individuals who are considering a planned gift. Prospective donors are always encouraged to retain their own, independent advice.~~



POLICY SECTION: FINANCE
SUB-SECTION: FUNDS AND FOUNDATIONS
POLICY NAME: **DONATION AND SPONSORSHIP**
POLICY NO: **F.F.02**

~~12. All of the above needs to comply with the TCDSB Trustee Services and Expenditures Policy T.17 and TCDSB Policy Sweatshop Free Purchasing Policy F.P.04, and where necessary, requirements of the OFSAA Uniform Sponsorship Policy.~~

11. The TCDSB has set forth the signing authorities required to accept gifts. While the TCDSB will make every effort to accept all gifts **donations**, it retains the right to refuse the offer of any gift **donation**. The refusal may be the result of difficulties in administering the gift in accordance to the donor's wishes, special storage requirements, the inability to obtain a cost effective objective appraisal, environmental issues associated with the gift, the illegal nature, or other factors that deem the gift unacceptable. The TCDSB may also refuse a gift if its acceptance is incompatible with its mission, image and values; limits or imposes conditions on academic freedom; or compromises the autonomy of the institution.

Sponsorships

12. All school based sponsorship agreements require the approval of the Principal, in consultation with the School Council, and the appropriate Superintendent of Education **and the Partnership Development Department**. The Superintendent **and/or the Partnership Development Department** may **will** discuss the proposal with Director's Council before rendering a decision.

13. Sponsors are required to complete and submit a letter to the attention of the school principal or the Partnership Development Department outlining the terms of reference for proposed sponsorships in accordance with TCDSB Operational Procedures, Terms of Reference for Proposed Sponsorships and forwarded to TCDSB Partnership Development Department 80 Sheppard Avenue East, Toronto, Ontario M2N 6E8 or email: **partnershipdevelopment@tcdsb.org**.

14. Acknowledgment of receipt of a sponsorship letter will be made within two business days. Within 10 business days of that acknowledgment, the Partnership Development Department will respond to the sponsor regarding the course of action required to implement the proposed sponsorship.



POLICY SECTION: FINANCE
SUB-SECTION: FUNDS AND FOUNDATIONS
POLICY NAME: **DONATION AND SPONSORSHIP**
POLICY NO: **F.F.02**

15. The principal will determine the suitability of sponsorships in accordance with TCDSB Operational Procedures, Determining Whether to Have a Sponsorship - The Sponsorship Process.

~~16. Any agreement deemed by the Superintendent of Education to be unique or the first of its kind for the Board shall be brought to Director's Council for discussion. All board-wide agreements~~ **sponsorships** ~~fall under the auspices of the Partnership Development Department and require the approval of the Board of Trustees.~~

17. In accordance with O. Reg. 298/24, no advertisement or announcement shall be placed in a school or on school property or distributed or announced to the pupils on school property without the consent of the board that operates the school except announcements of school activities.

~~7. Before the acceptance of and/or approval of a sponsorship agreement the following must be considered:~~

- ~~a) The compatibility of the sponsorship agreement with the mission, vision and goals of the Board;~~
- ~~b) The compatibility of the sponsorship agreement with the policies and procedures of the Board;~~
- ~~c) Products and services of the Sponsor are consistent with all applicable policies set by the TCDSB, as well as all applicable laws, rules, and regulations in their own country, as well as meet internationally recognized standards, in order to advance social and environmental responsibility;~~
- ~~d) Value of the sponsorship agreement to the school's educational program;~~
- ~~e) Location of the sponsorship in the school's building or on the school property;~~
- ~~f) Applicable installation or repair costs;~~



POLICY SECTION: FINANCE
SUB-SECTION: FUNDS AND FOUNDATIONS
POLICY NAME: **DONATION AND SPONSORSHIP**
POLICY NO: **F.F.02**

- ~~g) Safety, security and maintenance requirements;~~
- ~~h) Board established standards for equipment (e.g. computers, audio visual);~~
- ~~i) Financial commitment required by the school or the Board (e.g. ongoing costs).—~~
- ~~j) All of the above needs to comply with the TCDSB Trustee Services and Expenditures Policy T.17 and TCDSB Policy Sweatshop Free Purchasing Policy F.P.04, and where necessary, requirements of the OFSAA Uniform Sponsorship Policy.—~~

Definitions:

Donation (Gift)

A donation (gift) is a voluntary transfer of property without ~~valuable consideration~~ **any benefit received by the donor**. Generally, a donation (gift) is made if all three of the conditions listed below are satisfied:

- ~~— Some property usually cash is transferred by a donor to a registered charity;~~
- ~~— The transfer is voluntary; and~~
- ~~- The transfer is made without expectation of return, and there is no benefit of any kind that may be provided to the donor or to anyone designated by the donor.~~

Gift-in-Kind

A gift-in-kind is a gift **donation** of property other than cash. It can be real property (e.g. real estate, securities), personal property (e.g. art, jewelry), **tangible property (e.g. securities)** or intangible property (e.g. patents, license). A gift **donation** of service is not a gift-in-kind that is eligible for a charitable tax receipt. ~~Gifts in-kind may be retained by the TCDSB and used for purposes consistent with its objectives or may be liquidated, if not contrary to the donor's explicit wishes.~~



POLICY SECTION: FINANCE
SUB-SECTION: FUNDS AND FOUNDATIONS
POLICY NAME: DONATION AND SPONSORSHIP
POLICY NO: F.F.02

Sponsorship

Sponsorship is ~~may be an arrangement~~ a legal agreement between the sponsor and the Board to co-operate in the coordination and execution of a function, project or ~~to exchange advertising for the responsibility of funding a an popular event or entity~~ where the sponsor requires brand recognition through advertisement or announcement in the school or on school property or other board sites.

Evaluation and Metrics:

Annually, the Partnership Development Department will consult with field superintendents, principals, and parent school councils to determine the effectiveness of the policy. A satisfaction survey will be provided to assist in determining whether or not changes need to be made in the policy to ensure its effectiveness.

