

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA SEPTEMBER 21, 2017

Angela Kennedy, Chair
Trustee Ward 11

Frank D'Amico, Vice Chair
Trustee Ward 6

Ann Andrachuk
Trustee Ward 2

Patrizia Bottoni
Trustee Ward 4

Nancy Crawford
Trustee Ward 12

Jo-Ann Davis
Trustee Ward 9

Rhea Carlisle
Student Trustee

Michael Del Grande
Trustee Ward 7

Joseph Martino
Trustee Ward 1

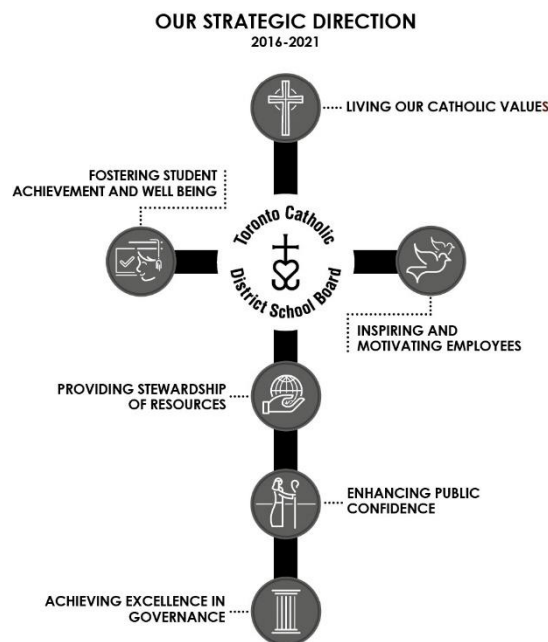
Sal Piccininni
Trustee Ward 3

Barbara Poplawski
Trustee Ward 10

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

Joel Ndongmi
Student Trustee



MISSION

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

VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Asst. Recording Secretary: Karen Eastburn, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Angela Kennedy
Chair of the Board



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

Angela Kennedy, Chair

Frank D'Amico, Vice-Chair

Thursday, September 21, 2017

7:00 P.M.

	Pages
1. Call to Order	
2. Memorials and Opening Prayer	
3. Singing of O Canada A Capella	
4. Roll Call & Apologies	
5. Approval of the Agenda	
6. Reports from Private Session	
7. Notices of Motions	
8. Declarations of Interest	
9. Approval and Signing of Minutes of the Previous Meetings	
9.a Regular Board - August 24, 2017	1 - 18
10. Presentations	
10.a Monthly Report from the Chair of the Board	19
10.b Monthly Report from the Director of Education	20

10.c	Monthly Report from the Student Trustee(s)	21
10.d	Andre Fullerton, Focus on Youth Coordinator/Manager of Outreach, Community Use of Schools, regarding Focus on Youth Summer Program	
10.e	Geoff Feldman, Chair, Toronto Catholic Parent Involvement Committee	22
10.f	Recognition and Special Presentation to the Sisters of the Good Shepherd.	
11.	Delegations	
12.	Consideration of Motions for which previous notice has been given	
12.a	Proposed Amendment to the Board's Operating By-law No. 175 regarding Signing Authorities	23 - 26
13.	Unfinished Business from Previous Meetings	
14.	Matters recommended by Statutory Committees of the Board	
15.	Matters referred/deferred from Committees/Board	
16.	Reports of Officials for the Information of the Board of Trustees	
16.a	Operating Expenditure Funding Shortfall 2017/18	27 - 33
16.b	Safe Schools Annual Report 2016-17	34 - 68
16.c	Status of the Multi-Language School and Ministry of Education Letters	69 - 75
17.	Reports of Officials Requiring Action of the Board of Trustees	
17.a	Report of the Governance and Policy Committee on Update to Community Engagement Policy (T.7)	76 - 84
17.b	Report of the Governance and Policy Committee on Consolidated Donation Policy (F.F.02) and Sponsorship Policy (F.F.26)	85 - 103
17.c	Report of the Governance and Policy Committee on Key and Security Card Access Control Policy (B.B.05)	104 - 122
17.d	Report of the Governance and Policy Committee on Mental Health	123 - 145

and Wellbeing Policy (S.03)

- 17.e Report of the Governance and Policy Committee on Whistleblower Policy (A.39) 146 - 159**

From April 19, 2017 Regular Board Meeting

- 17.f Report of the Governance and Policy Committee on Update to Access to Pupil Information Policy (S.16) 160 - 167**

18. Listing of Communications

19. Inquiries and Miscellaneous

20. Updating of Pending Items List 168 - 175

21. Closing Prayer

22. Adjournment

MINUTES OF THE REGULAR MEETING
OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
HELD AUGUST 24, 2017
PUBLIC SESSION

PRESENT:

Trustees:

- A. Kennedy, Chair
- F. D’Amico, Vice Chair
- A. Andrachuk
- P. Bottoni
- N. Crawford
- J.A. Davis
- J. Martino
- S. Piccininni
- B. Poplawski
- M. Rizzo
- G. Tanuan

Student Trustee:

- R. Carlisle
- R. McGuckin
- A. Sangiorgio
- D. Koenig
- M. Caccamo
- S. Campbell
- F. Cifelli
- A. Della Mora
- C. Fernandes
- K. Malcolm
- M. Puccetti
- D. Yack

J. Wujek
J. Yan

A. Robertson, Parliamentarian

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

1. Call to Order

The Honourable Joseph Volpe, former Minister of Citizenship and Immigration and current Publisher of the Italian-Language Daily Newspaper was welcomed to the meeting.

Also welcomed were Dan Koenig, Associate Director of Academic Affairs, and Flora Cifelli, Superintendent of Area 1 Family of Schools, as the newest members of the senior management team.

4. Roll Call and Apologies

Apologies were received on behalf of Trustee Del Grande and Student Trustee Joel Ndongmi.

5. Approval of the Agenda

MOVED by Trustee Piccininni, seconded by Trustee Andrachuk, that the Agenda, as amended to include the Addendum, be approved.

Results of the Vote taken, as follows:

In favour

Trustees Andrachuk
Bottoni

Opposed

Crawford
D'Amico
Davis
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

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

CARRIED

8. Declarations of Interest

There were no Declarations of Interest.

9. Approval and Signing of Minutes of the Previous Meetings

MOVED by Trustee Piccininni, seconded by Trustee Andrachuk, that Item 9) be adopted as follows:

Approval and Signing of Minutes of the Previous Meetings that the Minutes of the following Meetings be approved:

- 9a) Special Board – May 30, 2017
- 9b) Special Board (Student Achievement) – May 31, 2017
- 9c) Special Board (Corporate Services) – June 8, 2017
- 9d) Regular Board – June 15, 2017

9e) Special Board – June 20, 2017

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

10. Presentations

MOVED by Trustee Andrachuk, seconded by Trustee Bottoni, that Items 10a) and 10b) be adopted as follows:

10a) Monthly Report from the Chair of the Board received.

&

10b) Monthly Report from the Director of Education received.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 10c) be adopted as follows:

10c) Monthly Report from the Student Trustee(s) received.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni

Crawford
D'Amico
Davis
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Piccininni, that Item 10d) be adopted as follows:

10d) Verbal Presentation by Aldo Cundari, Chair, Villa Charities received and with a request to have the presentation uploaded to the Toronto Catholic District School Board's website.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Davis
Kennedy
Martino
Piccininni
Poplawski

Rizzo
Tanuan

The Motion was declared

CARRIED

11. Delegations

MOVED by Trustee Davis, seconded by Trustee Andrachuk, that Item 11a) be adopted as follows:

- 11a) Elena Sinelnikova regarding Admission to Toronto Catholic School for Edmonton Catholic Student** received and referred to staff.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Davis
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Bottoni, that the Agenda be reopened.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Bottoni, that Item 11b Delegation Honourable Joseph Volpe, former Minister of Citizenship and Immigration and current Publisher of the Italian-Language Daily Newspaper, regarding Villa Charities be added to the agenda.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee D'Amico, that Item 11b) be adopted as follows:

11b) Honourable Joseph Volpe, former Minister of Citizenship and Immigration and current Publisher of the Italian-Language Daily Newspaper, regarding Villa Charities received.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

Consent and Review

The Chair reviewed the Order Paper Items and the following Items were questioned.

- 12a) Trustee Crawford
- 16b) Trustee Andrachuk
- 16d) Trustee Davis
- 17b) Trustee Andrachuk

MOVED by Trustee Davis, seconded by Trustee Poplawski, that the items not questioned be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION – ITEMS NOT QUESTIONED

- 14a) **From the Audit Committee Meeting held on June 6, 2017: The Audit Committee recommends to the Board of Trustees that it review the current RFP process and any related policies received.**

- 14b) **Draft Minutes of the Special Education Advisory Committee Meeting held on June 7, 2017** received.
- 16a) **Early Years Program Funding 2017-18** received.
- 16c) **Ministry Memorandum 2017: B09- Plan to Strengthen Rural and Northern Educations** (including the Addendum) received.
- 17a) **Capital Priorities 2017:18 – Criteria Approval – URGENT** received and that business cases for the following 10 capital priorities be submitted to the Ministry of Education for funding consideration by **September 8, 2017:**

Rank	Project	Description
1	St. Michael Choir	Replacement School
2	Holy Angels	Replacement School/ Child Care
3	Our Lady of Guadalupe into St. Matthews	Replacement School/ Child Care
4	Loretto Abbey	Addition/Retrofit/Child Care
5	St. Raphael	Replacement School/ Child Care
6	St. Marcellus	Replacement School/ Child Care
7	Notre Dame	Replacement School/ Child Care
8	Our Lady of the Assumption	Replacement School/ Child Care

9	St. Michael into St. Paul	Building Improvements including Accessibility/New Larger Gym/Site Improvements including Greening and Playground Upgrades/ Child Care
10	Bishop Allen	Replacement School/ Child Care

12. Consideration of Motions for which Previous Notice has been given

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that Item 12a) be adopted as follows:

- 12a) Proposed Amendment to the Board's Operating By-law No. 175 regarding Signing Authorities** that this item be deferred to the September 21, 2017 Board meeting, or as per Legal Counsel's availability, in order to have Legal Counsel present to respond to questions, advise on any issues in the past and to inform the Board on what other Boards are doing as it relates to this.

Results of the Vote, taken as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Kennedy
 Martino
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

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

MOVED by Trustee Andrachuk, seconded by Trustee Poplawski, that Item 16b) be adopted as follows:

- 16b) **Notice of By-Law Amendment: Bill 68 Amendments to Municipal Conflict of Interest Act** received.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Kennedy
 Martino
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Andrachuk, that Item 16d) be adopted as follows:

16d) Student Transportation Readiness September 2017 received.

Staff was directed to prepare a one-page communication to all stakeholders advising them of the status of transportation operational readiness for September.

Trustee Davis was thanked for representing the Toronto Catholic District School Board at the Toronto Student Transportation Group.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Kennedy
 Martino
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

17. Reports of Officials Requiring Action of the Board of Trustees

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that Item 17b) be adopted as follows:

17b) City of Toronto Ward Boundary Changes and Impacts to Trustee Wards Consultant Proposal received.

MOVED by Trustee Andrachuk, seconded by Trustee D'Amico, that this item be deferred until a status update is received from the Ontario Municipal Board (OMB) on the realignment of city ward boundaries.

Results of the Vote taken, as follows:

In favour

Trustees Andrachuk
Bottoni
D'Amico
Kennedy
Martino
Poplawski
Rizzo
Tanuan

Opposed

Crawford
Davis

The Motion to Defer was declared

CARRIED

The Chair called for a 10-minute recess.

The meeting continued with Trustee Kennedy in the Chair.

The meeting resolved into DOUBLE PRIVATE Session.

The PUBLIC meeting continued with Trustee Kennedy in the Chair.

MOVED by Trustee Andrachuk, seconded by Trustee Poplawski, that Item 6) be adopted as follows:

6. **Reports from Private Session** that the items dealt with in PRIVATE and DOUBLE PRIVATE Sessions regarding Human Resources, Facilities, Real Estate and Executive Compensation be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR



Chair's Monthly Report

September 1 – September 22

Following are highlights for the period of September 1 – September 22, 2017

Wednesday, September 13th

- Visited St. Barnabas Elementary School with MPP and PC Leader Patrick Brown, Trustee Garry Tanuan and Superintendent Kevin Malcolm
- Along with the Director delivered greetings at the 2017 School Parent Engagement Event at the CEC



Director's Monthly Report September 1 to September 22

Following are highlights for the period of September 1 to September 22, 2017

Tuesday, September 5th

- Had the pleasure of visiting Holy Trinity Elementary School and D'Arcy McGee to welcome students on the First Day of School

Friday, September 8th

- Attended and delivered greetings at the Teaching and Learning Collaborative Faith Day at St. Bonaventure Parish Hall

Wednesday, September 13th

- Along with the Vice Chair and local Trustee, attended the blessing and breaking ground ceremony for Bishop MacDonnell
- Along with the Chair delivered greetings at the 2017 System School Parent Engagement Event at the CEC

Thursday, September 14th

- Welcomed new staff to the CEC community at the annual Heart of Welcome Mass in the Atrium

Friday, September 15th

- Along with the Associate Director and local Trustee, attended the Best Buddies event at Father Redmond Secondary and celebrated the basketball accomplishments of our wonderful Special Needs students and their Buddies along with Anthony Kennedy Shriver, Founder of Best Buddies International

Tuesday, September 19th

- Along with the Vice Chair and OCSTA Trustee representatives attended the OCSTA Regional Meeting, hosted by the TCDSB at the CEC

September Student Trustee Board Report:**General Assembly:**

The September General Assembly will take place on Tuesday September 26th. This is this first General Assembly of the year and will include keynote speakers, leadership training, and a platform for students to have their input heard on the 5 Goals for CSLIT this year.

**CSLIT Weekend Camp:**

On September 2nd, the student leaders of CSLIT went on a two night, three day trip up to Camp Olympia in Huntsville, Ontario. Over 30 secondary students (grades 9-12) attended from across the board. The students were able to participate in team building exercises, listen to keynote speakers talk about the importance of leadership and the struggles many youth face today. The students were also able to give feedback to the Students Trustees regarding the rough draft of the 2017 Voices That Challenge Board Report. This weekend provided students with faith-based exercises as well as leadership training to take back to their individual school communities.

Subcommittee Update:

The subcommittees of CSLIT will be established by the September General Assembly. Each student who attends CSLIT will have the opportunity to join the subcommittee of their choice. Every CSLIT subcommittee will run its own initiatives that reflect the goals of the year. These will include, but are not limited to; retreats focused on strengthening our Catholic Faith, conferences promoting environmental awareness and platforms for many social justice initiatives.

WHEREAS Regulation 7 of TCDSB Policy T.07 “Community Engagement” states “TCDSB Staff will develop procedures and a community engagement strategy to ensure ongoing and effective implementation of this policy”.

AND WHEREAS It appears that the information does not effectively make its way to the parent population at large, but finds its way mainly to CSPC and CPIC members.

Motion 17/06-04: **MOVED THAT** Toronto Catholic PIC recommend for consideration & request that the Members of the Board, direct Staff to:

PART A: Incorporate the following recommendations in a new section of the TCDSB Community Engagement Handbook T07, in consultation with CPIC and OAPCE (Toronto):

1. Surveys requesting parent feedback should allow sufficient time for parent response to permit a CSPC to discuss the issues and to send it out to the school parents.
2. Survey deadlines, where there are multiple surveys on different topics, should be staggered with discreet deadlines
3. A form of an Executive Summary including a brief Problem Statement, and Requested Action, should be included in any solicitation for parent feedback.

PART B: To provide a report on the costs and benefits of investing in School Connects eMail at the elementary panel so that the parents of elementary students can be reached by eMail.



REPORT TO

REGULAR BOARD

PROPOSED AMENDMENT TO THE BOARD'S OPERATING BY-LAW NO. 175 REGARDING SIGNING AUTHORITIES

"That your faith should not stand in the wisdom of men, but in the power of God." 1 Corinthians 2:5

Created, Draft	First Tabling	Review
	June 15, 2017	Click here to enter a date.
Paul Matthews, General Legal Counsel		
INFORMATION REPORT		

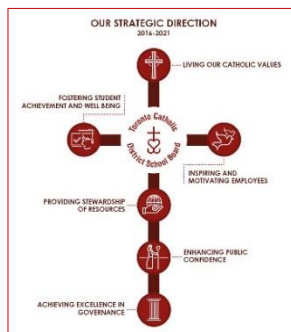
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We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



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

Article 14.4 of the Board's operating By-Law Number 175 regarding Signing Authorities is problematic in that it a) contains outdated legal descriptions of instruments and b) requires that one of the signatories be either the Chair or Vice-Chair of the Board of Trustees, which could present personal legal risk to them and presents an issue of timeliness for signatures. As such, it is proposed that Article 14.4 be amended. A by-law amendment may not be dealt with at the meeting at which it is first introduced and therefore will not be dealt with at the Board of Trustees meeting of June 15, 2017. The matter will instead be on the Agenda and may be dealt with at the regular Board of Trustees meeting on August 24, 2017.

B. PURPOSE

1. Article 14.4 of the Board's operating By-Law Number 175 regarding Signing Authorities needs to be amended to address the concerns further described below. According to Article 16 of the Toronto Catholic District School Board's existing operating By-Laws (By-law Number 175), the Board of Trustees may amend the By-Laws of the Board on a two-thirds (8 Trustees) affirmative vote of all Trustees.

C. BACKGROUND

1. Article 14.4 of the Board's operating By-Law Number 175 provides as follows:

14.4 Signing Authorities

All deeds, conveyances, mortgages, bonds, debentures, approved by the Board of Trustees shall be signed by the Director or any one of the associate Directors and either the Chair or Vice-Chair of the Board of Trustees.

2. This report proposes amending Article 14.4 for two reasons:
 - I. The Article refers to "deeds, conveyances, mortgages, bonds and debentures". The legal description of some of the instruments listed above has changed and others are now inapplicable to TCDSB.

- II. The Article requires that one of the signatories be either the Chair or Vice-Chair of the Board of Trustees. Requiring the Chair or Vice-Chair of the Board of Trustees to be a signatory is concerning for two reasons:
- a) Legal liability may arise personally for the Chair or Vice-Chair by signing a legal document on behalf of the Board of Trustees; and
 - b) It is a common occurrence that neither the Chair nor the Vice-Chair of the Board is available to immediately sign a document.
3. For the above reasons, it is proposed that Article 14.4 be amended to provide as follows:
- “All documents, other than banking-related documents, shall, if signing officers are required to bind the Board as a Corporation, be signed by any two (2) of the Director, the Associate Directors, and the Executive Superintendent of Business Services/Chief Financial Officer.”
4. Article 16.1 describes the rule with respect to amending the by-laws. Article 16.1 provides as follows:

16.1 Amendment after Notice

By-laws of the Board of Trustees may be amended from time to time at a Meeting of the Board of Trustees (such Meeting hereinafter referred to as the "later meeting") upon the affirmative vote of two-thirds of all Trustees provided:

16.1.1 written notice of motion proposing the amendment shall have been given at a regular meeting held prior to the later meeting;

16.1.2 the text and a brief statement of intended purpose of the amendment shall have been included in the notice of motion; and

16.1.3 the text of the amendment as so enacted is substantially the same as either the text set out in the notice of motion or the text as recommended by the appropriate Committee.