APPENDIX

TCDSB Operational Procedures: Terms of Reference for Donations

Terms of Reference for Donations

The donor is to submit a letter outlining the donation and terms of reference for the donation:

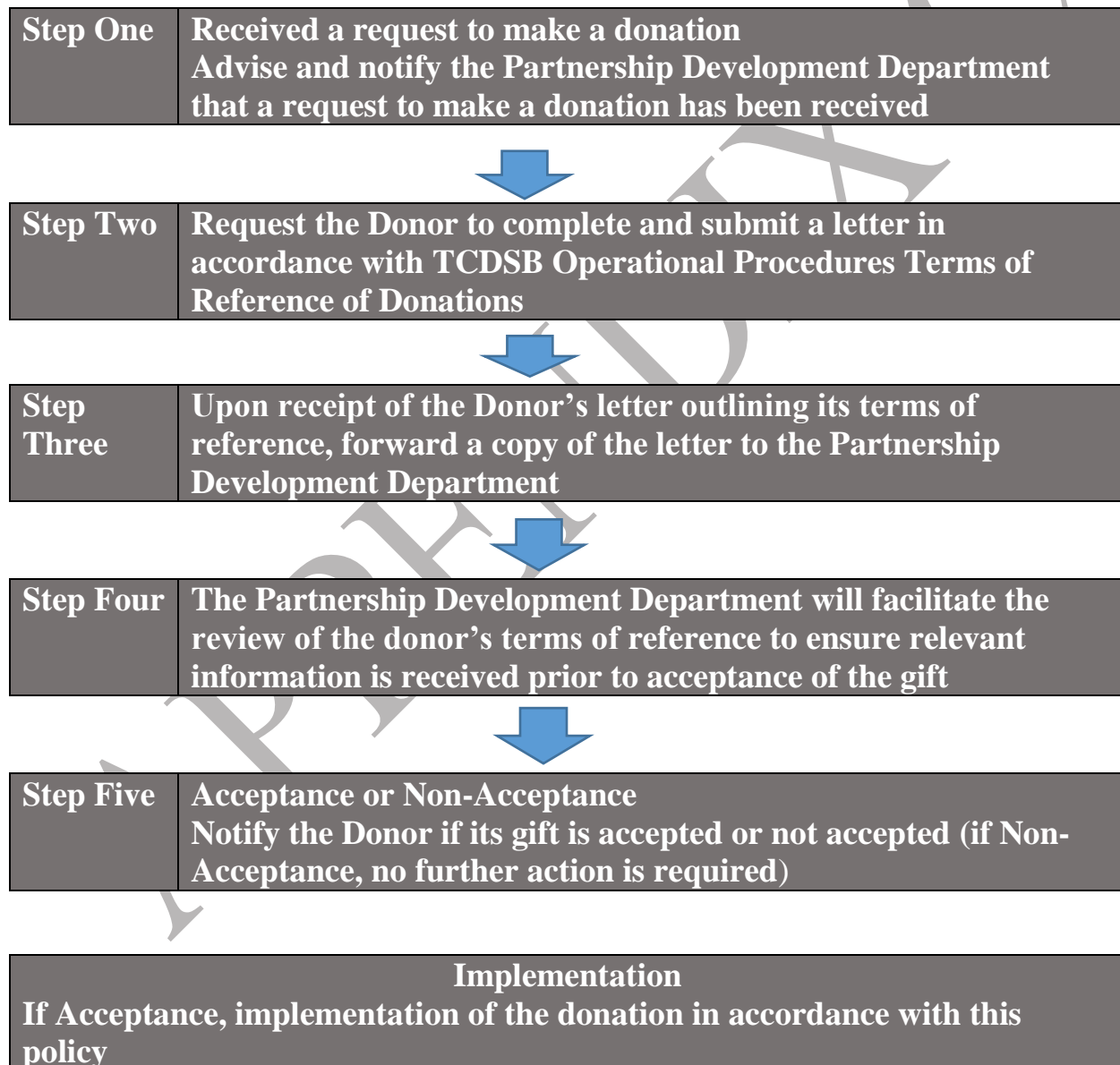
- recipient of the donation
- description of the donation
- details of cash and/or in-kind (i.e. installation services) portions
- information regarding costs of on-going support and maintenance, if any
- recognition and stewardship activities, if any
- timing
- any other requirements by the donor in terms of satisfying the donation
- confirmation that “the transfer is made without expectation of return, and there is no benefit of any kind that may be provided to the donor or to anyone designated by the donor”
- any other information that the donor may feel is pertinent to ensuring the donation can be satisfied

Since school sites are the property of and owned by TCDSB, the letter from the donor can be addressed to the attention of the school principal at the school’s mailing address or TCDSB Partnership Development Department 80 Sheppard Avenue East, Toronto, Ontario M2N 6E8 or email: partnershipdevelopment@tcdsb.org.

TCDSB Operational Procedures: Protocol Governing Acceptance of Donations

Protocol Governing Acceptance of Donations

The steps below are intended to govern the process regarding the acceptance of donations from persons, groups, communities and business entities and organizations. The Partnership Development Department staff are available for consultation to ensure relevant information is received prior to acceptance of a donation.



TCDSB Operational Procedures: Determining Whether to Have a Sponsorship – The Sponsorship Process

Determining Whether to Have a Sponsorship – The Sponsorship Process

The process can be segmented into five general phases. Each phase is designed to assure alignment with TCDSB Multi-Year Strategic Plan and foster student well-being and achievement. The TCDSB appreciates the unique characteristics of school-based fundraising, sponsorships, advertising, donations and/or partnership activities and has accounted for this in the flexibility of the process.

This approach is to be used whether contacted by and/or approaching an organization regarding school-based fundraising, sponsorships, advertising, donations and/or partnership activities.

Phase 1: Establish Goals

Articulate goals to get a clear understanding of the challenges and how the opportunity you are proposing will link to TCDSB Multi-Year Strategic Plan and foster student achievement and well-being. Categories of interest include:

- teaching and learning
- research collaboration
- institution and program-building
- applied and development work
- enhancing community connections
- faculty and staff development

Phase 2: Exploration

Identify and start a dialogue with all relevant external organizations and/or individuals and review resources before moving into a more formal evaluation process.