5. Pursuant to Article 16.1, a by-law amendment may not be dealt with at the meeting at which it is first introduced. Therefore, this proposed amendment to the By-Law may not be dealt with at the Board of Trustees meeting of June 15, 2017. The matter will instead be on the Agenda and may be dealt with at the regular Board of Trustees meeting on August 24, 2017.

D. STAFF RECOMMENDATION

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

OPERATING EXPENDITURE FUNDING SHORTFALL 2017-18

“A generous man will himself be blessed, for he shares his food with the poor.”

Proverbs 22:9

Created, Draft	First Tabling	Review
September 12, 2017	September 21, 2017	Click here to enter a date.

D. De Souza, Coordinator of Grants & Ministry Reporting

G. Sequeira, Coordinator of Budget Services

P. De Cock, Comptroller of Business Services & Finance

INFORMATION REPORT

Vision:

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

Mission:

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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 is to provide the Board of Trustees with information as to which operating expenditures are over funded or underfunded based on the Grant for Student Needs (GSN) received from the Ministry of Education (EDU).

B. PURPOSE

The purpose of this report is to identify the most significant and long standing cost pressures TCDSB has in areas such as Special Education, Occasional Teacher Costs, Student Transportation and Teacher Salaries. In these areas, TCDSB has historically overspent its allocation from the Ministry, while trying to offset these expenditures with under spending from other areas such as English as a Second Language (ESL), Learning Opportunities Grant (LOG), School Board Administration and School Operations and Maintenance.

C. BACKGROUND

1. Changes to the GSNs model over the past few years have resulted in reductions to TCDSB's operating funds. Past deficits were primarily a result of spending more than allocated program funding in order to foster student achievement and well-being.
2. On May 31, 2017 at the Student Achievement and Well Being Committee, the board requested "that staff provide the figures that compare our operating budget with Ministry funding for the total classroom instruction of \$909.7M (budget vs. funded) and come back with a breakdown of where the learning opportunity grant budget is being spent."

D. EVIDENCE/RESEARCH/ANALYSIS

The following table illustrates the different programs and the grants received for them, expenditures incurred and the surplus or deficit for each program.

Description	Grants	Expenditures	Surplus / (Deficit)
Learning Opportunities (LOG)			
Programs and Services	\$42.2M	\$16.9M	\$25.3M
Student Success	4.0M	4.0M	0
School Effectiveness, Tutoring, Specialist High Skills, New Teacher Induction Program	2.3M	2.3M	0
Sub Total LOG	\$48.5M	\$23.2M	\$25.3M
Regular Program	686.4M	704.8M	(18.4M)
Special Education	129.1M	140.8M	(11.7M)
English as a Second Language (ESL)	25.3M	15.0M	10.3M
Continuing Education	23.6M	23.4M	0.2M
Safe Schools	1.6M	2.5M	(0.9M)
Transportation	25.4M	34.7M	(9.3M)
Administration and Governance	28.2M	27.7M	0.5M
School Operations and Maintenance	99.7M	95.0M	4.7M
Other Expenditures	46.0M	46.0M	0
Sub Total Other	\$1,065.3M	\$1,089.9M	(\$24.6M)
Grand Total	\$1,113.8M	\$1,113.1M	\$0.7M

Below is a Summary of Expenditures that are under or over funded based on the type of program area. See Chart 1.0 below.

SUMMARY OF EXPENDITURE BUDGET OVER/UNDER FUNDED FOR 2017-2018

Operating Expense 2017-18 Budget Estimates \$ 1.1131B - Surplus \$0.7M	
Total Classroom Instruction Budget \$909.7 Million - Surplus \$4.8M	
<p align="center">Regular Program Revenue \$686.4M - Expenditure \$704.8M = (Deficit \$18.4M) <i>For full detail, refer to Chart 1.1</i></p>	
<p align="center">Special Education Revenue \$129.1M - Expenditure \$140.8M = (Deficit \$11.7M)</p>	<p align="center">Continuing Education Revenue \$23.6M - Expenditure \$23.4M = Surplus \$0.2M</p>
<p align="center">Learning Opportunities Grant (LOG) Revenue \$42.2M - Expenditure \$16.9M = Surplus \$25.3M <i>For full detail, refer to Chart 1.2</i></p>	<p align="center">LOG: School Effectiveness, Tutoring, Specialist High Skills Major, New Teacher Induction Program Revenue \$2.3M - Expenditure \$2.3M = Balanced \$0</p>
<p align="center">LOG: Student Success Revenue \$4.0M - Expenditure \$4.0M = Balanced \$0</p>	
<p align="center">English as a Second Language (ESL) Revenue \$25.3M - Expenditure \$15.0M = Surplus \$10.3M <i>For full detail, refer to Chart 1.2</i></p>	<p align="center">Safe Schools Revenue \$1.6M - Expenditure \$2.5M, = (Deficit \$0.9M)</p>
<p align="center">Transportation Revenue \$25.4M - Expenditure \$34.7M = (Deficit \$9.3M)</p>	
<p align="center">Administration & Governance Revenue \$28.2M - Expenditure \$27.7M = Surplus \$0.5M</p>	
<p align="center">School Operations & Maintenance Revenue \$99.7M - Expenditure \$95.0M = Surplus \$4.7M</p>	
<p align="center">Other Expenses Revenue \$46.0M - Expenditure(Education Programs Other \$18.8M + School Generated Funds \$24.0M + Temporary Accommodation \$3.2M) = Balanced \$0</p>	

Chart 1.1 provides a further break down of the regular program budget of \$704.8M, which has a shortfall of \$18.4M

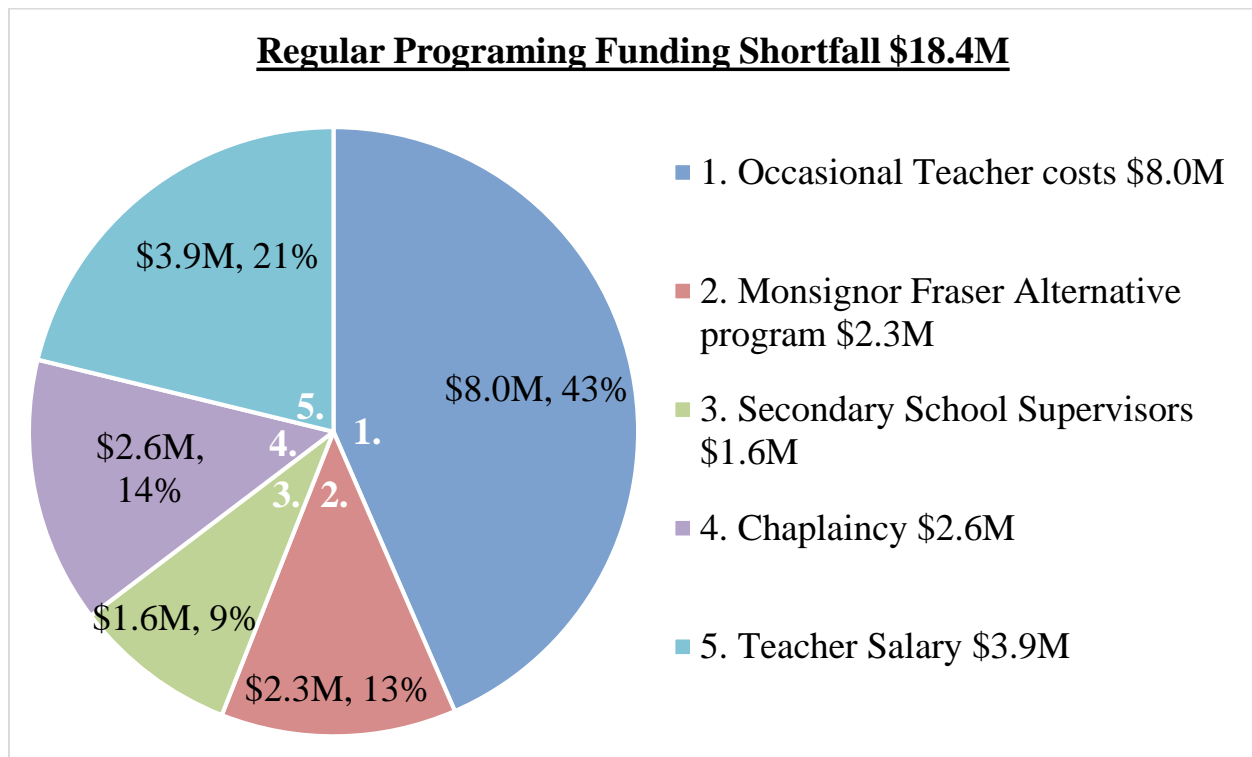
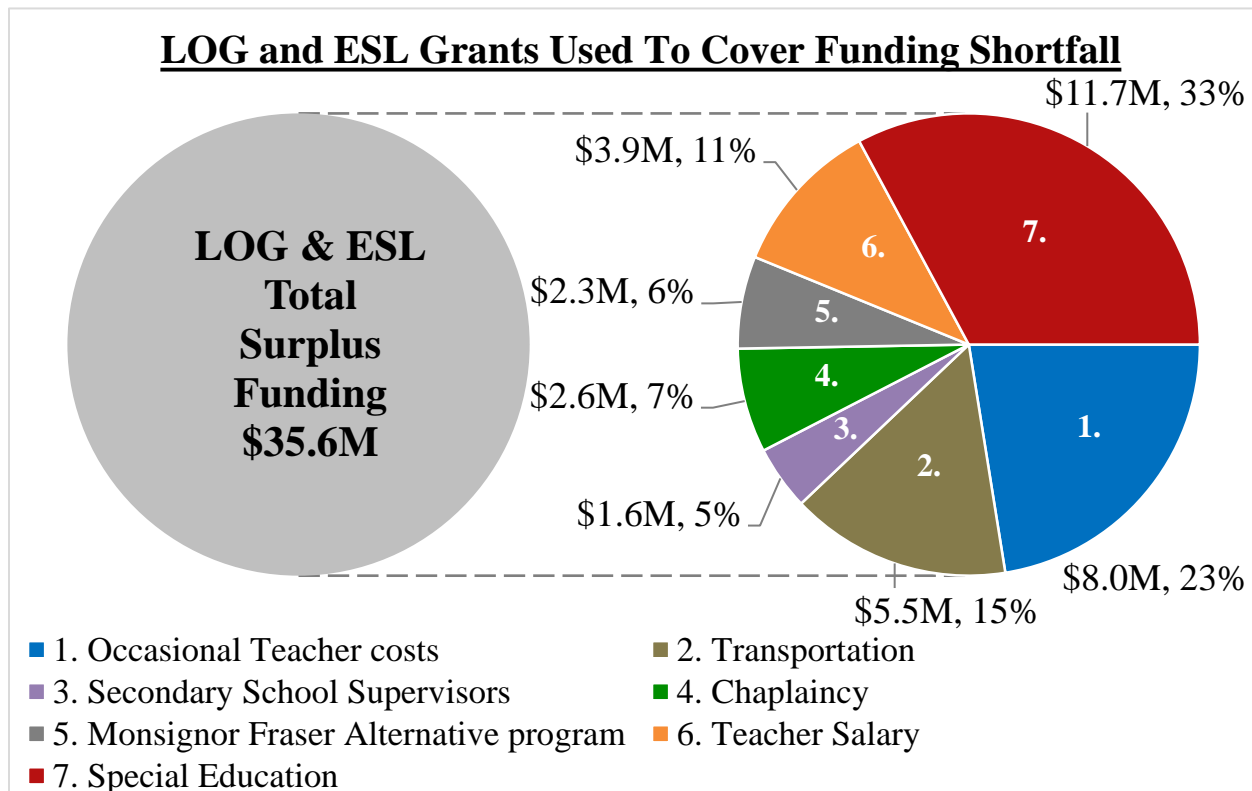
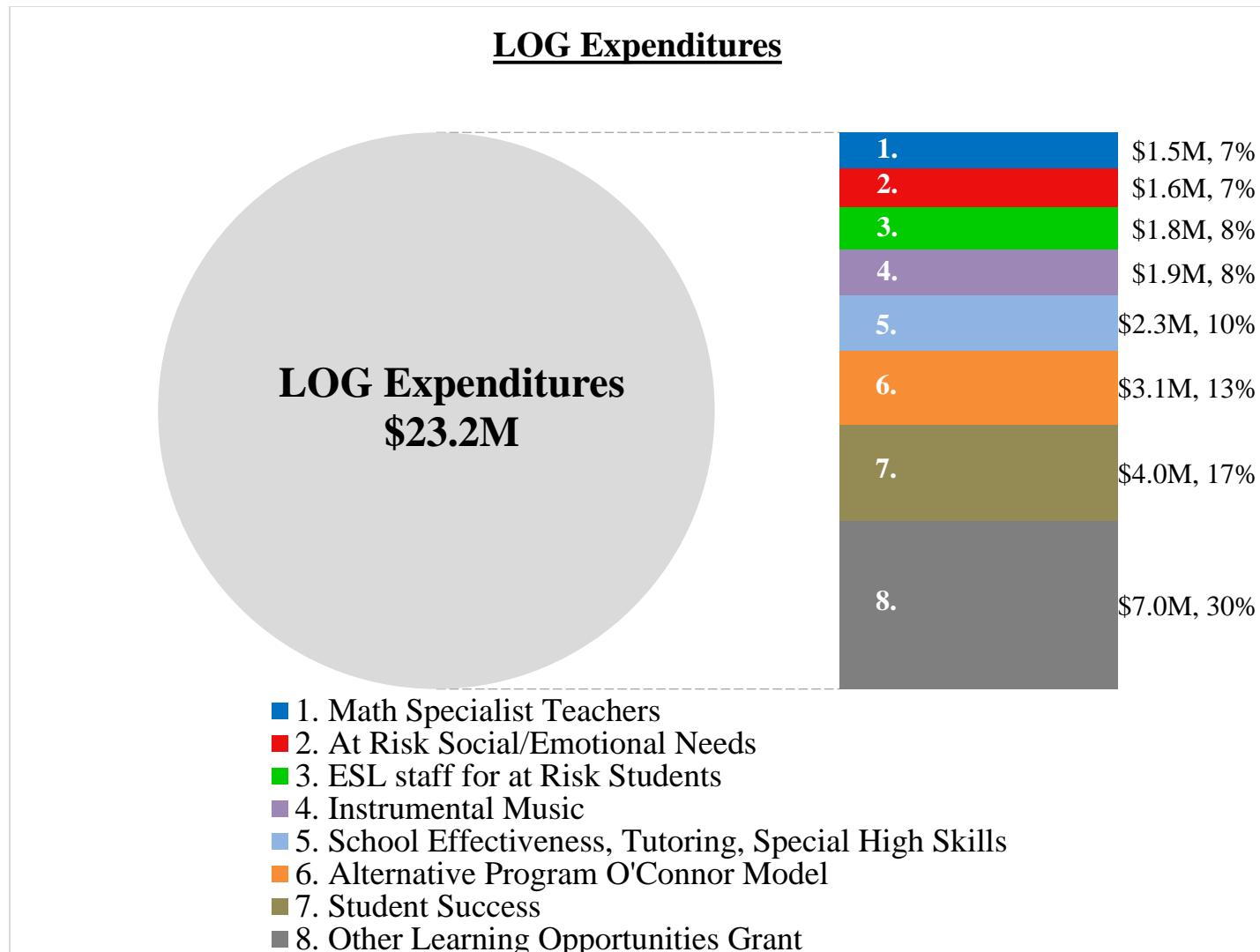


Chart 1.2 provides a breakdown of the LOG and ESL grant of \$35.6M surplus funding used to cover the shortfall in other program areas.



The chart below reflects how the LOG funds are spent on the different program areas with the balance used to support the unfunded programs.



The GSN Grant funding shortfall is supported with funds from other grants such as the ESL and LOG grants as well as surplus funds from the Administration and Governance grant and School Operations and Maintenance grant.

E. CONCLUDING STATEMENT

This report is for information purposes and for the consideration of the Board.



REPORT TO

REGULAR BOARD

SAFE SCHOOLS REPORT 2016-17

You are my hiding place; you will protect me from trouble
and surround me with songs of deliverance.

Psalm 32:7

Created, Draft	First Tabling	Review
September 6, 2017	September 6, 2017	Click here to enter a date.
Vincent Burzotta, Superintendent of Safe Schools Nadia Adragna, Principal St. Martin Campus Todd Visinski, Vice Principal St. Martin Campus		
INFORMATION REPORT		

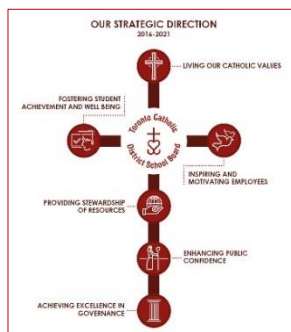
Vision:

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

Mission:

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

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



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

Safe and healthy learning environments supported by positive school climates continues to be a key goal for the Toronto Catholic District School Board. In our annual Safe School Report we continue to examine metrics which promote continued growth in safe, caring and accepting school practices. For 2016-17 both qualitative and quantitative data confirm a continued positive trend toward safe and welcoming school climates in the TCDSB. Behavioural data indicates that suspensions and expulsions over the last 5 years continues to trend downwards. Last year's increase in elementary suspensions particularly with females has been reversed. This indicates that last year's elementary female suspension concern was a one year anomaly and not consistent with the trend data. Although there have been some increases in suspensions at the secondary level the long-term system-wide metrics still support a downward trend in suspensions. In addition perceptual data from Safe School Climate surveys administered to elementary and secondary students indicate that an overwhelming number of students (94% in elementary and 90% in secondary) still believe their schools are safe places to interact and learn.

The Safe Schools department continues to invest in the quantity and scope of its professional learning modules offered to members of the TCDSB community to educate staff and students, and provide them with knowledge and skills to create more positive, accepting and safe school environments. Informed by the local Safe and Accepting Schools Teams, all schools will review their local 2016-2017 Safe Schools metrics and make adjustments as needed to their Safe Schools Plan. The components of the plan will include action items for: Bullying Awareness, Prevention and Intervention; Progressive Discipline; and Positive School Climate.