Phase 3: In-Depth Evaluation

Work in collaboration with appropriate TCDSB central departments (see TCDSB Central Staff Contacts) and enter into a more formal evaluation process (due diligence). Since due diligence is such a critical part of the process, serious attention is given to the topic before getting involved with any organization or individual. Planning is essential, as it may take some time to gather appropriate

TCDSB Operational Procedures: Determining Whether to Have a Sponsorship – The Sponsorship Process

information, consult subject matter, analyze the information, etc. before consideration can be given to working or cooperating with any organization or individual.

Step 3 - Competitors

See if there are other companies that may provide the same and/or comparable opportunity.

Phase 4 –Collaboration and Building

Build a working relationship with appropriate TCDSB central departments, by agreeing on the goals, objectives and core principles that will underpin the opportunity you are thinking of doing. Also in this stage, a deal structure is established and formalized with an opportunity that will produce success. As a contingency, it is prudent in this phase to agree on an appropriate conclusion (termination) to the opportunity.

Phase 5 – Maintenance

School staff working in collaboration with external organizations and/or individuals regarding the initiative and central TCDSB departments implement the joint initiative and monitor, evaluate and review the initiative to ensure longer-term commitment and continuity. A key element in this phase is to sustain and embed the initiative by communicating with all stakeholders with the goal to ensure a growing productive relationship to maximize the chances of success.

TCDSB Operational Procedures: Determining Whether to Have a Sponsorship – The Sponsorship Process

Other Factors to Consider

- What are the benefits of the sponsorship?
- What are the obligations upon TCDSB arising from the sponsorship?
- What are the risks associated with the sponsorship?
- Is it within the principal's power and capability to carry out those obligations?
- Will the school have the resources to carry out those obligations?
- Is legal documentation required for the sponsorship?
- Is all the information presented factually accurate?
- Are any trademarks or logos included, and if so, have all licenses, consents or permissions been obtained to use that trade mark or logo?

TCDSB Operational Procedures: Determining Whether to Have a Sponsorship – The Sponsorship Process

Satisfaction Survey

A brief satisfaction survey is done to check whether the sponsorship met its goals.

- Did the sponsorship achieve the goals that were articulated?
- Were the evaluation tools used to measure the impact of the sponsorship appropriate?
- Was it the best use of your resources?
- Did you build working relationships with appropriate TCDSB central departments? Is there room for improvement(s) in that area?
- What could you have done to make the sponsorship perform better?
- Would you use a sponsorship again?

TCDSB Operational Procedures: Terms of Reference for Proposed Sponsorships

Terms of Reference for Proposed Sponsorships

The sponsor is to submit a letter outlining the proposed sponsorship and terms of reference for the proposed sponsorship:

- name and description of the organization
- description of the purpose and scope of the proposed sponsorship
- proposed term and length of the engagement
- specify territorial or media restrictions and placement issues (if any)
- logos, trademarks, markings, etc. to be used in the proposed sponsorship
- merchandising in association with the proposed sponsorship (if any)
- requirement for TCDSB to use the products and/or services of the sponsor's organization (if any)
- exclusive or non-exclusive agreement
- advertising and/or promotion plan
- TCDSB resources to be used
- direct costs to TCDSB (if any)
- proposed sponsorship fee payable to TCDSB
- requirement for a formal agreement

Since school sites are the property of and owned by TCDSB, the letter from the sponsor can be addressed to the attention of the school principal at the school's mailing address or the Partnership Development Department 80 Sheppard Avenue East, Toronto, Ontario M2N 6E8 or email partnershipdevelopment@tcdsb.org.

TCDSB Policy Register

Donation F.F.02

| | | |
|--|------------------------|----------------------------|
| Date Approved: August 26, 2010 - Board | Date of Review: | Dates of Amendment: |
| Cross Reference: | | |

Policy

It is the purpose of the Toronto Catholic District School Board to accept donations (gifts) that support the Mission, Vision and Goals of the Board for the purposes of enhancing learning opportunities for students.

The donation (gift) cannot revert back to an organization or individual outside of the Toronto Catholic District School Board (e.g. CSAC, Alumni Associations, etc.).

All donations (gifts) shall be related to charitable, humanitarian, educational, or service activities consistent with the tenets of Catholicism.

Definitions

Donation (Gift)

A donation (gift) is a voluntary transfer of property without valuable consideration. Generally, a donation (gift) is made if all three of the conditions listed below are satisfied:

- Some property-usually cash-is transferred by a donor to a registered charity;
- The transfer is voluntary; and
- The transfer is made without expectation of return, and there is no benefit of any kind that may be provided to the donor or to anyone designated by the donor.

Gift-in-Kind

A gift-in-kind is a gift of property other than cash. It can be real property (e.g. real estate, securities), personal property (e.g. art, jewelry) or intangible property (e.g. patents, license). However, a gift of service is not a gift-in-kind that is eligible for a charitable tax receipt. Gifts-in-kind may be retained by the TCDSB and used for

purposes consistent with its objectives or may be liquidated, if not contrary to the donor's explicit wishes.

Regulations

1. The Toronto Catholic District School Board will encourage donations from persons, groups, communities and business entities and organizations which are consistent with the goals of the Board, will not compromise or exploit students or staff, and will strive to balance educational opportunities for students.
2. The Board shall encourage donations from donors whose ethical and political values correspond to the common good as defined in Ontario Catholic Education and the Corporate Sector published by the Institute for Catholic Education: "the common good balances harmoniously the recognition, respect, and interests of the human person with the needs and expectations of the community".
3. Donations are to fall under the auspices of the Partnership Development Department, and under its guidance, administrative staff are to develop guidelines with specific terms of reference.
4. The responsibility for implementation of this Policy and any supporting procedure shall be with the Director of Education and the Associate Director of Business Services.

Procedures

1. The TCDSB will work with all donors and recipients to ensure that the terms of reference for all gifts can be satisfied. The TCDSB will ensure relevant information is received prior to gift acceptance and take into consideration costs of on going support and maintenance, recognition and stewardship activities.
2. The TCDSB has set forth the signing authorities required to accept gifts. While the TCDSB will make every effort to accept all gifts, it retains the right to refuse the offer of any gift. The refusal may be the result of difficulties in administering the gift in accordance to the donor's wishes, special storage requirements, the inability to obtain a cost effective objective appraisal, environmental issues associated with the gift, the illegal nature, or other factors that deem the gift unacceptable. The TCDSB may also refuse a gift if its acceptance is incompatible with its mission, image and values; limits or imposes conditions on academic freedom; or compromises the autonomy of the institution.
3. The TCDSB follows the regulations set out by the CRA governing the valuation of gifts-in-kind. A charitable tax receipt is issued for the fair market value of the gift at the date the ownership is transferred to the TCDSB. In most cases, this will require some pre-advice and planning with TCDSB Business Services.

4. Gifts will qualify for current calendar year charitable tax receipts if they are post marked in the current year or officially received at the TCDSB in the current year.
5. Donations require an "arms length" relationship between the donor and the beneficiary when a charitable tax receipt is to be issued. Where no "arms length" relationship exists or, where the donor controls the use or specifies a person or family to receive the funds (e.g. private benevolence), no receipt will be issued. Business receipts, not charitable tax receipts, are provided for corporate sponsorships and private benevolence.
6. The TCDSB will work with all donors and recipients to ensure that the terms of reference for all gifts can be satisfied. The TCDSB will ensure relevant parties are consulted prior to gift acceptance in the light of donor stipulations, fund matching possibilities, ongoing costs including insurance coverage, and other implications.
7. The TCDSB welcomes donations made by will, gift annuity, life income agreement, living trust or life insurance. The TCDSB will provide guidance to individuals who are considering a planned gift. Prospective donors are always encouraged to retain their own, independent advice.
8. Where events or information available subsequent to gift acceptance occurs, which constitutes a significant and continuing challenge to the TCDSB's reputation, the TCDSB will seek legal counsel to resolve the issue within the law.
9. All of the above needs to comply with the TCDSB Trustee Services and Expenditures Policy T.17 and TCDSB Policy Sweatshop Free Purchasing Policy F.P.04, and where necessary, requirements of the OFSAA Uniform Sponsorship Policy.

TCDSB Policy Register

Sponsorship F.F.26

| | | |
|--|------------------------|----------------------------|
| Date Approved: August 26, 2010 - Board | Date of Review: | Dates of Amendment: |
| Cross Reference: | | |

Policy

It is the purpose of the Toronto Catholic District School Board to endorse the use of sponsorships that support the Mission, Vision and Goals of the Board for the purposes of enhancing learning opportunities for students.

Sponsorships are permitted for the on-going business functions of the Board in accordance with, but not limited to acceptance to hospitality or gifts, offering of hospitality and gifts, access to school premises, purchasing and procurement, fundraising, advertising, advertising in schools and sweatshop free policies and procedures.

All sponsorships shall be related to charitable, humanitarian, educational, or service activities consistent with the tenets of Catholicism.

Definitions

Sponsorship

Sponsorship may be an arrangement to exchange advertising for the responsibility of funding a popular event or entity.

Sponsor

A corporation or organization that enters into a sponsorship agreement with a “property” and pays cash or value-in-kind in return for access to exploitable commercial potential associated with the property.

For the purpose of this Policy, a sponsor is any organization or individual providing resources to the TCDSB, for use in achieving TCDSB objectives, in return for specific benefits. A sponsor is not an organization or individual providing a ‘gift’ with no benefits in return.

Regulations

1. The Toronto Catholic District School Board will seek sponsorships with and from persons, groups, communities and business entities and organizations which will benefit the educational objectives of the Board, and are consistent with the goals of the Board, will not compromise or exploit students or staff, and will strive to balance educational opportunities for students.
2. The Board shall encourage contributions from sponsors whose ethical and political values correspond to the common good as defined in Ontario Catholic Education and the Corporate Sector published by the Institute for Catholic Education: *“the common good balances harmoniously the recognition, respect, and interests of the human person with the needs and expectations of the community”*.
3. Sponsorships are to fall under the auspices of the Partnership Development Department, and under its guidance.
4. The responsibility for implementation of this policy and any supporting procedure shall be with the Director of Education and the Associate Director of Business Services.

Procedures

1. All school based sponsorship agreements require the approval of the Principal, in consultation with the School Council, and the appropriate Superintendent of Education. The Superintendent may discuss the proposal with Director’s Council before rendering a decision.
2. Any agreement deemed by the Superintendent of Education to be unique or the first of its kind for the Board shall be brought to Director’s Council for discussion. All board-wide agreements fall under the auspices of the Partnership Development Department and require the approval of the Board of Trustees.
3. Before the acceptance of and/or approval of a sponsorship agreement the following must be considered:
 - a) The compatibility of the sponsorship agreement with the mission, vision and goals of the Board;
 - b) The compatibility of the sponsorship agreement with the policies and procedures of the Board;
 - c) Products and services of the Sponsor are consistent with all applicable policies set by the TCDSB, as well as all applicable laws, rules, and regulations in their own country,

as well as meet internationally recognized standards, in order to advance social and environmental responsibility;

- d) Value of the sponsorship agreement to the school's educational program;
- e) Location of the sponsorship in the school's building or on the school property;
- f) Applicable installation or repair costs;
- g) Safety, security and maintenance requirements;
- h) Board-established standards for equipment (e.g. computers, audio-visual);
- i) Financial commitment required by the school or the Board (e.g. ongoing costs).
- j) All of the above needs to comply with the TCDSB Trustee Services and Expenditures Policy T.17 and TCDSB Policy Sweatshop Free Purchasing Policy F.P.04, and where necessary, requirements of the OFSAA Uniform Sponsorship Policy.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

MENTAL HEALTH AND WELL BEING POLICY (S.03)

[Click here to enter Quote.](#)

| Created, Draft | First Tabling | Review |
|--|--------------------|---|
| May 30, 2017 | September 12, 2017 | Click here to enter a date. |
| Cristina Fernandes, Superintendent of Student Achievement and Well-Being , Special Services Patricia Marra-Stapleton , Mental Health Leader | | |
| RECOMMENDATION REPORT | | |

Vision:

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

Mission:

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

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



D. Koenig

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

TBD

Executive Superintendent of Business Services and Chief Financial Officer

Rory McGuckin

Director of Education

A. EXECUTIVE SUMMARY

In order to set out a clear internal process for supporting students and schools in the aftermath of a crisis of a mental health nature, staff recommends that the document “Mental Health Crisis Response Guidelines” found in APPENDIX A be appended to the TCDSB Student Mental Health and Well-being Policy (S.03). An update of the policy in Meta format is also recommended in APPENDIX B.