Cumulative Staff time spent on this Report was 105 hours

B. PURPOSE

1. The Safe Schools Report for 2016-2017 includes quantitative and qualitative data related to Safe Schools metrics, procedures, programs and other activities designed to create safe, accepting learning environments, and strengthen public confidence in the TCDSB. In an effort to gain further insights into the data the 2016-2017 Report also includes an embedded gender analysis.
2. The following areas will be addressed in this report, along with actions undertaken to address evidence-informed needs:

(1) Suspension and Expulsion Data

- (2) Safe Schools Climate Surveys
 - (3) Alternative Safe Schools Programs for Students
 - (4) Professional Learning to Build Capacity within the System
 - (5) Special Action Item on Female Suspensions
 - (6) Actionable Items 2016-2017 to consider
3. The evidence will highlight those areas of strength and success, as well as areas for growth, resulting in prioritized actions for the 2017-2018 school year.

C. BACKGROUND

The Safe Schools Report to the Board has evolved from focusing on Suspension and Expulsion data ten years ago, to a comprehensive review and analysis of established metrics and subsequent action plans for the new school year. This report is an annual report as requested by the Board of Trustees.

D. EVIDENCE/RESEARCH/ANALYSIS

Sources of Evidence for this report include, but are not limited to:

- 1. Suspension and Expulsion data;
- 2. Secondary Safe School Survey and Elementary Safe and Caring Catholic School Climate Survey;
- 3. Safe Schools alternative programs to support student achievement and well-being;
- 4. Participation rates of TCDSB staff in professional learning opportunities, workshops and in-services.
- 5. Principal Focus Group discussions

Below are data related to Safe Schools:

SECTION 1: Suspension and Expulsion Data (Appendix A)

An analysis of the five year history of Suspension and Expulsion data at TCDSB (2012-2017) indicate a downward trend in the following areas: number of

Suspension Notices issued; number of students being suspended; number of students receiving multiple suspensions; and the number of days lost to Suspension.

ELEMENTARY SCHOOLS [Comparison with 2015-2016 data]

At the Elementary level, the data indicate that significantly less students received suspension as a progressive discipline consequence (-95). Some comparisons with the previous year (2015-2016) indicate:

- Decrease in the number of Suspension Notices issued to males (-41) and decrease to females (-54)
- Significant decrease in the number of Instructional Days lost to Suspension for males (-91)
- Decrease in the number of Instructional Days lost to Suspension for females (-26)
- Decrease in the number of *males* with an Individual Education Plan (IEP) who were suspended (-21)
- Decrease in the number of *females* with an Individual Education Plan (IEP) who were suspended (-11)
- Decrease in the number of *males* suspended 2 or more times (-23)
- Decrease in the number of *females* suspended 2 or more times (-26)

This data would indicate that males' recidivism continues to decline (-42 over last 2 years) and female recidivism has also decreased (2015/16 increase of +25 and 2016/17 decrease of -26).

- The number of *males* Suspended Pending Possible Expulsion under Section 310 of the Education Act has remained constant.
- Slight increase in the number of *females* Suspended Pending Possible Expulsion under Section 310 of the Education Act (+3)
- Slight increases in Board Expulsions (+1) for *males* and no change for *females* in Board Expulsions
- Slight decrease in School Expulsions (-1) for *males* and slight increase for *females* in School Expulsions (+1).

Overall there has been no significant change in the more serious infractions of expulsions. From the total number of Suspension Pending Possible Expulsion processes initiated (32), very few resulted in expulsions (3). This would suggest

principals are using all available sources of information and considering mitigating and other factors during their investigations.

SECONDARY SCHOOLS [Comparison with 2015-2016 data]

The data also indicates a constant downward trend over the last 5 years in suspensions issued. This past year saw a slight increase (+56) in the number of suspension notices board wide but still significantly lower than 3 years ago (-365).

Some comparisons with the previous year (2015-2016) indicate:

- Slight increase in the number of Suspension Notices issued *for males* (+11)
- Increase in the number of Suspension Notices issued *for females* (+45)
- Increase in the number of Instructional Days Lost to Suspension *for males* (+85).
- Increase in the number of Instructional Days Lost to Suspension *for females* (+93)
- Slight increase in the number of *males* suspended 2 or more times (+4)
- Increase in the number of *females* suspended 2 or more times (+31)

This data would indicate that overall recidivism for both males and females has slightly increased this year but when compared to trend data over the last 3 years, there has been a significant decrease in students suspended more than once (-213). This suggests that mitigating factors and intervention strategies appear to correct student inappropriate behaviour.

- Decrease in the number of *males* with an Individual Education Plan (IEP) who were suspended (-29).
- Slight increase in the number of *females* with an Individual Education Plan (IEP) who were suspended (+8). However, there is a decrease in suspensions of female students with an IEP over the last 3 years (-28).

Although there is a slight increase in suspensions of female students with an IEP and continued decrease in suspension of male students with an IEP, a three year trend data confirms a downward trend of suspension of students with IEP (-78).

This further supports the notion that Mitigating and Other Factors are being considered when issuing Progressive Discipline.

- Decrease in the number of *males* Suspended Pending Possible Expulsion under Section 310 of the Education Act (-4)
- Decrease in the number of *females* Suspended Pending Possible Expulsion under Section 310 of the Education Act (-10)
- Decrease for *males* in Board Expulsions (-3)
- Decrease for *females* in Board Expulsions (-1)
- Increase in School Expulsions for males (+9)
- Decrease in School Expulsions for *females* (-12)

Although we have had 56 more suspensions in secondary, this one year increase is attributed to isolated incidents that have skewed the data. The 5 year overall trend, however, continues to indicate a consistent decrease in suspensions issued (-462). This positive Safe Schools trend is further supported by the decrease in serious student incidents resulting in suspension pending possible expulsion (-14).

SECTION 2: Student Perceptual Data

During the 2016-2017 school year, elementary students in Grades 6 and 8 participated in the *Safe and Caring Catholic School Climate* survey, and secondary students in Grades 9-12 participated in the *Secondary Safe Schools* survey. Data gathered from these surveys are reported for individual schools and as a Board.

At the Board level, general trends can be identified and serve as a focus for collective inquiry and action. At the school level, the data are reviewed by the Safe and Accepting Schools Team to gain greater insights into students' perceptions of school safety and school climate, to advise the principal about enhanced safety procedures and programs, and to review and update the local Safe Schools Plan.

COMPARATIVE REVIEW (TREND OVER TIME)

Elementary Schools

In February/March 2017, 10,382 students in Grades 6 and 8 in all TCDSB elementary schools participated in the Safe and Caring Catholic (SCCSC) Survey. Overall, elementary students' perceptions of school safety are very positive and

remain so over the past 3 years, with over 94% of students indicating they feel *very safe* or *safe* in school.

Some highlights on safety (See Appendix B1):

Consistent over the past three years, over 80% of elementary students report feeling *safe* or *very safe* in the washrooms, at sports/after school events, on the stairs/in stairwells and outside during recess.

As in previous years, a large majority of elementary students (over 80%) report they have *never witnessed* or *experienced* in school weapons and relationship violence.

Improvements (an increase of 3 to 5%) are evident when comparing elementary results from 2014-2015 to 2016-2017 in the following areas:

- the percentage of students who feel *safe* or *very safe*
 - in school, in the classroom (now at 96%)
 - while eating lunch at school, during indoor recess (now at 94%)
 - at dismissal time (now at 92%)
 - in the hallways (now at 91%)
- the percentage of students who report *never* having *witnessed* or *experienced* in school:
 - Drug use (now at 95%)
 - Gang activity (now at 89%)
 - Harassment based on sexual orientation (now at 86%)

Continued dialogue:

- Unlike secondary students, elementary students feel more comfortable reporting incidents of bullying experienced and witnessed.
- For those who have been bullied or have witnessed bullying, the most common ways are verbal (name calling, constant unwanted teasing/joking) or social (e.g., being excluded, gossip).
- While there remains room for improvement, overall, nearly 60% of elementary students indicated bullying in their school is *a small problem* or *not a problem*.

Secondary Schools

In November 2016, 4,943 students in Grades 9 through 12 from all TCDSB

secondary schools participated in the Safe Schools Survey. Overall, secondary students' perceptions of school safety are positive and have remained so over the past 3 years, with about 91% of students reporting feeling *very safe* or *safe* in school.

Some highlights on safety (See Appendix B2):

Consistent over the past three years,

- over 90% of secondary students felt *safe* or *very safe* in the classroom, in school, and at sports/after school events;
- over 80% felt *safe* or *very safe* in the cafeteria/lunch time, at dismissal time, in the hallways, on the stairs/in stairwells, in the washrooms, and travelling to and from school.

Improvements are evident when comparing secondary results from 2014-2015 to 2016-2017 in the following areas:

- the percentage of students:
 - *never* having *witnessed or experienced* alcohol use in school (now at 80%; an increase of 4%)
 - indicating that bullying is *a small problem* or *not a problem* in their school (now at 70%; an increase of 6%)
 - *never* been bullied in the past year (now at 84%; an increase of 10%)
 - *witnessing* another student being bullied at school (now at 35%; a 12% decrease)

Continued dialogue:

- Although there were improvements in most areas of unsafe actions witnessed or experienced in school, there remains room for continued dialogue and possible interventions.
- Although elementary students feel more comfortable reporting incidents of bullying, secondary students are more reluctant (Don't Snitch Ethos) to report incidents of bullying experienced or witnessed. We hope that the implementation of the Anonymous Reporting App will mitigate this reluctance to report.
- For those who have been bullied or have witnessed bullying, the most common forms are verbal (name calling, constant unwanted teasing/joking) or social (e.g., being excluded, gossip).

GENDER BREAKDOWN

For the most part, findings comparing male and female students have remained the same as in previous years.

Elementary Schools (See Appendix B3)

- Little or no differences between male and female students with regards to their feeling safe in and/or around school.
- More male than female students reported *witnessing/experiencing* physical violence.
- While most students regardless of gender report *never* being bullied or of *witnessing* bullying, female reports of bullying *experienced* and *witnessed* are higher than that of males.
 - *Verbal* and *social* bullying continue to be areas of foci for both genders however, more females reported *experiencing* and *witnessing* social and cyber bullying than males, whereas more males reported *experiencing* and *witnessing* physical bullying.
- More female students have told another person about being bullied.
- More male students indicated that they think bullying is *a small problem* or *not a problem* in their school.

Secondary Schools (See Appendix B4)

- Generally, most male and female students (i.e., at least 75%) report feeling *safe* or *very safe* in the various locations within their respective schools.
 - Female reports of safety in the washroom and in school generally are higher than that of males.
 - Male reports of safety in the travelling to and from school and in the parking lot are higher than females.
- More male than female students reported *witnessing/experiencing* physical violence, weapons, theft and gang activity.
- Most students regardless of gender report *never* being bullied
- *Verbal* and *social* bullying are areas of continued focus for both genders however, more females reported *experiencing* and *witnessing* social and cyber bullying than males, whereas more males reported *experiencing* and

witnessing physical bullying.

SECTION 3: Safe Schools Alternative Programs

The TCDSB operates programs through the Safe Schools Department. The Monsignor Fraser College programs at St Martin and Our Lady of Lourdes support students who have received a board expulsion as a result of a safe school incident.

1. The Expulsion Program

The Expulsion Program is a short term support program for students who have been expelled from all schools of the TCDSB. The program serves elementary students grade 6-8, and secondary school students, grades 9-12. Program staff work in a multidisciplinary team to address student strengths, needs and triggers with an aim to provide individualized academic programming and individual support at school. Once students have transitioned from their home school, the goal for all students is to successfully complete the demission requirements and return to a different TCDSB school. While in the program some students are able to meet graduation requirements and proceed to post-secondary education while others look to access community programs or the world of work upon program completion.

In 2016-2017, 1 student accessed the elementary program and 35 students were served in the secondary program. Program staff work diligently to develop community partnerships across the GTA so that students and their families can access local community support and resources.

2. TIPSS (Transitional Intervention Program for Suspended Students)

The long-term suspension program offers programming to students serving a suspension of 6-20 days in length. For students receiving a suspension between 6-10 days, academic programming is provided. For students serving a suspension of 11-20 days social work assistance is provided in addition to the academic programming. Parents are not obligated to accept TIPPS support although we strongly encourage participation.

In 2016-2017, 75% of eligible suspended students were served by TIPSS teachers at sessions in Toronto Public Library sites. In situations where adult students/parents have chosen not to attend TIPSS, the school provided the student/family or in some cases detention centre with work packages. In all cases students were afforded the opportunity to continue with their learning while on long-term suspension.

SECTION 4: Professional Learning for TCDSB Stakeholders

In 2016-2017, the Safe Schools Department offered professional learning on diverse safe schools topics to students, parents, TCDSB staff members and community partners.

2016-2017 Activities are listed in Action Items found in section E.

SECTION 5: Special Action Item from 2015-16 Safe School Report

1. In the Safe Schools report to Regular Board on September 22, 2016, it was reported that in 2015-2016 (in comparison to 2014-2015) there was an increase in the number of females suspended 2 or more times. Based on this result, the following actionable item was identified for 2016-2017: *To examine data, and where appropriate develop strategies, to address the increase in elementary suspensions issued to female students.*

2. As a first step, the school-by-school results were reviewed for the past 2 years (2014-2015 and 2015-2016) to see which schools showed an increase in the number of female suspensions. We learned that this was not a trend system-wide. In fact, for many schools there was either *no change* or a *decrease* in the number of female suspensions. Only eight elementary schools showed an *increase* in female suspensions.

3. The data for the eight elementary schools showed that the most common type of descriptor for which an increase in suspensions for females was observed was: “Conduct injurious to the moral tone of the school or to physical or mental well-being of others”.

4. Based on these preliminary analyses, it was decided to conduct a focus group with principals to learn about their perceptions regarding female suspensions, what behaviours resulted in suspensions and what schools are doing to support students. Two focus groups were conducted; in total, 18 principals

participated. Key themes regarding the perceptions of principals are summarized below:

- When principals were asked *what in their view may have contributed to this increase*, they shared the following perceptions:
 - Communication and Social media: cyberbullying is done primarily by girls (e.g., name-calling and disrespect)
 - Societal issue: socialization and society play a role in what it means to be a female (e.g., tough as boys, “Mean Girls”, “Pretty Little Liar”, etc.); there seems to be an increased sense of entitlement among females (e.g., what is expected, “I know my rights”)
- All principals noted that over the years they have experienced increasing challenges in the behaviours of female students.
- When asked *what actions are taken to mitigate the trend or to support students*, principals indicated the following:
 - Teacher capacity is key: they know their students and can sense when to intervene before issues can get out of hand; teachers are best able to deal with subculture of girls
 - Building staff capacity: a whole school approach, to build capacity and training on how to support students
 - Support of Child Youth Worker (CYW), social work, guidance
 - Reach out to CYW students at Humber College or Ryerson University: these students are available to do articling (apprenticeships) at schools and run amazing programs from October to April, addresses positive social skills, turn taking, manners
- When asked to *identify what actions are taken to support the school community*, principals identified educating parents through presentations (offered in multiple languages), as well as, parental engagement as key approaches.
- When asked *what supports they need to help with their efforts in the area of safe schools*, principals indicated:
 - Encourage teachers to attend Safe School Modules

- CYW support – they hold small group interventions, social skills program
- Increase staff (e.g., vice principals, guidance, psychology staff for further support); schools with small enrolment and a sole administrator have difficulty dealing with problem behaviours

E. METRICS AND ACCOUNTABILITY

2016-2017 Metrics	Evidence/Deliverables (2016-17 Metrics)
<p>1. Continue to diversify and expand Safe Schools professional learning.</p>	<ul style="list-style-type: none"> • 22 different topics delivered in 2016-2017 Professional Learning Modules Series: <ul style="list-style-type: none"> ▪ 925 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff) • Interdisciplinary professional learning opportunities with various TCDSB stakeholders: <ul style="list-style-type: none"> ○ New Teacher Induction Program – 150 new teachers ○ Joint TSU/Safe Schools Training – 31 TSU Members ○ Administrative Professional Development – 320 principals/vice principals/superintendents ○ Newly Appointed Principal and Vice Principal In-services – 30 (Succession Series) and 30 (Head Start) ○ Bullying Awareness and Prevention Month Launch – 210 secondary students, staff

	<ul style="list-style-type: none"> ○ Grey Cup Festival (Bullying Prevention Week) – 400 elementary students and staff ○ School Presentations – 800 participants ○ Toronto Occasional Teacher Local (TOTL) – 60 participants ○ Resolution Conference and Mediation Circles: <ul style="list-style-type: none"> ▪ 85 participants (social workers, CYW, educational assistants, teachers, police officers) ○ Threat Assessment Training and Related Workshops: <ul style="list-style-type: none"> ▪ 87 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff, police officers) ○ Training to Toronto Police Service – 70 police officers ○ York University/OISE/Niagara University Teacher Candidate In-services – 225 teacher candidates ○ CPCO PQP Training – 20 aspiring administrators ○ SEAC Presentation – 25 members ○ OAPCE Presentation – 40 members ○ I-LITE Conference – 2, 400 participants ○ Smile Camp – 200 participants ○ LOYOL (Trends in Female Behaviour)– 20 TSU teachers ○ Toronto Public Library Presentation – 30 librarians ○ Sunday Lockdown Training – 10 participants
2. Continue and expand the Safe Schools Student Ambassador Program	<ul style="list-style-type: none"> ○ Three Safe Schools Student Ambassador Symposiums were held focusing on 3 themes: <ul style="list-style-type: none"> ○ November 17, 2016 - Stand Up: <ul style="list-style-type: none"> ○ Focus on Bullying Awareness and Prevention ○ February 28, 2017 – Speak Up: <ul style="list-style-type: none"> ○ Focus on the Importance of Reporting & Introduction of <i>Anonymous Alerts App</i>

	<ul style="list-style-type: none"> ○ April 25, 2017 – Be Outstanding: <ul style="list-style-type: none"> ○ Focus on Student Networking, Sharing Promising Practices, and Celebrating Safe Schools Student Ambassador Local Initiatives and Successes
3. Examine data, and where appropriate develop strategies, to address the increase in elementary suspensions issued to female students.	Please see Section 5 of the Evidence and Research Analysis for a detailed analysis on data, strategies, to address the increase in elementary suspensions issued to female students.
4. To monitor the implementation of the 33 recommendations resulting from the Safe Schools Inquiry Report	<ul style="list-style-type: none"> ○ The Safe Schools Implementation Monitoring team met 3 times during the 2016-17 academic year. ○ As of June 30 the status of the implementation of 33 items appears below: <p>Awareness: Staff have knowledge of issues and strategies; no evidence of implementation across the system. Total of recommendations-4</p> <p>Early Implementation: Ongoing professional learning among stakeholders; initial implementation is observable Total of recommendations- 1</p> <p>Implementation: Evidence of regular implementation across system. Total of recommendations -4</p> <p>Routine Use: Consistent evidence of implementation. Total of recommendations-24</p>
5. Prepare a Report on the interim status of the 33 Recommendations of the Safe	An Interim Report on the Safe School's Inquiry Implementation was presented to Board in January 2017. An updated Report will be presented in January 2018.