The cumulative staff time dedicated to developing this report is 5 hours.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends an addition of an appendix to the existing TCDSB Mental Health and Well-Being Policy (S.03).

C. BACKGROUND

1. TCDSB’s Mental Health and Well-Being Policy (S.03) was approved by the Board of Trustees in 2013.
2. The Ministry of Education has encouraged school boards to develop crisis response guidelines to address mental health crisis situations.
3. The TCDSB Mental Health Steering Committee subsequently revised previous foundational work contained in “*Metropolitan Separate School Board Guidelines for a Crisis Response*” (1994), as well as the work of the TCDSB Social Work Department “*Guidelines for a Crisis Response*” (2002) to inform the Mental Health Crisis Response Guidelines.
4. The TCDSB Mental Health Crisis Response Guidelines (APPENDIX A) were approved in 2014.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Mental Health Commission of Canada Mental Health and addictions Strategy 2012 indicated that 1 in 5 of Canadian youth suffer from a mental health illness. Of these mental health illnesses, some youth may experience a crisis situation which may include emotional upset, altercation with others, suicide attempt, or death.

2. Evidence based protocols such as “ *School Boards Youth Suicide Prevention Guide*” by the University of South Florida (2012), have pointed schools and school boards to the most current evidence directing schools in best practice approaches in addressing mental health crisis situations.
3. Ontario School Mental Health Assist (an implementation group supporting all Ontario School Boards in the implementation of School Mental Health Strategies) developed its “*Youth Suicide Prevention: A Leadership Tool*” in 2013. This tool also highlights the need for crisis or “postvention” response.
4. The TCDSB Mental Health Crisis Response Guidelines completes the continuum of support represented in the TCDSB Mental Health and Well-Being Policy (S.03). Currently the TCDSB Mental Health and Well-Being Policy (S.03) includes mental health response (promotion and preventative measures) as well as Suicide Intervention (measures for intervention). The addition of the TCDSB Mental Health Crisis Response Guidelines would complete the continuum with the addition of “postvention” measures.
5. This report recommends that the TCDSB Mental Health Crisis Response Guidelines be appended to the existing TCDSB Mental Health and Well-Being Policy (S.03).

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored through policy development and departments responsible for policy and procedures therein.
2. Further reports to board regarding recommended changes or updates to the policy or its appendices will be brought as necessary.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Communication to the system regarding the appending of the Mental Health Crisis Response Guidelines to the current policy will be made via necessary communication channels.

2. Targeted groups for communication include psychology staff, social workers, guidance staff, K-12 principals and vice principals, all other staff.
3. Methods will include annual staff meeting discussion at all schools, with the discussion facilitated by school social work and psychology staff.
4. Inclusion of the newly revised policy on the public facing website.

G. STAFF RECOMMENDATION

This report recommends that the TCDSB Mental Health Crisis Response Guidelines (Appendix A) be appended to the updated TCDSB Mental Health and Well-Being Policy (S.03).

Toronto Catholic District School Board

Mental Health Crisis Response Guidelines

2014



Mental Health Crisis Response Guidelines 2014

TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2014-2015

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CONTENTS

Section 1

Executive Summary 4

Section 2

Crisis Response Procedures 6

Section 3

Crisis Response Action Plan 7

Section 4

Crisis Response Contacts 8

Section 5

Best Practices 9

Section 6

Memorialization 10

Section 7

Notifications to Staff, Students, and Parents 12

Section 8

Dealing with the Media 16

Acknowledgements 17

APPENDICES

Appendix A - Special Considerations: Death by Suicide

Appendix B - Informing Students and Staff

Appendix C - Death Notification Statement for students

Appendix D - Classroom Announcement of Death that was anticipated

Appendix E - Classroom Announcement Following an Unexpected Death

Appendix F - Sample Letter to send home following Crisis Incident

Appendix G - Letter Home following a Student Death

Appendix H - Letter home following a suicide

Appendix I - Letter home following a student death (traumatic- non suicide related)

Appendix J - Letter following traumatic event

MENTAL HEALTH CRISIS RESPONSE GUIDELINES

“Do not let your hearts be troubled. Believe in God, believe also in me.” (John 14:1)

Executive Summary

The ***TCDSB Mental Health Crisis Response Guidelines*** are intended to help promote mentally healthy schools for all students. Crisis Response exists along a continuum of mental health care and support for all TCDSB students. It is grounded in our Catholic Faith and promotes positive contributors to our community. The Ministry of Education has encouraged School Boards to develop Crisis Response Guidelines to address Mental Health Crisis situations. Crisis Response Guidelines are intended to support and guide school board staff as they respond to crisis incidents of a serious nature which have a significantly distressing impact to staff, students, and school community. The following guidelines have been developed with board staff, consultation with local school boards, as well as the inclusion of evidence based practices from current research. The following guidelines align with the TCDSB Mental Health and Wellbeing Policy (**S.03**), and include an overview of key considerations, general guidelines for responding, best practices, and templates. Crisis response provides opportunities for grief support, maintaining a focus on normal activities, and providing supports to students and staff.

Nature of Crisis Occurrences (may include)

- Aftermath of a violent/traumatic incident at school/community.
- Serious illness of student, or staff member
- Death of student or staff member (e.g. illness, accident, or suicide)

Mental Health Response Team

According to the TCDSB Mental Health Response Guidelines (***included in the TCDSB Mental Health and Well-being Policy S.03***), the Mental Health Response Team includes: Principal (or designate), Vice Principal, Guidance Counsellors, Social Work, and School Psychology Staff assigned to your school.