F. ACTIONABLE ITEMS FOR 2017-2018

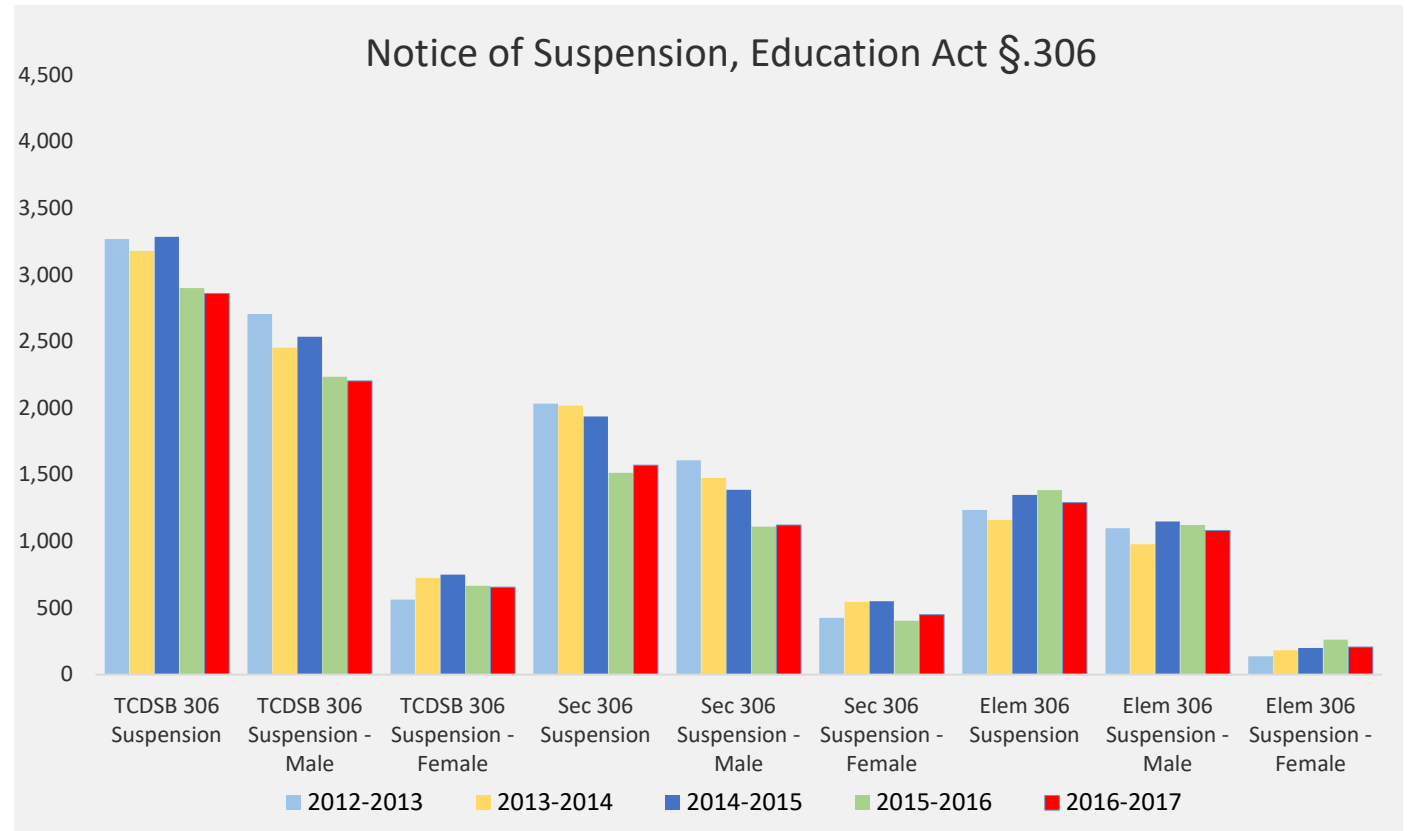
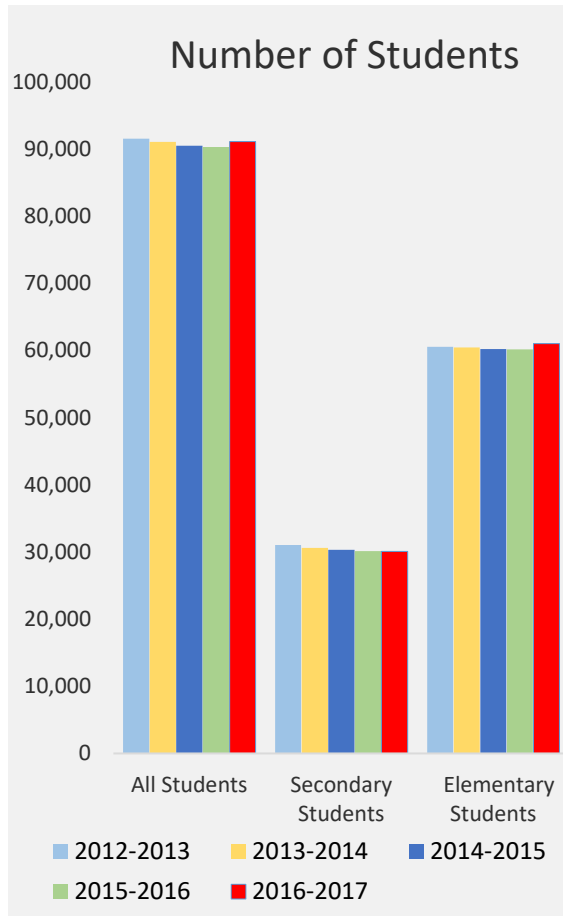
1. Expand the *Safe Schools Professional Learning Modules Series* to include new modules: “Practical Tools to Enhance Students’ Social and Emotional Skills” and “Understanding and Addressing Aggressive Relationships”.
2. As a result of the focus group discussion regarding female suspensions, Safe Schools Department will:
 - Receive professional learning from TPS on current and emerging social media issues.
 - Safe Schools staff will augment existing professional learning modules on social media
 - School communities will implement new learning and facilitate activities at the local level
3. Monitor the implementation of the 33 recommendations resulting from the Safe Schools Inquiry Report.
4. Initiate a pilot Intervention Program (Voluntary Intervention Program, VIP) to support students who are in risk of engaging in serious student behaviours that may lead to expulsion.

G. CONCLUDING STATEMENT

This report is for the consideration of the Board and.

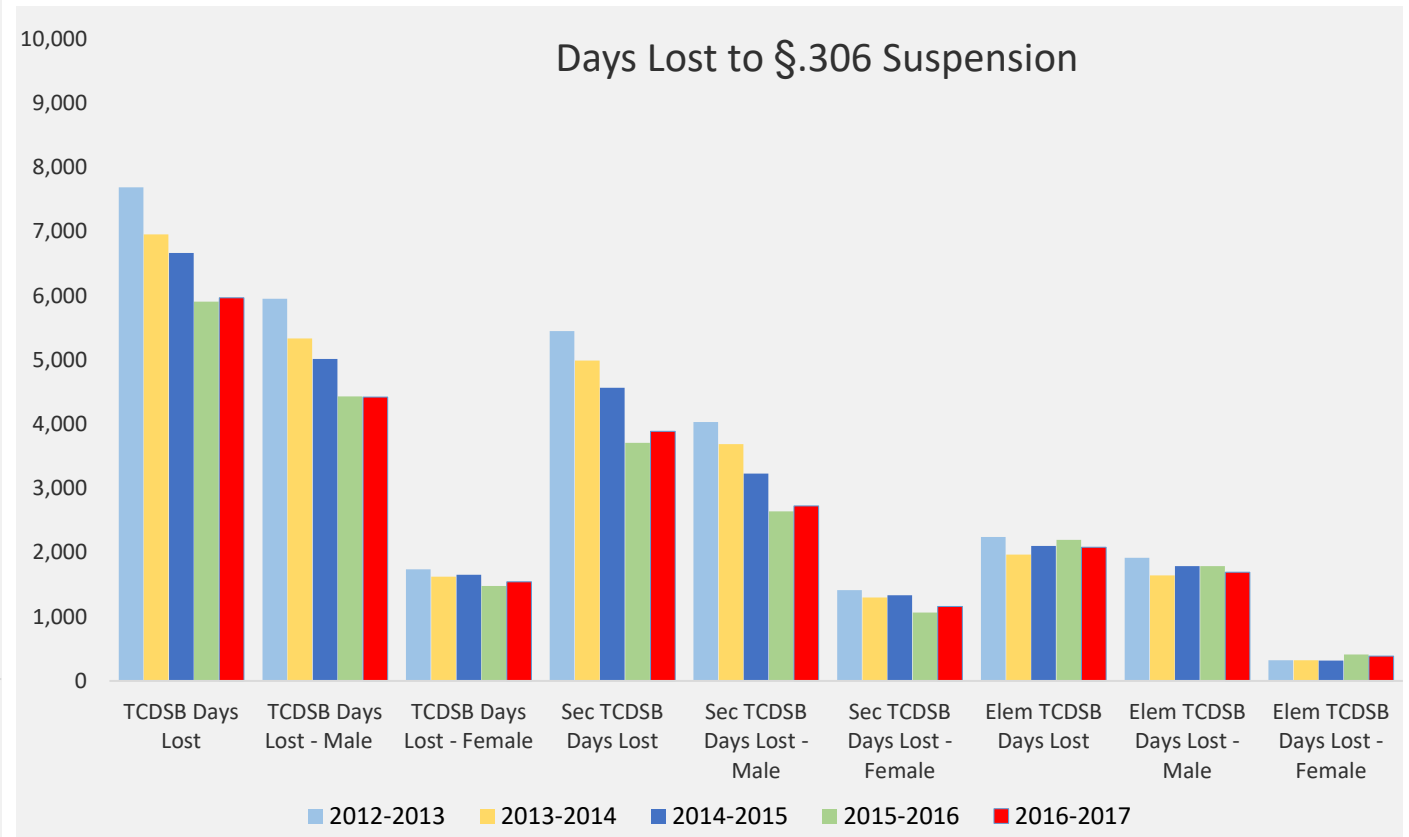
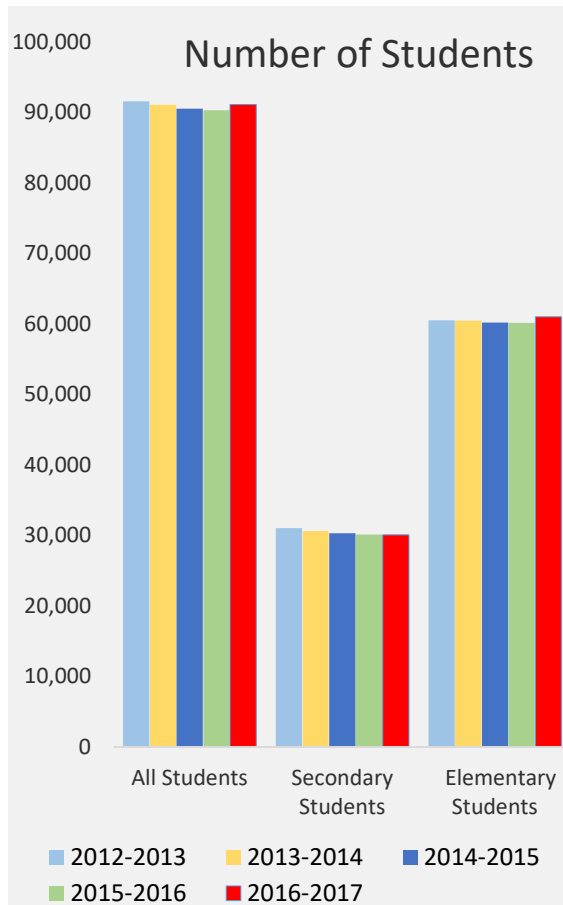
Notice of Suspension, Education Act §.306

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB 306 Suspension	TCDSB 306 Suspension - Male	TCDSB 306 Suspension - Female	Sec 306 Suspension	Sec 306 Suspension - Male	Sec 306 Suspension - Female	Elem 306 Suspension	Elem 306 Suspension - Male	Elem 306 Suspension - Female
2012-2013	91,596	31,038	60,555	3,269	2,707	562	2,033	1,608	425	1,236	1,099	137
2013-2014	91,115	30,631	60,484	3,180	2,453	727	2,020	1,475	545	1,160	978	182
2014-2015	90,541	30,319	60,222	3,285	2,536	749	1,936	1,386	550	1,349	1,150	199
2015-2016	90,333	30,149	60,184	2,900	2,234	666	1,515	1,111	404	1,385	1,123	262
2016-2017	91,144	30,109	61,035	2,861	2,204	657	1,571	1,122	449	1,290	1,082	208



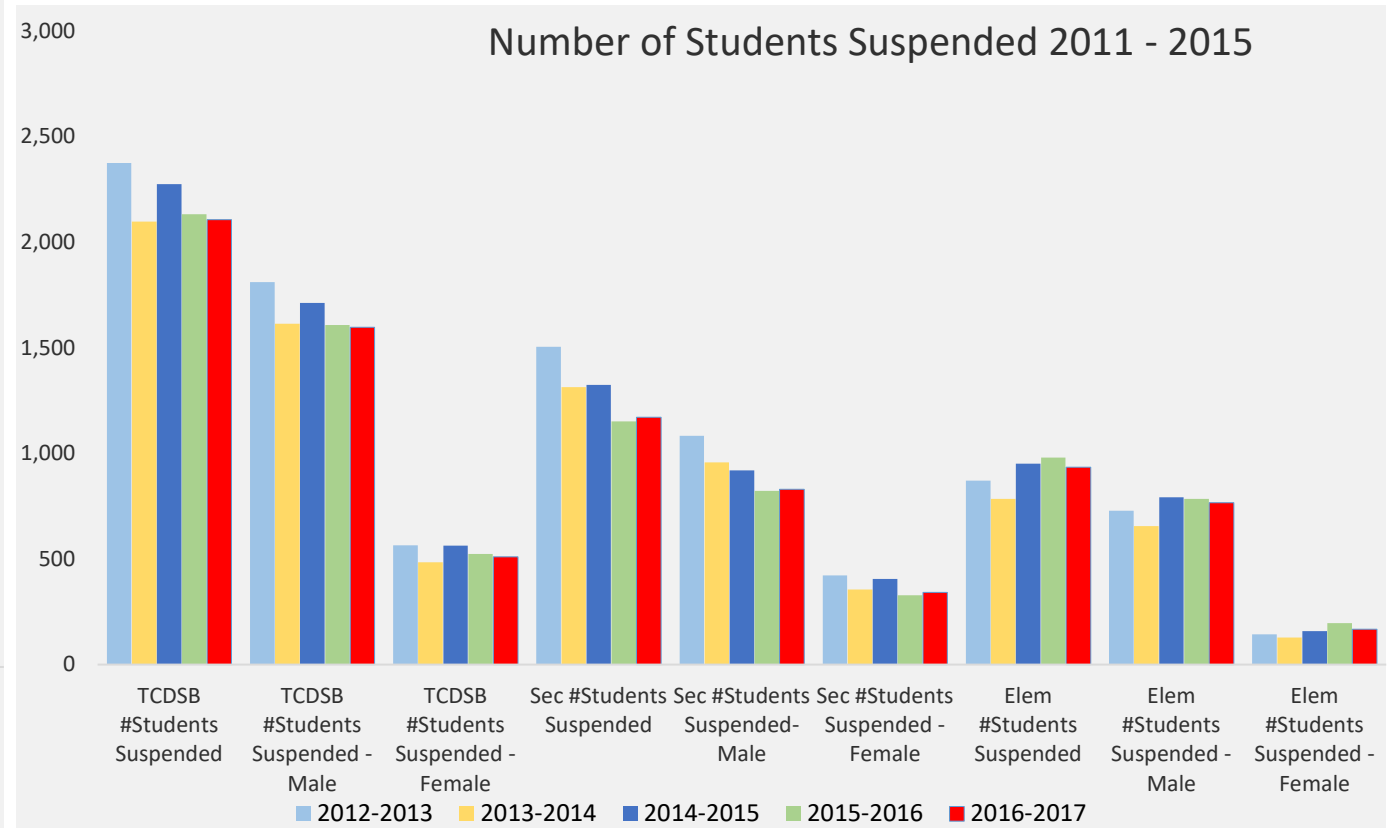
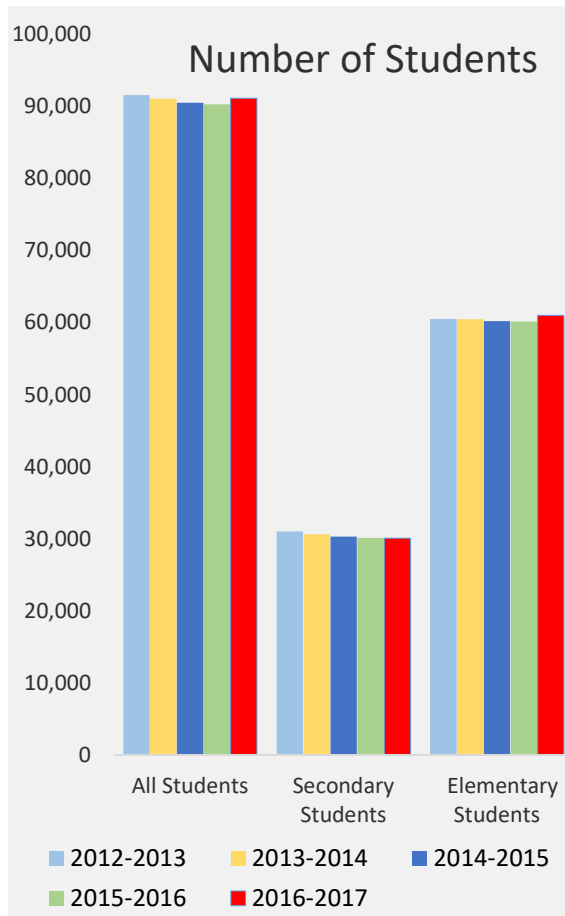
Days Lost to §.306 Suspension

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB Days Lost	TCDSB Days Lost - Male	TCDSB Days Lost - Female	Sec TCDSB Days Lost	Sec TCDSB Days Lost - Male	Sec TCDSB Days Lost - Female	Elem TCDSB Days Lost	Elem TCDSB Days Lost - Male	Elem TCDSB Days Lost - Female
2012-2013	91,596	31,038	60,555	7,692	5,954	1,738	5,450	4,036	1,414	2,242	1,918	324
2013-2014	91,115	30,631	60,484	6,958	5,335	1,623	4,990	3,689	1,301	1,968	1,646	322
2014-2015	90,541	30,319	60,222	6,669	5,017	1,652	4,565	3,228	1,337	2,104	1,789	315
2015-2016	90,333	30,149	60,184	5,909	4,431	1,478	3,711	2,644	1,067	2,198	1,787	411
2016-2017	91,144	30,109	61,035	5,970	4,425	1,545	3,889	2,729	1,160	2,081	1,696	385