- The Mental Health Response Team may also be assisted by members of other groups or disciplines as determined by the Mental Health Response Team (e.g. Chaplains, CYWs, Teachers)

- The Mental Health Response Team is available to assist school administration in supporting students and staff through a crisis incident of a serious nature by: responding ***immediately*** to the request, initiating the healing process within the school community, recommending and assisting with necessary tasks, discussing delegation of responsibilities, providing emotional support to students, identify students at risk, and suggesting community resources.

Principles that have guided the development of the TCDSB Mental Health Crisis Response Guidelines include the following:

- Schools should strive to treat all student deaths in the same way. Having one approach for a student who dies of cancer (for example) and another for a student who dies by other means reinforces the potential for unfortunate stigma.
- Help is available for any student who may be struggling with mental health issues or suicidal thoughts, rising from one's reaction to trauma or a crisis incident.

CRISIS RESPONSE PROCEDURES¹

Please note: The following steps are recommended. As most crisis situations are unique, some may apply, while others may not.

- ❑ The principal/designate recognizes or is advised of a crisis incident.
- ❑ The principal/designate *ensures immediate management of the situation* (i.e. calls the police, ambulance etc.) and proceeds to gather and verify facts surrounding the incident as quickly as possible.
- ❑ The principal/designate immediately notifies superintendent of the crisis incident.
- ❑ *The Principal, in consultation with their local superintendent and the Communications Department, prepare procedures for responding to the media*, as well as the appointment of a media spokesperson as needed. (See Dealing with the Media section pg. 16.)
- ❑ The principal designate **contacts the Mental Health Response Team**.
- ❑ **In the case of an injury/death, the principal or designate contacts the family of the deceased/injured.**
 - Find out if the deceased /injured has any siblings enrolled in other schools. If so, then notify the principals of those schools.
 - Obtain permission to release the cause of death (where applicable) from the parents or family of deceased. If the parents do not give permission to release the cause of death, respect for their wishes should be maintained **(see special consideration when speaking with family of deceased in Appendix A)**. **The principal may take the opportunity to establish who would be the most suitable person for the school to communicate with during this time of grieving (the family may designate a specific family friend or family member).**

The Principal, superintendent or designate contacts the school Mental Health Response Team (i. e., school social worker, psychologist, and guidance) who meets to *develop a plan of action*. Roles and responsibilities are clarified and defined. **(See Crisis Response Action Plan for details)**

¹Taken from "Guidelines for a Crisis Response 1995 (Chapter 4, page 5) and "School Based Youth Suicide Prevention GUIDE USF.

Crisis Response Action Plan

Scope of Crisis Events and Intervention Phases

Several points should be highlighted related to the crisis incident. Actions taken and communication of information should be guided by the developmental age/special needs of the students involved. Clearly, the scope of the event (major school wide crisis as contrasted with small group or individual crisis) profoundly shapes how many staff members are needed during the various phases of the crisis. Also, the time frame involved is a consideration. Difficulties that must be dealt with during the crisis itself raise many problems that are quite distinct from those arising in the immediate aftermath and in the days and weeks following the event (e.g., hysteria and fear as contrasted with grief reactions and post-traumatic stress).

- ❑ **Schedule a time and place to notify school staff members.** This meeting should be arranged as soon as possible. (See page 12 for sample staff meeting agenda)
- ❑ Develop a **brief written communication for students** summarizing the facts of the incident and including a prayer. **(Refer to Appendices C, D, E,)** In preparation of the communication to all students, consider information that may have circulated via social media. Meet with students in classrooms if needed (avoid assemblies). Prepared communication should be read by the classroom teacher to all students. Assistance in reading the communication can be provided by administration, or members of the Mental Health Response Staff. Consider if there is a need for Mental Health Response Staff to prioritise or attend the deceased/victim's classes, or the classes of any other vulnerable students or groups.
- ❑ **Establish support/counselling rooms in the school and ensure that students and staff know where they are.**
- ❑ **Prepare a communication for all parents (Refer to samples in APPENDIX F, G, H, I, J,)**
- ❑ **Principal or designate gathers information pertaining to any funeral arrangements.** Share information with staff, students, and parents, with the permission of the deceased's family. **(See Appendix A)**
- ❑ **Principal to debrief school staff at the end of the day** Mental Health Response Team to be present.
- ❑ Principal, or designate and Mental Health Response Team reconvene to evaluate progress of the action plan and determine if further service is required by the Mental Health Response team. Consider debrief opportunities for the next 5 days (if appropriate). Identify and distribute any available information/ support for staff.
- ❑ Arrange for an opportunity for members of the Mental Health Response Team to debrief their personal experience following the crisis response

Crisis Response Contacts

This page can be completed as much as possible at the beginning of each school year.

| Mental Health Response Team Members | Title | Cell Phone # | Voice Mail |
|-------------------------------------|---------------|--------------|------------|
| 1. | Social Worker | | |
| 2. | Psychology | | |
| 3. | Guidance | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

Other Useful Contacts:

Child and Youth Worker

Chaplaincy Leader (secondary)/Central Religious and Family Life Department (elementary)

Police Contact Person

Fire Department Contact Person

School Board Media Person

Trustee

Parish Priest

CSAC Chair

Best Practices Following a Crisis Occurrence

Consider

- ✓ **Refer to Crisis Response Procedures Section**
- ✓ Addressing blaming, scapegoating, or rumours
- ✓ Continually monitoring the school's emotional climate (Has there been an increase in fights or school delinquency following the crisis occurrence?)
- ✓ Identifying and reaching out to at-risk students who stopped attending school following the crisis occurrence

Avoid

Glamorizing, romanticizing, minimizing, or sensationalizing any death (e.g. "he will be with his girlfriend who predeceased him", "Now that he is gone, people will take notice of what he was experiencing", "It is like Romeo and Juliet", "He/she are just like (*insert famous celebrity name.*")

Memorialization

"Blessed are those who mourn, for theirs is the kingdom of heaven." (Mathew 5:4)

Key Considerations

It is very important that schools strive to treat all deaths in the same way. This approach helps minimize stigma, possible glamorization of the death and shows sensitivity to the grieving family members and friends of the deceased. Our primary intent is to support students and avoid further potential harm.

Wherever possible, schools should both meet with the student's friends and coordinate with the family, in the interest of identifying a meaningful, safe approach to acknowledging the loss.