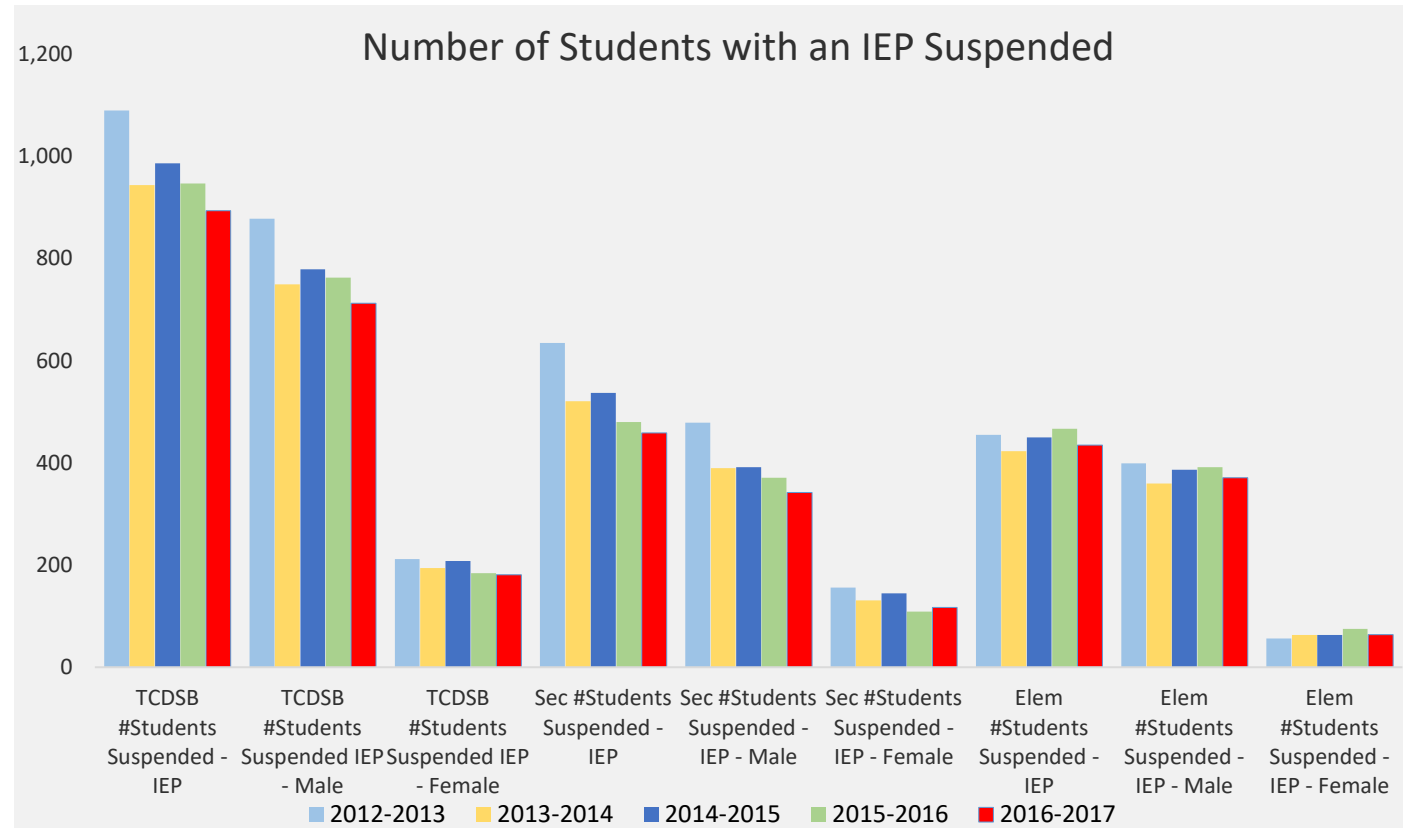
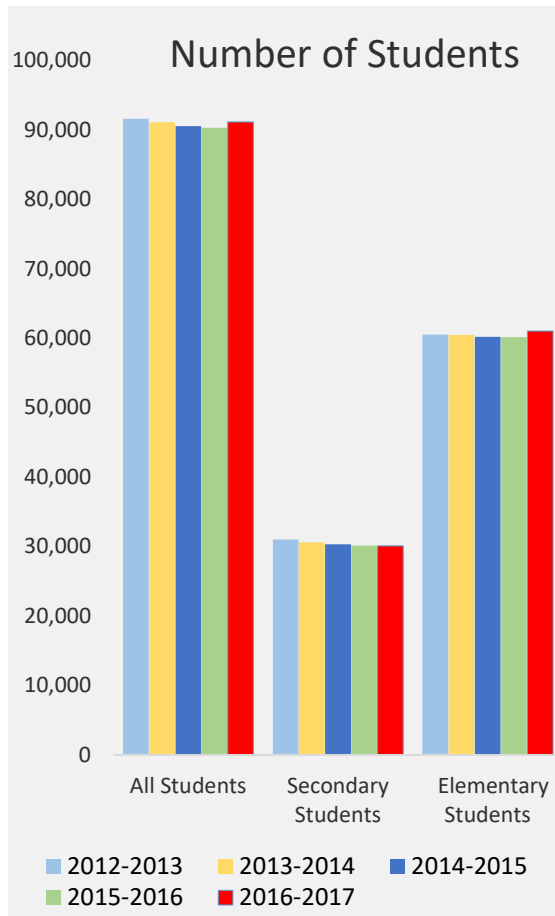
Number of Students Suspended 2010 - 2014

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended	TCDSB #Students Suspended - Male	TCDSB #Students Suspended - Female	Sec #Students Suspended	Sec #Students Suspended- Male	Sec #Students Suspended - Female	Elem #Students Suspended	Elem #Students Suspended - Male	Elem #Students Suspended - Female
2012-2013	91,596	31,038	60,555	2,376	1,811	565	1,505	1,083	422	871	728	143
2013-2014	91,115	30,631	60,484	2,098	1,614	484	1,314	958	356	784	656	128
2014-2015	90,541	30,319	60,222	2,275	1,712	563	1,324	919	405	951	793	158
2015-2016	90,333	30,149	60,184	2,132	1,608	524	1,151	823	328	981	785	196
2016-2017	91,144	30,109	61,035	2,107	1,597	510	1,172	830	342	935	767	168



Number of Students with an IEP Suspended

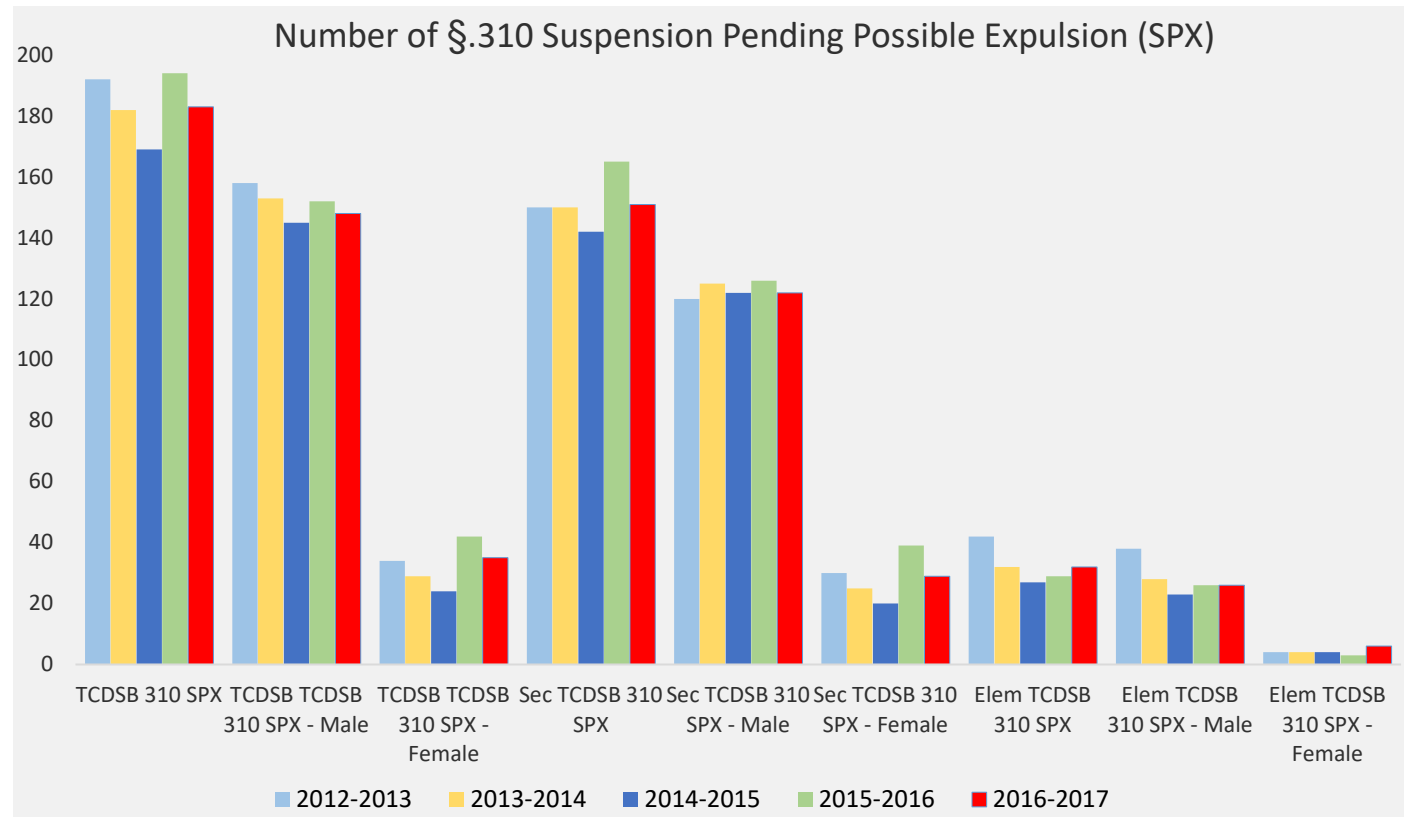
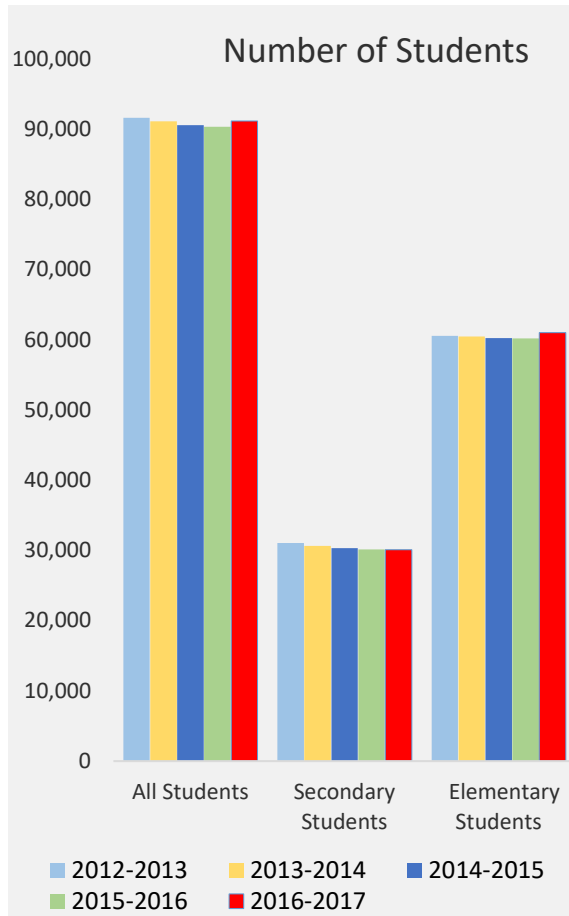
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended - IEP	TCDSB #Students Suspended - IEP - Male	TCDSB #Students Suspended - IEP - Female	Sec #Students Suspended - IEP	Sec #Students Suspended - IEP - Male	Sec #Students Suspended - IEP - Female	Elem #Students Suspended - IEP	Elem #Students Suspended - IEP - Male	Elem #Students Suspended - IEP - Female
2012-2013	91,596	31,038	60,555	1,090	878	212	635	479	156	455	399	56
2013-2014	91,115	30,631	60,484	944	750	194	521	390	131	423	360	63
2014-2015	90,541	30,319	60,222	987	779	208	537	392	145	450	387	63
2015-2016	90,333	30,149	60,184	947	763	184	480	371	109	467	392	75
2016-2017	91,144	30,109	61,035	894	713	181	459	342	117	435	371	64



Number of §.310 Suspension Pending Possible Expulsion (SPX) Issued

TCDSB	All Students	Secondary Students	Elementary Students
2012-2013	91,596	31,038	60,555
2013-2014	91,115	30,631	60,484
2014-2015	90,541	30,319	60,222
2015-2016	90,333	30,149	60,184
2016-2017	91,144	30,109	61,035

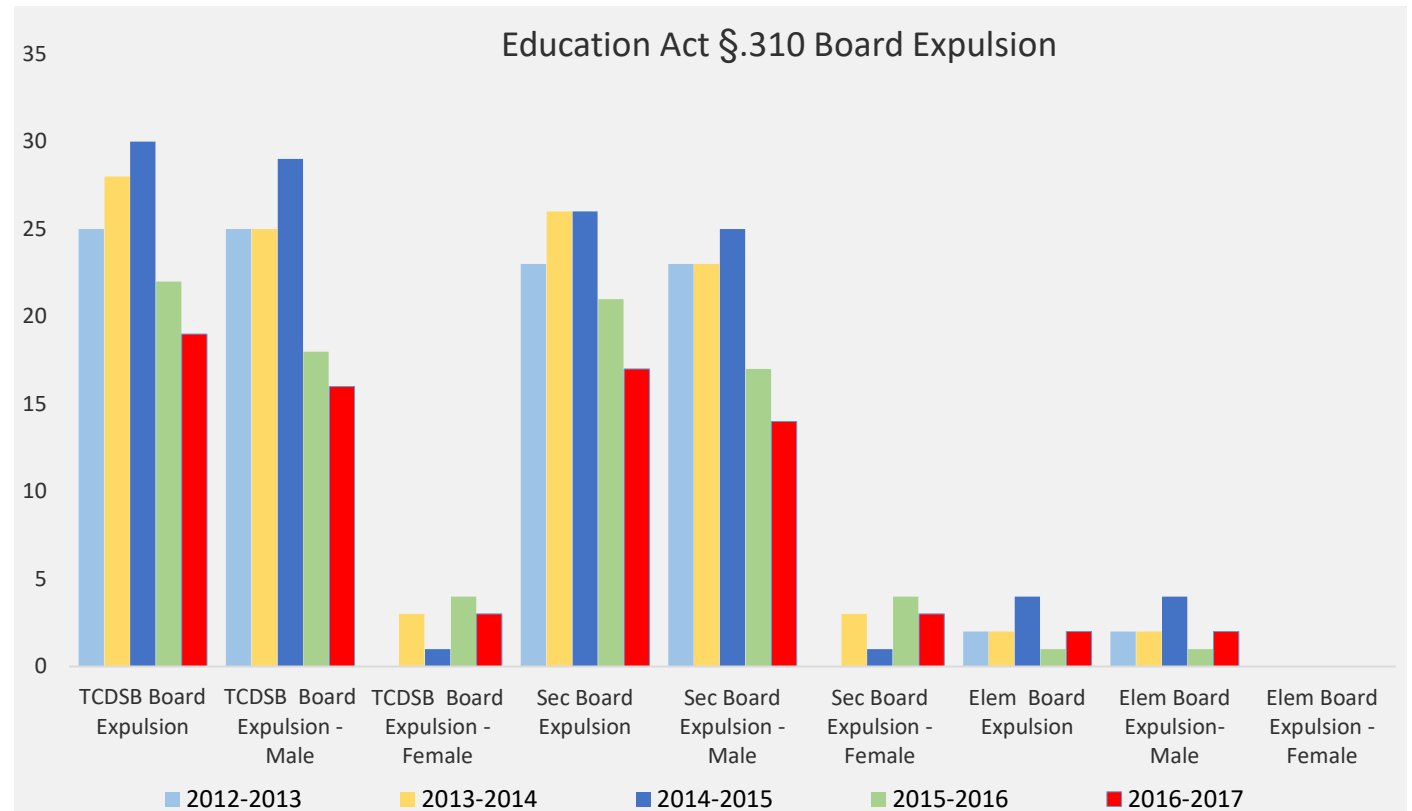
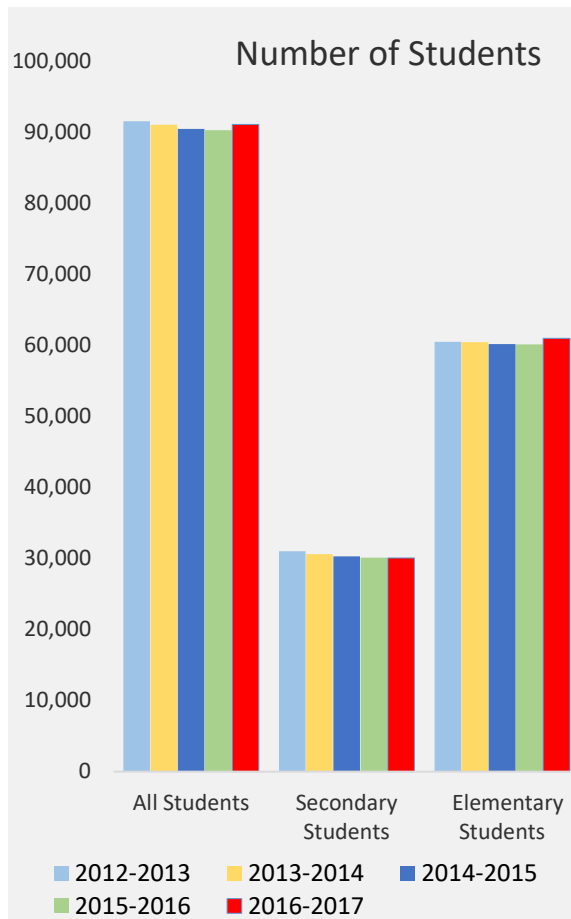
TCDSB 310 SPX	TCDSB TCDSB 310 SPX - Male	TCDSB TCDSB 310 SPX - Female	Sec TCDSB 310 SPX	Sec TCDSB 310 SPX - Male	Sec TCDSB 310 SPX - Female	Elem TCDSB 310 SPX	Elem TCDSB 310 SPX - Male	Elem TCDSB 310 SPX - Female
192	158	34	150	120	30	42	38	4
182	153	29	150	125	25	32	28	4
169	145	24	142	122	20	27	23	4
194	152	42	165	126	39	29	26	3
183	148	35	151	122	29	32	26	6



Education Act §.310 Board Expulsions

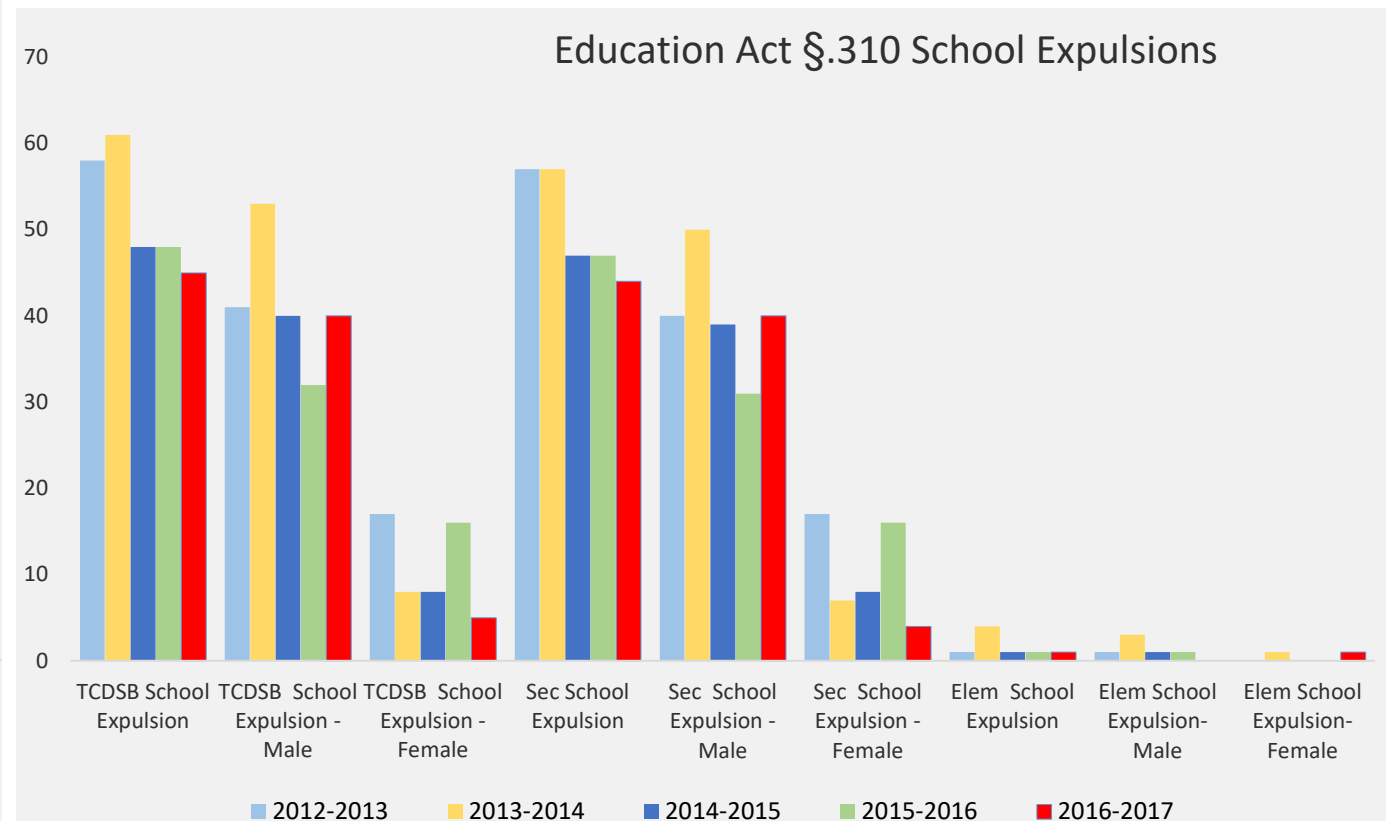
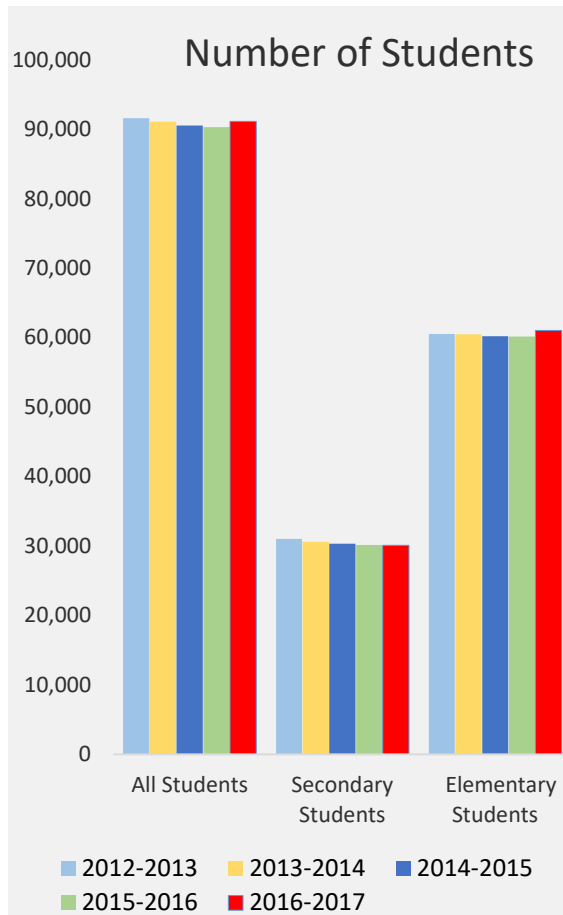
TCDSB	All Students	Secondary Students	Elementary Students
2012-2013	91,596	31,038	60,555
2013-2014	91,115	30,631	60,484
2014-2015	90,541	30,319	60,222
2015-2016	90,333	30,149	60,184
2016-2017	91,144	30,109	61,035

TCDSB Board Expulsion	TCDSB Board Expulsion - Male	TCDSB Board Expulsion - Female	Sec Board Expulsion	Sec Board Expulsion - Male	Sec Board Expulsion - Female	Elem Board Expulsion	Elem Board Expulsion - Male	Elem Board Expulsion - Female
25	25	0	23	23	0	2	2	0
28	25	3	26	23	3	2	2	0
30	29	1	26	25	1	4	4	0
22	18	4	21	17	4	1	1	0
19	16	3	17	14	3	2	2	0



Education Act §.310 School Expulsions

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB School Expulsion	TCDSB School Expulsion - Male	TCDSB School Expulsion - Female	Sec School Expulsion	Sec School Expulsion - Male	Sec School Expulsion - Female	Elem School Expulsion	Elem School Expulsion- Male	Elem School Expulsion- Female
2012-2013	91,596	31,038	60,555	58	41	17	57	40	17	1	1	0
2013-2014	91,115	30,631	60,484	61	53	8	57	50	7	4	3	1
2014-2015	90,541	30,319	60,222	48	40	8	47	39	8	1	1	0
2015-2016	90,333	30,149	60,184	48	32	16	47	31	16	1	1	0
2016-2017	91,144	30,109	61,035	45	40	5	44	40	4	1	0	1





Safe Schools Department & Educational Research
Safe and Caring Catholic School Climate Survey
Elementary Comparative Review 2014-2015 to 2016-2017

Appendix B1

A. SCHOOL SAFETY

Feel <i>Very Safe</i> or <i>Safe</i> :	2016-2017	2015-2016	2014-2015
in school	96%	95%	92%
in the classroom	96%	95%	92%
while eating lunch at school	94%	92%	90%
in the hallways	91%	90%	88%
in the washrooms	86%	85%	84%
at sports/after school events	82%	83%	82%
on the stairs/in stairwells	85%	83%	83%
travelling to and from school	79%	76%	75%
at dismissal time	92%	90%	88%
during indoor recess	94%	92%	90%
outside during recess	82%	81%	80%

*N/D = No data

B. UNSAFE ACTIONS

Activities <i>Witnessed/Experienced</i> in School	Year	Never	1-3 times	4-6 times
Physical Violence	2016-17	36%	45%	11%
	2015-16	33%	46%	11%
	2014-15	36%	42%	9%
Drug Use	2016-17	95%	4%	<1%
	2015-16	94%	4%	<1%
	2014-15	90%	3%	<1%
Inter-Racial Conflict	2016-17	67%	23%	5%
	2015-16	65%	24%	5%
	2014-15	65%	21%	4%
Verbal Abuse	2016-17	36%	31%	13%
	2015-16	36%	31%	13%
	2014-15	38%	29%	11%
Gang Activity	2016-17	89%	8%	1%
	2015-16	87%	9%	1%
	2014-15	85%	7%	1%

Activities <i>Witnessed/Experienced</i> in school	Year	Never	1-3 times	4-6 times
Weapons	2016-17	86%	12%	1%
	2015-16	86%	11%	1%
	2014-15	84%	9%	1%
Theft	2016-17	61%	28%	6%
	2015-16	61%	27%	6%
	2014-15	62%	24%	4%
Relationship Violence	2016-17	83%	13%	2%
	2015-16	81%	13%	2%
	2014-15	81%	10%	2%
Harassment based on sexual orientation (Grade 8 only)	2016-17	86%	10%	2%
	2015-16	84%	10%	2%
	2014-15	81%	9%	2%

C. BULLYING

Since September, how many times have you been bullied at school?	Year	Never	1-3 times	4-6 times
	2016-17	67%	22%	6%
	2015-16	65%	23%	7%
	2014-15	64%	22%	6%

*The percentages reported in the next two questions are for a subset of students - **only those students who experienced being bullied at school** (n = 3,417 or 33% in 2016-2017).*

Since September, in what way(s) have you been bullied at school? <i>You may choose more than one</i>	2016-2017	2015-2016	2014-2015
Verbal (name calling, constant unwanted teasing/joking)	87%	85%	82%
Physical	24%	24%	22%
Social (being excluded, gossip)	46%	48%	45%
Cyber (social media)	15%	15%	14%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	11%	10%	19%

Since September, have you told another person about <i>being bullied</i> ?	Year	Yes
	2016-17	71%
	2015-16	69%
	2014-15	68%

Since September, have you <i>witnessed</i> another student being bullied at school?	Year	Yes
	2016-17	60%
	2015-16	60%
	2014-15	55%

The percentages reported in the next two questions are for a subset of students – only those students who witnessed bullying at school (n = 6,264 or 60% in 2016-2017).

Since September, in what form(s) of bullying have you <i>witnessed</i> ? You may choose more than one.	2016-2017	2015-2016	2014-2015
Verbal (name calling, constant unwanted teasing/joking)	90%	88%	87%
Physical	45%	48%	45%
Social (being excluded, gossip)	57%	58%	53%
Cyber (social media)	26%	26%	24%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	16%	16%	30%

Since September, did you report any form of bullying you <i>witnessed</i> ?	Year	Yes
	2016-17	48%
	2015-16	50%
	2014-15	47%

How much of a problem do you think bullying is in your school?	Year	A large problem	A medium problem	A small problem or Not a problem
	2016-17	14%	25%	59%
	2015-16	16%	26%	57%
	2014-15	14%	23%	57%



Safe Schools and Educational Research Departments
Safe Schools Survey
Secondary Comparative Review 2014-2015 to 2016-2017

Appendix B2

A. SCHOOL SAFETY

<i>Feel Very Safe or Safe</i>	2016-2017	2015-2016	2014-2015
in school	91%	91%	92%
in the classroom	93%	93%	94%
in the cafeteria/lunch time	88%	88%	89%
in the hallways	87%	87%	88%
in the washrooms	83%	82%	84%
at sports/after school events	90%	89%	90%
on the stairs/in stairwells	87%	86%	86%
travelling to and from school	82%	84%	85%
at dismissal time	88%	89%	89%
in the parking lot	76%	76%	78%

*N/D = No data

B. UNSAFE ACTIONS

<i>Activities Witnessed/Experienced in School</i>	Year	Never	1-3 times	4-6 times
Physical Violence	2016-17	54%	35%	5%
	2015-16	51%	38%	5%
	2014-15	53%	37%	4%
Drug Use	2016-17	60%	21%	6%
	2015-16	53%	22%	8%
	2014-15	53%	22%	8%
Inter-racial Conflict	2016-17	69%	21%	4%
	2015-16	63%	24%	5%
	2014-15	63%	24%	5%
Verbal Abuse	2016-17	38%	33%	10%
	2015-16	33%	34%	11%
	2014-15	34%	34%	12%
Gang Activity	2016-17	79%	13%	2%
	2015-16	76%	14%	3%
	2014-15	79%	14%	2%
Weapons	2016-17	81%	13%	2%
	2015-16	78%	15%	2%
	2014-15	81%	13%	2%

Activities Witnessed/Experienced in School	Year	Never	1-3 times	4-6 times
Theft	2016-17	66%	23%	4%
	2015-16	61%	25%	5%
	2014-15	62%	26%	5%
Relationship Violence	2016-17	77%	16%	2%
	2015-16	75%	18%	2%
	2014-15	78%	16%	2%
Harassment based on sexual orientation	2016-17	81%	12%	2%
	2015-16	77%	14%	3%
	2014-15	79%	13%	3%
Alcohol Use	2016-17	80%	11%	3%
	2015-16	75%	13%	4%
	2014-15	76%	13%	4%

C. BULLYING

In the past year, how often have you been bullied?	Year	Never	1-3 times	4-6 times
	2016-17	84%	11%	2%
	2015-16	75%	18%	3%
	2014-15	74%	19%	3%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (n= 781 or 16% in 2016-17).*

In the past year, what form(s) of bullying have you experienced? <i>You may choose more than one.</i>	2016-2017	2015-2016	2014-2015
Verbal (e.g., name calling, constant unwanted teasing/joking)	85%	84%	82%
Physical	25%	23%	22%
Social (e.g., being excluded, gossip)	48%	56%	50%
Cyber (e.g., social media)	31%	29%	28%
Sexual (e.g., inappropriate touching or comments)	15%	16%	12%

In the past year, did you report any form of bullying you experienced?	Year	Yes
	2016-17	19%
	2015-16	27%
	2014-15	25%

In the past year, have you ever <i>witnessed</i> another student being bullied at school?	Year		Yes
	2016-17		35%
	2015-16		48%
	2014-15		47%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (n=1728 or 35% in 2016-2017).*

In the past year, what form(s) of bullying have you <i>witnessed</i> ? You may choose more than one.	2016-2017	2015-2016	2014-2015
Verbal (e.g., name calling, constant unwanted teasing/joking)	89%	89%	90%
Physical	43%	45%	46%
Social (e.g., being excluded, gossip)	60%	62%	64%
Cyber (e.g., social media)	42%	48%	50%
Sexual (e.g., inappropriate touching or comments)	17%	21%	20%

In the past year, did you report any form of bullying you <i>witnessed</i> ?	Year		Yes
	2016-17		16%
	2015-16		25%
	2014-15		24%

How much of a problem do you think bullying is in your school?	Year	A Huge Problem	A Medium Problem	A Small problem or Not a Problem
	2016-17	11%	17%	70%
	2015-16	11%	17%	69%
	2014-15	12%	19%	64%



Appendix B3

Safe Schools Department & Educational Research
2016-2017 Safe and Caring Catholic School Climate Survey
Elementary Gender Breakdown

A. SCHOOL SAFETY

Feel <i>Very safe</i> or <i>Safe</i> :	Female	Male
in school	96%	96%
in the classroom	96%	97%
while eating lunch at school	94%	94%
in the hallways	92%	92%
in the washrooms	86%	86%
at sports/after school events	83%	82%
on the stairs/in stairwells	86%	85%
travelling to and from school	78%	80%
at dismissal time	92%	93%
during indoor recess	94%	94%
outside during recess	82%	82%

B. UNSAFE ACTIONS

Activities <i>Witnessed/Experienced</i> in School		Never	1-3 times	4-6 times
Physical Violence	Female	41%	43%	10%
	Male	30%	46%	13%
Drug Use	Female	95%	4%	<1%
	Male	94%	4%	1%
Inter-Racial Conflict	Female	68%	23%	5%
	Male	67%	23%	5%
Verbal Abuse	Female	36%	33%	13%
	Male	36%	30%	13%
Gang Activity	Female	90%	8%	1%
	Male	89%	8%	2%
Weapons	Female	87%	11%	1%
	Male	85%	13%	1%
Theft	Female	60%	29%	6%
	Male	61%	27%	6%

Activities Witnessed/Experienced in School		Never	1-3 times	4-6 times
Relationship Violence	Female	85%	11%	2%
	Male	81%	14%	2%
Harassment based on sexual orientation (Grade 8 only)	Female	85%	10%	2%
	Male	87%	9%	2%

C. BULLYING

Since September, how many times have you been bullied at school?		Never	2-3 times	4-6 times
	Female	64%	24%	6%
	Male	70%	20%	5%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (female n = 1,863 or 36%; male n = 1,528 or 30% in 2016-2017).*

Since September, in what way(s) have you been bullied at school? <i>You may choose more than one</i>	Female	Male
Verbal (name calling, constant unwanted teasing/joking)	87%	87%
Physical	15%	35%
Social (being excluded, gossip)	57%	34%
Cyber (social media)	18%	12%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	14%	7%

Since September, have you told another person about <i>being bullied</i> ?		Yes
	Female	73%
	Male	67%

Since September, have you <i>witnessed</i> another student being bullied at school?		Yes
	Female	63%
	Male	58%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (female n = 3,295 or 63%; male n = 2,928 or 58% in 2016-2017).*

Since September, what form(s) of bullying have you witnessed? <i>You may choose more than one</i>	Female	Male
Verbal (name calling, constant unwanted teasing/joking)	91%	88%
Physical	39%	52%
Social (being excluded, gossip)	66%	48%
Cyber (social media)	31%	22%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	16%	15%

Since September, did you report any form of bullying you witnessed?		Yes
	Female	48%
	Male	48%

How much of a problem do you think bullying is in your school?		A Large problem	A Medium problem	A Small problem or Not a problem
	Female	14%	27%	57%
	Male	14%	23%	61%



**Safe Schools Department & Educational Research
2016-2017 Safe School Survey
Secondary Gender Breakdown**

Appendix B4

A. SCHOOL SAFETY

<i>Feel Very Safe or Safe</i>	Female	Male
in school	93%	90%
in the classroom	94%	92%
in the cafeteria/lunch time	88%	87%
in the hallways	87%	87%
in the washrooms	86%	81%
at sports/after school events	91%	90%
on the stairs/in stairwells	87%	87%
travelling to and from school	79%	84%
at dismissal time	88%	88%
in the parking lot	75%	78%