Funeral, Memorial Services, and Visitations

It is strongly advised that a funeral service/funeral mass NOT be held on school grounds. School administrators are urged to focus on maintaining a regular schedule, structure and routine.

In situations where school personnel are able to collaborate with the family regarding the funeral service/funeral mass, and/or visitation arrangements, it is strongly suggested that the service be held outside of school hours. This would allow students to attend with their parent(s). In the event that the funeral service or funeral mass, or visitation occurs during school hours, students can be excused from classes to attend ONLY with parental permission. Schools are discouraged from arranging transportation to such services.

Spontaneous Memorials/Permanent Memorials/Scholarships

Permanent memorials can prove to be upsetting reminders to some bereaved students, and therefore disruptive to the school's goal of maintaining a regular routine. It is recommended that they be established off school grounds. Moreover, the school should bear in mind that once it plants a tree, puts up a plaque, installs a park bench, or establishes a named scholarship for one deceased student, it should be prepared to do so for others, which can become quite difficult to sustain over time. The school's goal should be to balance the students' need to grieve with the goal of limiting the risk of inadvertently glamorizing the death.

It is recommended that schools discourage requests to create and distribute t-shirts and buttons bearing images of the deceased by explaining that, while these items may be comforting to some students, they may be quite upsetting to others.

The emptiness of the deceased student's chair can be unsettling, after approximately five days (or after the funeral), seat assignments may be re-arranged to create a new environment. Teachers should explain in advance that the intention is to strike a balance between compassionately honouring the student who has died while at the same time returning the focus back to the classroom curriculum.

It is NOT recommended that flags be flown at half-mast (refer to TCDSB Policy S.06 Policy Regarding National Flag, The flag is flown at half-mast at the discretion of the Director of Education).

If there is a tradition of including a tribute to deceased students who would have graduated with the class, schools may wish to include a brief statement acknowledging and naming those students from the graduating class who have died. Final decisions about what to include in such tributes should be made by an adult.

Events Dedicated to the Deceased

The student's classmates may wish to dedicate an event (such as a dance performance, poetry reading, or sporting event) to the memory of their friend.

An appropriate way in which to acknowledge and remember the deceased student may be through a dedicated school mass.

It can be helpful for schools in consultation with their school's Mental Health Response Team, to proactively suggest a meeting with the student's close friends to talk about the type and timing of any memorialization. This can provide an important opportunity for the students to be heard and for the school to sensitively explain its rationale for permitting certain kinds of activities and not others.

Some Suggestions May Include:

- Memorial mass at the parish
- Raising funds to help the family defray their funeral expenses
- Making a book available in the school (e.g. in school chapel, or in an area which is not located in a high traffic zone, but easily monitored by school staff) for a week or so in which students can write messages to the family, share memories of the deceased, or offer condolences; the book can then be presented to the family on behalf of the school community.

Notifications to Staff, Students, and Parents

**Avoid using the school PA system for announcements where possible.*

Informing Staff

- The ideal is to have a “face to face” emergency staff meeting as soon as possible (e.g., in the morning before school, at recess, lunch)
- If possible, have one or more Mental Health Response Team members present at the staff meeting to provide support
- The goal of the meeting is to share accurate, factual information about the incident/death, provide teachers with resources to deal with students, and to share the school’s specific plan for crisis response.

Sample Agenda for Initial Staff Meeting

- Share accurate information about the incident/death.
- Introduce the school’s Mental Health Response Team members.
- Explain the school’s crisis response Action Plan for the day, including:
 - ✓ Where support staff will be located in the school
 - ✓ Throughout the day students may need to partake in the available counselling, this should be permitted. Where possible continue to deliver curriculum to maintain the routine of the class.
 - ✓ Who will talk to the students about the incident
 - ✓ What message will be given to the students and parents
 - ✓ Information regarding any formal notifications being sent to parents
- Have the Mental Health Response Team discuss with teachers what signs or behaviours in students may be concerning and be indicative that the student is in need of support.
- Remind teachers to keep an accurate record of attendance. They should follow the same system of providing passes to leave the classroom or of alerting the office of student absences as they normally would.
- Offer staff assistance with notification to students in the case that the staff member is not comfortable or is otherwise unable to notify their students.
- Let teachers know, that if the teacher is comfortable doing so, the teacher can facilitate a class discussion about the crisis incident.
- Provide teachers with information about resources that they can access if they feel that they need support (e.g. Benefit packages provided from TSU/TECT which may include Member Assistance Programs.)
- Allow time for teacher questions about the crisis response plan or procedures
- Provide information to teachers about any follow-up debrief meetings that will be held at a later time.

Sample Agenda for Follow-up Staff Debrief

- Thank staff for their cooperation and support during the day.
- Remind staff to care for themselves and once again provide information regarding supports and resources available to them (e.g. benefit packages provided from TSU / TECT which may include Member Assistance Programs.)
- Allow time for teacher questions about the crisis response plan or procedures.
- Discuss the plans for the next day or few days including, where appropriate, information about funeral arrangements, staff coverage, ongoing resources and support for students.

Samples for Informing/Talking to Teachers about Incident/Death

- See "Informing the Students and Staff" (See Appendix B)
- See sample death notifications in Appendix C,D,E

Notifying Students

- Ideally, students should be notified formally following notification to teachers (face to face meeting with teachers as discussed above)
- Depending on the nature of the incident/death, the Principal may choose to notify students through one or more of the following ways:
 - ✓ Provide Information Directly to Individual Classes: this may be appropriate in situations where the incident/death primarily impacts only a small portion of the school community and where the information provided may be of a sensitive nature.
 - ✓ Assembly of a Subset of the Student Population: this may be appropriate in situations where the incident/death primarily impacts a portion of the school community (e.g., only 2 classes or a few grades).
 - ✓ General PA Announcement: ideally this should be used in situations that impact the entire school body, taking into account the varying age of the students and the sensitivity of the information (i.e., some information that is suitable for intermediate students may not be suitable for kindergarten students); the information provided should be direct, informative, and calm. If using PA announcement, consider the inclusion of scripture/prayer. PA announcement as a method of notification is generally not recommended.
- The Principal may wish to have the Mental Health Response Team support him/her in notifying students directly or indirectly.