B. UNSAFE ACTIONS

<i>Activities Witnessed/Experienced in School</i>		Never	1-3 times	4-6 times
Physical Violence	Female	61%	31%	4%
	Male	46%	40%	6%
Drug Use	Female	62%	21%	6%
	Male	58%	20%	6%
Inter-racial Conflicts	Female	69%	22%	4%
	Male	69%	19%	5%
Verbal Abuse	Female	38%	37%	10%
	Male	37%	29%	11%
Gang Activity	Female	82%	12%	2%
	Male	75%	14%	3%
Weapons	Female	86%	10%	1%
	Male	76%	17%	2%
Theft	Female	68%	22%	4%
	Male	64%	25%	4%
Relationship Violence	Female	79%	15%	2%
	Male	76%	16%	3%
Harassment based on sexual orientation	Female	82%	11%	2%
	Male	78%	12%	3%
Alcohol Use	Female	81%	10%	2%
	Male	78%	11%	4%

C. BULLYING

In the past year, how often have you been bullied?		Never	1-3 times	4-6 times
	Female	83%	12%	2%
	Male	85%	10%	2%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (female n = 431 or 16%; male n = 344 or 15% in 2016-2017).*

In the past year, what form(s) of bullying have you experienced? Choose all that apply.	Female	Male
Verbal (e.g., name calling, constant unwanted teasing/joking)	85%	84%
Physical	17%	33%
Social (e.g., being excluded, gossip)	59%	34%
Cyber (e.g., social media)	32%	28%
Sexual (e.g., inappropriate touching or comments)	13%	17%

In the past year, did you report any form of bullying you experienced?		Yes
	Female	17%
	Male	21%

In the past year, have you ever witnessed another student being bullied at school?		Yes
	Female	34%
	Male	36%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (female n = 889 or 34%; male n = 830 or 36% in 2016-2017).*

In the past year, what form(s) of bullying have you witnessed? You may choose more than one.	Female	Male
Verbal (e.g., name calling, constant unwanted teasing/joking)	89%	89%
Physical	33%	53%
Social (e.g., being excluded, gossip)	70%	48%
Cyber (e.g., social media)	49%	34%
Sexual (e.g., inappropriate touching or comments)	15%	20%

In the past year, did you report any form of bullying you <i>witnessed</i> ?		Yes
	Female	17%
	Male	16%

How much of a problem do you think bullying is in your school?		A Huge problem	A Medium problem	A Small problem or Not a problem
	Female	10%	18%	70%
	Male	12%	15%	70%



REPORT TO

REGULAR BOARD

UPDATE MULTI-LANGUAGE SCHOOL

"Blessed are those who trust in the Lord, whose trust is the Lord." Jeremiah 17:7

Created, Draft	First Tabling	Review
September 18, 2017	September 21, 2017	Click here to enter a date.
D. Koenig, Associate Director, Academic Affairs		
INFORMATION REPORT		

Vision:

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

Mission:

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

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



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

During the course of planning for the proposed Multi Language elementary school to be located at St. Rene Goupil Catholic elementary school, the Director of Education sent to the Deputy Minister of Education proposed draft curriculum schedules. The Deputy Minister responded that, in developing and offering any new program, boards are subject to legislative requirements in the Education Act as well as any policy and collective agreement requirements. (**Appendix A**).

The message further reminded the Director that languages of instruction in publicly-funded schools are English and French, and while there is authority for the Minister to make regulations prescribing other languages of instruction, the Ministry does not at this time intend to propose regulations that would prescribe other languages of instruction (e.g. Mandarin, Spanish, etc...).

On July 25, 2017, the Minister of Education wrote to the Director of Education and reinforced that the only authorized language of instruction other than English is French. The letter further stated that at this time, the Ministry of Education has no plans to change the Education Act or regulations prescribing the language in which any subject or subjects shall be taught in any year of the primary, junior, intermediate, or senior division. (**Appendix B**)

The cumulative staff time dedicated to developing this report was 3 hours.

B. PURPOSE

1. At the Governance and Policy Committee held on September 12, 2017, a previous motion to investigate whether Board policy S.P. 05 International Languages Program (Elementary) needed to be amended due to the proposed Multi-Language School, was not dealt with given receipt of the Minister's letter.
2. The Committee members directed staff to bring a status update on the proposed Multi Language elementary school that was to be implemented at the current St. Rene Goupil CS.

C. BACKGROUND

1. **June 11, 2015** - A report was presented at Regular Board regarding the feasibility of establishing a Multi-Language school to be located in North Scarborough.
2. The Board of Trustees approved the following recommendation: “That staff continues to pursue the study of various components necessary for the recommendations for approval and successful implementation of any multi-language school for September, 2016.”
3. Staff began the process of investigating the possibility of creating a multi-language school and determining the structure and components of the program, but the work was subsequently delayed due to the prolonged period of local collective bargaining with OECTA-TECT.
4. Details specific to the development of the program were discussed with our union partners through the 2016-2017 school year. The decision to proceed with the process and determine the commitment from parents for enrolment into the program was finalized in April 2017.
5. **February 2017** - Staff contacted the Ministry of Education to provide some sample schedules incorporating the additional languages of Mandarin and Spanish and to gauge the interest of the Ministry of Education in moving forward with the concept of a Multi-Language school.
6. **March 10, 2017** – The Director of Director received a message from the Deputy Minister of Education in respect of the work completed on the implementation of a Multi-Language school. In that message, the Director was reminded that the languages of instruction in publicly-funded schools are English and French, and while there is authority for the Minister to make regulations prescribing other languages of instruction, the Ministry does not at this time intend to propose regulations that would prescribe other languages of instruction (e.g. Mandarin, Spanish, etc...). A number of resources were also provided.
7. Despite implementing a registration process through SOAR for the Multi-Language school, low numbers of student registrations proved prohibitive to implement the Kindergarten program at St. Rene Goupil.

8. July 25, 2017 – The Minister of Education wrote to the Director of Education and stated, *“Under paragraph 8(1) 25 of the Education Act, the only authorized language of instruction other than English is French. At this time the Ministry of Education has no plans to change the Education Act or regulations prescribing the language in which any subject or subjects shall be taught in any year of the primary, junior, intermediate, or senior division.”*

D. EVIDENCE/RESEARCH/ANALYSIS

1. Based on the direction provided in the letter from the Minister of Education, it was determined that a report should go back to the Board of Trustees informing them of the direction from the Ministry of Education based on the legislation for this particular type of model for a multi-language day school.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

From: Rodrigues, Bruce (EDU) [<mailto:Bruce.Rodrigues@ontario.ca>]
Sent: Friday, March 10, 2017 3:39 PM
To: Gauthier, Angela (Director of Education)
Subject: RE: Multi-language school

Hi Angela,

This sounds like an exciting, innovative project. However, please note that the Ministry is not able to provide legal advice to school boards. Boards are responsible for the delivery of education services in Ontario, and Ontario's Education Act is the primary statute governing elementary and secondary education in the province. Therefore, the information I'm sharing is not being conveyed as legal advice and should not be acted on without first consulting your own legal counsel. Further to this, the languages of instruction in publicly-funded schools are English and French, and while there is authority for the Minister to make regulations prescribing other languages of instruction, the Ministry does not at this time intend to propose regulations that would prescribe other languages of instruction (e.g. Mandarin, Spanish, etc...).

With that said, in developing and offering any new program, boards are subject to legislative requirements in the Education Act as well as any policy and collective agreement requirements. Examples of such requirements include:

- 300 minutes of instructional time per day;
- A minimum of 60 minutes per day of 'protected time' for mathematics - preferably taught by one teacher;
- A minimum of 100 minutes of literacy per day (recommendation);
- 20 minutes of uninterrupted Daily Physical Activity (DPA);
- 240 minutes per 5 day cycle of teacher planning time;
- 40 uninterrupted minutes for lunch;
- 600 hours of Core French instruction by the end of Grade 8. Core French (or Native Languages) is mandatory from Grades 4 to 8.

Some other items to consider are, for example, a jurisdictional scan (who does this, why, outcomes, best practices). What would be the goal and metrics for assessing the outcome of this program for students, and of learning the languages? You may wish to touch base with EQAO to inquire as to what would be the language of assessment for the grade 3 EQAO assessments, as well as what could be the possible outcomes? And finally, consider staffing. All teachers who teach in day schools need to be certified by the Ontario College of Teachers and be proficient teaching in that language

I'm also adding a list of suggested resources that you may find helpful:

- A Planning Guide for 60 Minutes of Effective Mathematics Learning, Teaching and Assessment to support the implementation of PPM 160 (Protected Time for Daily Mathematics Instruction, Grades 1 to 8.
(http://www.edugains.ca/newsite/math/lesson_supports.html)
- English-Language Public Elementary Schools – Sample timetables. Attached are samples that show current legislative/policy/collective agreement requirements.
- Ontario's Strategy for K-12 International Education
<http://www.edu.gov.on.ca/eng/policyfunding/strategyK12.pdf>
- Supporting English Language Learners
<http://edu.gov.on.ca/eng/document/esleldprograms/guide.pdf>
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment – The Ministry has used this document as a reference in studying international standards for assessing French as a language
https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

Angela, if you would like to do some further thinking with us on this innovative project, let me know and we can put together a small team from the Ministry to support this request.

Kind Regards,
Bruce

Ministry of Education

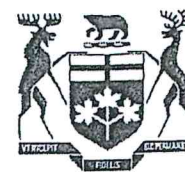
Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



Ontario



July 25, 2017

Ms. Angela Gauthier
Director of Education
Toronto Catholic District School Board
80 Sheppard Avenue East
Toronto Ontario M2N 6E8

Dear Ms. Gauthier,

Thank you for your letter about your proposed pilot project at St. René Goupil Catholic Elementary School in Scarborough. I am pleased to respond.

The Ontario government is committed to supporting official language bilingualism in Ontario. Under paragraph 8(1) 25 of the *Education Act*, the only authorized language of instruction other than English is French. At this time the Ministry of Education has no plans to change the Education Act or regulations prescribing the language in which any subject or subjects shall be taught in any year of the primary, junior, intermediate, or senior division.

Ontario publicly-funded schools may offer optional language courses for credit. In addition, school boards may offer language instruction outside of the school day according to the Guidelines for International Languages Elementary Program.

At the elementary level, in accordance with ministry policy, a school board is required to offer instruction in an international language when a written request is received from the parents of twenty-three or more children enrolled in elementary schools in that board's jurisdiction. The school board is responsible for all program aspects at the elementary school level.

More information about the International Languages Elementary (ILE) Program can also be found on the Ministry of Education's website at

www.edugains.ca/resources/ILE/ResourceGuide/MergedResourceGuide.pdf.

Sincerely,

A handwritten signature in black ink, appearing to read "MH".

Mitzie Hunter, MBA
Minister



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO COMMUNITY ENGAGEMENT POLICY (T.7)

*How good and pleasant it is when God's people live together in unity.
Psalm 133:1*

Created, Draft	First Tabling	Review
June 5, 2017	September 21, 2017	
Nancy Crawford, Chair, Governance and Policy Committee 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.



Members of the Committee:

Nancy Crawford, Chair
Ann Andrachuk, Vice Chair
Jo-Ann Davis, Trustee Ward 9
Maria Rizzo, Trustee Ward 5
Angela Kennedy, Ex-Officio
Frank D'Amico, Ex-Officio

A. EXECUTIVE SUMMARY

This report recommends updating the Community Engagement policy (T.7) to include cross-reference to the Elementary French Programming policy (S.P.02) to address Trustee requests to ensure that there is language in the policy specifically speaking to community engagement with parents on changes to programs at the local level. At the June 5, 2017 Governance and Policy meeting, Trustees also added an amendment to ensure that stakeholders to be engaged are identified.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. APPENDIX

APPENDIX A: Community Engagement Policy (T.7) with proposed amendments

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Community Engagement Policy (T.7) as amended and proposed in Appendix A.



POLICY SECTION: **TRUSTEES**

SUB-SECTION:

POLICY NAME: **COMMUNITY ENGAGEMENT**

POLICY NO: **T. 7**

Date Approved:

December 13, 2012-
Board

Date of Next Review:

June 2022

Dates of Amendments:

June 15, 2017

Cross References:

S.S. 04, Access to School Premises

H.M. 24, Catholic Equity and Inclusive Education

S. 09, School Accommodation Review

S. 10, Catholic School Advisory Councils

S.S. 09, Code of Conduct

S.P. 02- Elementary French Programming

Ministry of Education:

O. Reg. 612/00 School Councils and Parent Involvement Committees

[Parents in Partnership - A Parent Engagement Policy for Ontario Schools, 2010](#)

Appendix A – Community Engagement Handbook, revised September 2012

Purpose:

This policy affirms and promotes the need to engage community members in decision-making processes that foster student achievement and well-being, identify new and emerging issues, support the implementation of Toronto Catholic District School Board plans and strategies, and provide direction about policy decisions.

Scope and Responsibility:

The policy extends to all activities designed to bring about ongoing stakeholder engagement by building and strengthening the relationship between the TCDSB and its communities. Guidelines about suitable methods of engagement and facilitating input and feedback from community members and the general public on the



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: COMMUNITY ENGAGEMENT

POLICY NO: T. 7

TCDSB's activities will be provided. All who advocate for the TCDSB are responsible to adhere to this policy.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Excellence in Governance

Financial Impact:

~~The implementation of a comprehensive Community Engagement policy requires leadership, resourcing, data management, communication and reporting systems. Building the capacity of Staff within the TCDSB is also required.~~

Legal Impact:

~~Liability insurance is required for all locations where engagements are conducted on an in-person basis.~~

Policy:

The Board of Trustees, embracing its governance mandate, strives to engage Catholic and community stakeholders, ratepayers, and all involved in Toronto Catholic schools to contribute their input to the ongoing development and strategic direction of the Toronto Catholic District School Board.

The TCDSB will commit to ensuring that meaningful input from our community members is considered to ensure initiatives, policies and practices reflect our mission and meet the needs and expectations of the communities served by the TCDSB.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: COMMUNITY ENGAGEMENT

POLICY NO: T. 7

Regulations:

1. Community members have both the right and the responsibility to be involved in decisions.
2. The TCDSB will provide community engagement opportunities that are open, honest, transparent and accessible to all, and that value the input obtained in its decision making.
3. The authority to implement community engagement is as follows:
 - (i) Internal TCDSB staff – Director of Education;
 - (ii) Board wide engagement – Board of Trustees;
 - (iii) Ward level engagement – Director of Education and the Ward Trustee.
4. The TCDSB shall engage community members and the general public in meaningful ways on matters in the purview of the Board to allow deeper conversations about values, beliefs and concerns, to emphasize the desired future, appreciate the positives and build on past successes and create effective networks.
5. The Board of Trustees will take into consideration the views of all community members in making policy decisions by facilitating ongoing exchange of information and feedback among the TCDSB, its communities and the public.
6. The following principles form the foundation of effective engagements: commitment, evaluation, timing, inclusiveness, accessibility, location, clarity, respect, accountability and transparency.



POLICY SECTION: **TRUSTEES**

SUB-SECTION:

POLICY NAME: **COMMUNITY ENGAGEMENT**

POLICY NO: **T. 7**

7. The Board of Trustees, TCDSB Staff, Catholic communities and the general public will use the Community Engagement Handbook to support this policy. The TCDSB Staff will develop procedures and a community engagement strategy to ensure ongoing and effective implementation of this policy.
8. The Continuum of Engagement comprises six different levels of engagement that could be sought with community members: Inform, Consult, Involve, Collaborate, Consensus and Empower.
9. In preparing for a community engagement process, the Board or designated leader will select one or more of these levels of engagement to ensure that the community is appropriately engaged **and identify the stakeholders it wishes to engage.**
10. At the completion of each community engagement process, stakeholders will be informed by TCDSB staff of the outcome.
11. Stakeholders involved in each engagement process will be solicited for their feedback consistent with the level of engagement used in the process.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: COMMUNITY ENGAGEMENT

POLICY NO: T. 7

Definitions:

Continuum of Engagement

The continuum comprises the six different levels of engagement that could be sought with community members: Inform, Consult, Involve, Collaborate, Consensus, and Empower.

Inform

To provide community members and the general public with balanced and objective information to assist them in understanding issues, the alternatives, opportunities and solutions.

Consult

To obtain input from community members and the general public on proposed Board directions and decisions.

Involve

To work directly with the community members throughout the process to ensure that their concerns and aspirations are consistently understood and considered in decision-making processes.

Collaborate

To partner with the community members in each aspect of the decision, including the development of alternatives and the identification of the preferred solution.

Consensus

To work together with community members until the decision is reached through appropriate consensus.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: COMMUNITY ENGAGEMENT

POLICY NO: T. 7

Empower

To provide elements of the final decision or implementation in the hands of the community.

Toronto Catholic District School Board or The Board (abbreviated TCDSB)

Refers to the complete corporate entity and includes the Board of Trustees and all Staff and students.

The Board of Trustees

The twelve elected officials charged with governing the TCDSB.

Community Engagement

An active, intentional, purposeful and ethical relationship between the Catholic communities, the general public and the TCDSB.

Catholic Communities

Include students, parents, Catholic ratepayers, Staff, Trustees, and the Catholic Church.

General Public

Includes residents within the TCDSB boundaries, and levels of government in Ontario.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: COMMUNITY ENGAGEMENT

POLICY NO: T. 7

Evaluation and Metrics:

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

1. Catholic schools and the TCDSB are accessible and welcoming to parents and other community members;
2. Community members and the general public have open access to information and a growing understanding of educational policies, programs and services;
3. Predefined and Board approved metrics for each community engagement and feedback solicited from stakeholders on the process and participation.
4. A report of community engagement process as reported by staff to be reviewed by the Board annually.

Details on the process by which planning for, and implementation of, community engagement may be carried out at the Board can be found in the Community Engagement Handbook, revised September 2012.



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO DONATION (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
September 12, 2017	September 21, 2017	
Nancy Crawford, Chair, Governance and Policy Committee 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.



Members of the Committee:

Nancy Crawford, Chair
Ann Andrachuk, Vice Chair
Jo-Ann Davis, Trustee Ward 9
Maria Rizzo, Trustee Ward 5
Angela Kennedy, Ex-Officio
Frank D'Amico, Ex-Officio

A. EXECUTIVE SUMMARY

This report recommends 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 to provide parameters and clarify the process required for school donations and sponsorships. Operational Procedures to the policy include: “Terms of Reference of Donations,” a “Protocol Governing Acceptance of Donations,” parameters to assist in “Determining Whether to Have a Sponsorship—The Sponsorship Process” and “Terms of Reference of Proposed Sponsorships.”

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. APPENDIX

APPENDIX A: Donation and Sponsorship Policy (F.F.02) with proposed amendments

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Donation and Sponsorship Policy (F.F.02) as amended and proposed in Appendix A.