Samples for Informing/Talking to Students about Incident/Death

- See "Informing the Students and Staff" (Appendix B, C, D, E)
- See "Sample Death Notification Statement for Students" (Appendix C)

Notifying Parents

- If the incident/death impacts the entire school community, then formal parent notification is necessary for the entire student body.
- If the death or incident only impacts a particular classroom, a notification may be sent to parents of impacted classrooms only.
- Formal notification to parents should be done in consultation with the Mental Health Response Team and in high profile media involved situations the principal may wish to review with the Board's Communications Department.
- In the case of the death of a student, formal notification to parents should be done in consultation with the parents of the deceased.
- Principals should avoid notifying parents via voicemail messages or "robo-calling" whenever possible, particularly when the information is of a sensitive nature. Written communication (e.g., letters or emails) is preferred.
- See "Sample Letter to Send Home" (See Appendixes G, H, I, J)

Dealing with the Media

In high profile, media involved situations, the principal and superintendent will consult the TCDSB Communications Department, who will prepare an appropriate statement for the media and designate a media spokesperson.

In these situations principals should advise school staff not to speak with media. Remember that personal information about students, parents and staff **cannot** be legally disclosed without consent.

Dealing with Social Media

Many students, particularly in secondary school, now receive rapid notice of information such as a school crisis via texts, twitter, Facebook or some other form of social media. Schools may consider monitoring social media sites for rumours, derogatory/bully messages, and comments by students at risk. Appropriate responses might include posting comments that dispel rumours, and sharing resources for support. It is important to remind students to refrain from speculation on social media.

Taken from: Guidelines for a Crisis Response: After a Suicide Toolkit; Youth Suicide Prevention Guide: Responding to Crisis at a School from the Center for Mental Health in Schools at UCLA, Consultation with TCDSB Communications Dept.

Acknowledgements

The current TCDSB Crisis Response Guidelines are based on the foundational work contained in *“Metropolitan Separate School Board Guidelines for a Crisis Response”* (1994). The TCDSB Crisis Response Guidelines Committee would also like to acknowledge the work of the TCDSB Social Work Department contained in *“Guidelines for a Crisis Response”* 2002, a compendium of relevant resources and tools. The current revisions would not have been possible without the support of our Superintendent of Student Achievement and Wellbeing – Special Services, Frank Piddisi, and the guidance of our Chief Social Worker, John Wilhelm, and Chief Psychologist Dr. Maria Kokai.

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POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: MENTAL HEALTH AND WELL BEING

POLICY NO: S. 03

Date Approved:

June 11, 2013

Date of Next Review:

June 2022

Dates of Amendments:

June 15, 2017

Cross References:

S.17 Suspected Child Abuse Reporting

Ministries of Children and Youth Services, and Education, Open Minds, Healthy Minds, 2011

Government of Ontario, Moving On Mental Health: A System that makes sense for children and youth, 2011.

Appendix A- Mental Health Response Guidelines

Appendix B- Suicide Intervention Guidelines

Appendix C- Mental Health Crisis Response Guidelines

Purpose:

This policy affirms the TCDSB's commitment to build awareness about mental health concerns affecting students, and to guide the response to critical mental health issues impacting students. The care and support of our students is the collective responsibility of all members of our Catholic community.

Scope and Responsibility:

The policy extends to staff members, students and their families while in attendance at school or engaged at other TCDSB events. The Director of Education, with the assistance of Supervisory Officers and Principals, is responsible for this policy.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence



POLICY SECTION: SCHOOLS

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POLICY NAME: MENTAL HEALTH AND WELL BEING

POLICY NO: S. 03

Fostering Student Achievement and Well-Being

Policy:

Employees of the Toronto Catholic District School Board shall refer any students with identifiable mental health concerns to the school's local mental health response staff as per the Mental Health Response Guidelines (Appendix A). In the event that the mental health concern involves suicidal ideation, employees shall implement the Suicide Intervention Guidelines. (Appendix B). **In the event of a mental health crisis occurrence, employees of the Toronto Catholic District School Board shall implement the Mental Health Crisis Response Guidelines (Appendix C) .**

Regulations:

1. Mental Health Response Guidelines and Suicide Intervention Guidelines have been developed for the TCDSB. All staff members shall use these guidelines when dealing with students presenting mental health concerns.
2. **Mental Health Crisis Response Guidelines have been developed for the TCDSB. All staff shall use these guidelines when dealing with a mental health crisis occurrence .**
3. The TCDSB shall provide ongoing professional learning for all employees about the types of mental health concerns impacting students
4. To sustain awareness about mental health concerns, all employees will annually review the Mental Health Response Guidelines—and , Suicide Intervention Guidelines, **and Mental Health Crisis Response Guidelines.**



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: MENTAL HEALTH AND WELL BEING

POLICY NO: S. 03

5. The dignity and privacy of the student experiencing mental health concerns will be respected in all circumstances.
6. The Director of Education is empowered to modify the guidelines as required, and will notify the Board of Trustees of any changes made to the guidelines.

Definitions:

Mental Health Concern

Includes, but is not limited to, any concerns of a psychological or social – emotional nature as outlined in the Mental Health Response Guidelines and the Suicide Intervention Guidelines.

Mental Health Response Staff

Staff includes administrators, social workers, psychology staff, and/or guidance counselors, as outlined in the Mental Health Response Guidelines.

Mental Health Crisis Occurrence

Includes, but is not limited to, any occurrence that results in a negative mental health impact for the school or students. For example, the aftermath of a violent / traumatic incident at the school /in the community, serious illness of student/ staff, death of student or staff member (e.g. illness, accident, suicide).

Evaluation and Metrics:

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



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: MENTAL HEALTH AND WELL BEING

POLICY NO: S. 03

1. TCDSB staff will consult with other Catholic school boards in Ontario with respect to their implementation of mental health policies and procedures.
2. Special Services personnel will annually review the Mental Health Response Guidelines and , the Suicide Intervention Guidelines, **and the Mental health Crisis Response Guidelines** and assess their effectiveness.

APPENDIX B