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

Date Approved: August 26, 2010	Date of Next Review: September 2021	Dates of Amendments: September 21, 2017
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.).~~



POLICY SECTION: FINANCE

SUB-SECTION: FUNDS AND FOUNDATIONS

POLICY NAME: **DONATION AND SPONSORSHIP**

POLICY NO: **F.F.02**

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

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.



POLICY SECTION: FINANCE

SUB-SECTION: FUNDS AND FOUNDATIONS

POLICY NAME: DONATION AND SPONSORSHIP

POLICY NO: F.F.02

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.

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.



POLICY SECTION: FINANCE

SUB-SECTION: FUNDS AND FOUNDATIONS

POLICY NAME: **DONATION AND SPONSORSHIP**

POLICY NO: **F.F.02**

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.~~

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.~~



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

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 **shall** 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.

15. The principal shall 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.



POLICY SECTION: FINANCE

SUB-SECTION: FUNDS AND FOUNDATIONS

POLICY NAME: **DONATION AND SPONSORSHIP**

POLICY NO: **F.F.02**

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;—~~

~~g) Safety, security and maintenance requirements;~~

~~h) Board established standards for equipment (e.g. computers, audio visual);—~~



POLICY SECTION: FINANCE

SUB-SECTION: FUNDS AND FOUNDATIONS

POLICY NAME: DONATION AND SPONSORSHIP

POLICY NO: F.F.02

~~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.~~

APPENDIX A



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

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.

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.**



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

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:

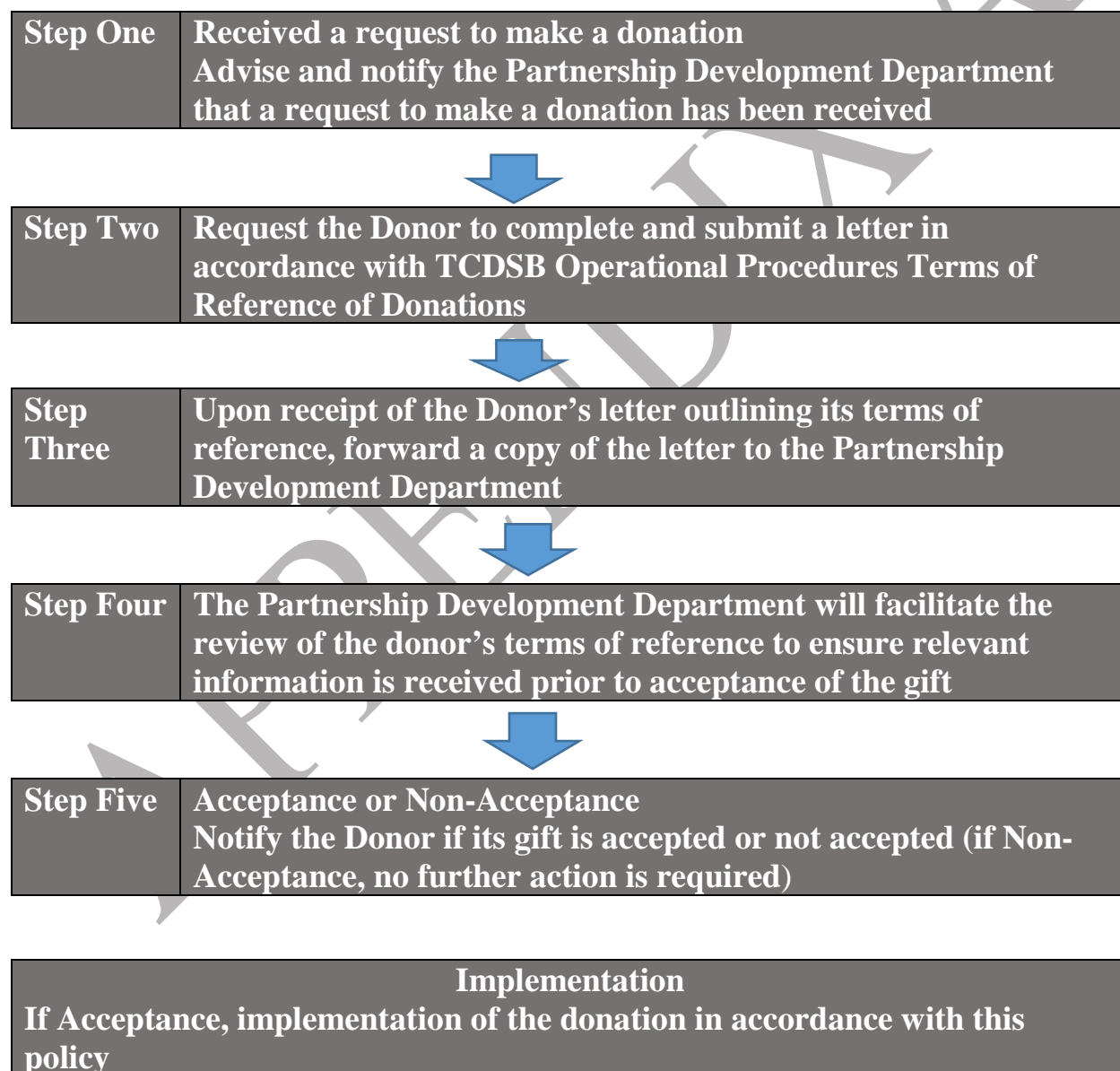
- recipient of the donation
- description of the donation
- details of cash and/or in-kind (i.e. installation services) portions
- information regarding costs of on-going support and maintenance, if any
- recognition and stewardship activities, if any
- timing
- any other requirements by the donor in 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 information,

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

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

- Did the sponsorship achieve the goals that were articulated?
- Did your overall strategic plan fit the sponsorship?
- 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?
- Were the evaluation tools used to measure the impact of the sponsorship appropriate?
- 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
- 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.



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO KEY CONTROL POLICY (B.B.05)

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

Created, Draft	First Tabling	Review
September 12, 2017	September 21, 2017	
Nancy Crawford, Chair, Governance and Policy Committee Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development		
RECOMMENDATION REPORT		

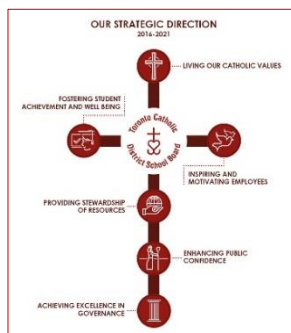
Vision:

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.



Members of the Committee:

Nancy Crawford, Chair
Ann Andrachuk, Vice Chair
Jo-Ann Davis, Trustee Ward 9
Maria Rizzo, Trustee Ward 5
Angela Kennedy, Ex-Officio
Frank D'Amico, Ex-Officio

A. EXECUTIVE SUMMARY

This report identifies and recommends that the Key Control policy (B.B. 05) be updated as Access Control policy (B.B.05) with Operational Guidelines to standardize and bring awareness to key and access card protocols as well as further current procedures and proposed initiatives.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. APPENDIX

APPENDIX A: Access Control policy (B.B.05) with proposed amendments and Operational Guidelines

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Access Control policy (B.B.05) as amended with Operational Guidelines and proposed in Appendix A.



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:
September 2021

Dates of Amendments:
September 21, 2017

Cross References:

S.S.04 Access to Students in Schools

B.B.01 Facilities Management Policy

Education Act, Section 53

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** or a change of position, ~~retirement, resignation, termination of employment~~ with the Board, which would no longer require the employee to be an authorized key holder, employees shall relinquish said keys and card access 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 and/or access card release form will be completed and returned to the Human Resources department. At a school location, the key and/or access card will be returned to the school Principal or Designate. At an Administrative Site, i.e. the Catholic Education Centre, the key or access card will be returned to the departmental Supervisor.**

6. Upon termination of an employee, the key(s) and access card shall be collected immediately from the terminated staff person or persons by the senior management staff person in attendance at the termination meeting.



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

7. ~~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.~~

~~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~~



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

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

~~Key Distribution List~~

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

8. 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.
9. 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.

10. 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, or as appropriate.

**** Exemption: the Board's Security contractor will be provided with the Board's Grand Master Keys to patrol and enter all school Board sites.**

11. 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.



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

12. 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.

13. All employees of the Board must read the policy before the access card is issued and sign for receipt of both. All employees are expected to comply with this policy and its regulations.

14. 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.

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

16. 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.

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

18. 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~~



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

-
Security =24/7

Facility Managers =24/7

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 site 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
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- 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 and also filed electronically with Human Resources.**
- 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 and also filed electronically with Human Resources.
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 A



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



APPENDIX "C"

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

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO MENTAL HEALTH AND WELL BEING POLICY (S.03)

Do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God.
Philippians 4:6

Created, Draft	First Tabling	Review
September 12, 2017	September 21, 2017	
Nancy Crawford, Chair, Governance and Policy Committee 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.



Members of the Committee:

Nancy Crawford, Chair
 Ann Andrachuk, Vice Chair
 Jo-Ann Davis, Trustee Ward 9
 Maria Rizzo, Trustee Ward 5
 Angela Kennedy, Ex-Officio
 Frank D'Amico, Ex-Officio

A. EXECUTIVE SUMMARY

This report recommends updating the Mental Health and Well Being Policy (S.03) and appending the “Mental Health Crisis Response Guidelines” document to the policy 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.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. APPENDIX

APPENDIX A: Mental Health and Well Being Policy (S.03) with proposed amendments and “Mental Health Crisis Response Guidelines” appended

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Mental Health and Well Being Policy (S.03) with the “Mental Health Crisis Response Guidelines” appended as amended and proposed in Appendix A.



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:

September 2022

Dates of Amendments:

September 21, 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

Fostering Student Achievement and Well-Being



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: MENTAL HEALTH AND WELL BEING

POLICY NO: S. 03

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.**
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.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: MENTAL HEALTH AND WELL BEING

POLICY NO: S. 03

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).



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: MENTAL HEALTH AND WELL BEING

POLICY NO: S. 03

Evaluation and Metrics:

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

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 A

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

Wards

- | | |
|---------------------|---|
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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 school superintendent informs the local Trustee 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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REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON 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
September 12, 2017	September 21, 2017	
Nancy Crawford, Chair, Governance and Policy Committee Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development		
RECOMMENDATION REPORT		

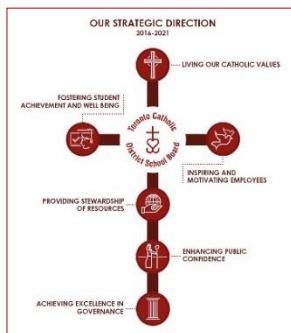
Vision:

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.



Members of the Committee:

Nancy Crawford, Chair
Ann Andrachuk, Vice Chair
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A. EXECUTIVE SUMMARY

This report recommends a Whistleblower Policy (A.39) and an Operational Procedure 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 Regular Board as it recommends a policy and operational procedures.

C. APPENDIX

APPENDIX A: Whistleblower Policy (A.39) and Operational Procedure as proposed

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Whistleblower Policy (A.39) and Operational Procedure as proposed in Appendix A for Community Engagement at the “Consult” level.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: WHISTLEBLOWER POLICY

POLICY NO: A. 39

Date Approved:	Date of Next Review:	Dates of Amendments:
September 21, 2017	September 2022	
Cross References: <i>Education Act, 1990, s. 301, 302</i> <i>Ontario Human Rights Code, 1990</i> <i>Occupational Health and Safety Act</i> <i>Municipal Freedom of Information and Protection of Privacy Act</i> <i>Criminal Code of Canada</i> 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) 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.

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



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: WHISTLEBLOWER POLICY

POLICY NO: A. 39

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



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.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: WHISTLEBLOWER POLICY

POLICY NO: A. 39

6. The identity of the whistleblower shall remain confidential to the Director of Education, or designate, unless law enforcement obtains a court order compelling the Board to disclose the name of the whistleblower.
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 that constitutes wrongdoing under this policy.

Reprisal

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.

Stakeholders

"Stakeholders" includes trustees, TCDSB employees, and the general public, including parents and students.

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 Board and 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. The results of this survey will be reported to the Board and the Audit committee on an annual basis.

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. Any person who violates this confidentiality requirement will be subject to disciplinary measures up to and including suspension or termination.

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 7(a).

8. Investigating A Complaint From An Individual Who Believes That They Have Suffered 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

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO ACCESS TO PUPIL INFORMATION POLICY (S.16)

*Let the wise hear and increase in learning, and the one who understands obtain guidance,
Proverbs 1:5*

Created, Draft	First Tabling	Review
April 11, 2017	April 19, 2017	
Nancy Crawford, Chair, Governance and Policy Committee 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.



Members of the Committee:

Nancy Crawford, Chair
Ann Andrachuk, Vice Chair
Jo-Ann Davis, Trustee Ward 9
Maria Rizzo, Trustee Ward 5
Angela Kennedy, Ex-Officio
Frank D'Amico, Ex-Officio

A. EXECUTIVE SUMMARY

This report recommends updating the Access to Pupil Information policy (S.16) to include updates which align with current practice and includes amendments moved by Trustees during the March 21, 2017 and April 11, 2017 Governance and Policy Committee meetings.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. APPENDIX

APPENDIX A: Access to Pupil Information Policy (S.16) with proposed amendments

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Access to Pupil Information policy (S.16) as amended and proposed in Appendix A.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: ACCESS TO PUPIL INFORMATION

POLICY NO: S.16

Date Approved:
May 9, 2007

Date of Next Review:
April 2022

Dates of Amendments:
April 19, 2017

Cross References:

Education Act, R.S.O. 1990, s.266, Pupil Records

Municipal Freedom of Information and **Protection of Privacy Act**, R.S.O. 1990, C.M56

Child and Family Services Act, R.S.O. 1990, C.11

[Ontario Student Record \(OSR\) Guideline, 2000](#)

~~Access To Pupils S.15~~

~~Apprehension Or Arrest Of Pupils S.18~~

~~Police Investigation V.P.05~~

~~Suspected Child Abuse Reporting S.17~~

~~Access to **Students in Schools Premises S.S.04**~~

~~**Progressive Discipline S.S.10**~~

~~**Fresh Start S.S.12**~~

~~**Suspension and Expulsion S.S.01**~~

~~Police/School Board Protocol~~

~~**Children's Law Reform Act**~~

Appendix

Purpose:

All pupil information including the Ontario Student Record is to be maintained for all students in accordance with The Education Act, the Municipal Freedom of Information and Protection of Privacy Act and all applicable regulations and guidelines of the Government of Ontario. This policy supports the pursuit of strengthening public confidence and the assurance of accountability as articulated in the Board's Multi-Year Strategic Plan.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: ACCESS TO PUPIL INFORMATION

POLICY NO: S.16

Scope and Responsibility:

This policy applies to all individuals who maintain pupil information within the TCDSB. The Director of Education is responsible for the implementation of this policy in alignment with the Multi-Year Strategic Plan.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Policy:

The Toronto Catholic District School Board requires that all staff will strictly observe confidentiality with respect to **diligently-maintained**, pupil-identifying records, including health and other records, maintained by the Board.

Access to pupil records shall be in compliance to **with** existing ~~federal~~ Provincial Acts and the most current Ontario Student Record **(OSR)** Guideline.

Regulations:

1. Maintenance Of Confidentiality

Principals shall regularly review with teaching and other staff the obligation of maintaining confidentiality respecting pupil records **information, including the OSR**, imposed by the Education Act, the Municipal Freedom of Information and Protection of Privacy Act and the Ontario Student Record Guideline. No employee of the Board shall provide information about any student or ~~their~~ **the student's** family to any outside agency, including immigration officials, unless legally obliged to do so.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: ACCESS TO PUPIL INFORMATION

POLICY NO: S.16

2. Providing Pupil Information To Another School, Private School Or Other Educational Institutions

Principals shall adhere to the requirements of the Regulation respecting Pupil Records (Ontario Student Record Guideline) governing the transfer of Pupil Records when a pupil transfers from one school to another.

3. Providing Pupil Information To A Pupil, ~~Or His/Her~~ Parent, Or Guardian

Pupils and their parents or guardians may access pupil information through the school principal. A pupil and his or her parent or guardian, where the pupil is a minor, are entitled to ~~examine~~ **view and/or receive a copy of all information, including the OSR** ~~the records~~ **relating to such** pupil. **A pupil between the ages of 16 to 18, who has withdrawn from parental control, may have exclusive access to their pupil records as governed by section 65 of the Children's Law Reform Act.**

Upon reaching 18 years of age, a pupil shall have exclusive access to his or her student records and may elect to grant access to such records to others. The parent or guardian of a pupil who is not mentally capable will retain the right to access the records relating to that student after he or she has reached 18 years of age.

A legally-identified custodial or non-custodial parent is entitled to be given information as to the education of that parent's child unless and until there is either an Order of the Court or a term in a separation agreement denying the person access to the child.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: ACCESS TO PUPIL INFORMATION

POLICY NO: S.16

Unless the pupil, parent or guardian, and the existence of the necessary relationship of the latter two to the pupil are all actually known to the principal, proper identification should, with sensitivity and discretion, be insisted upon.

4. Providing Pupil Information To Others

Every person shall preserve ~~secrecy~~ **confidentiality** in respect of the content of **all pupil information, including the OSR** ~~a record~~ that comes to the person's knowledge in the course of ~~his or her~~ **the person's** duties or employment, and no such person shall communicate any such knowledge to any other person except,

- (a) as may be required in the performance of his or her duties **as set out in the Education Act or other relevant legislation**; or
- (b) with the written consent of the parent or guardian of the pupil where the pupil is a minor; or
- (c) with the written consent of the pupil where the pupil is an adult; or
- (d) through a search warrant requiring the surrender of an Ontario Student Record to the police; or
- (e) through a subpoena or appropriate court order; or
- (f) where a teacher or the principal may have information where it is suspected that the child is in need of protection as defined in the Child and Family Services Act; or
- (g) upon request of the medical officer of health as provided in the Education Act; or
- (h) where the Municipal Freedom of Information and Protection of Privacy Act permits a school board to disclose confidential information to the police to aid an investigation undertaken with a view to a law enforcement proceeding or from which a law enforcement proceeding is likely to result.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: ACCESS TO PUPIL INFORMATION

POLICY NO: S.16

5. Maintenance of Pupil Records

The Ontario Student Record must be maintained, used, disclosed, and disposed of in accordance with all applicable legislation. School administrators will be advised of relevant changes through appropriate communication. Diligent maintenance of students' Ontario Student Records would entail the mandatory inclusion of any court documents and separation agreements which may impact rights to such records.

Definitions:

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information “for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record”. The act also regulates access to an OSR and states that the OSR is “privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction” of the student. Each student and the parent(s) [and guardian(s)] of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR. (Ontario Student Record (OSR) Guideline, 2000)



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: ACCESS TO PUPIL INFORMATION

POLICY NO: S.16

Evaluation and Metrics:

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

Qualitative feedback provided by Principals regarding access to information requests at monthly K-12 meetings conducted by Field Superintendents.

APPENDIX A

ANNUAL REPORTS

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	January (A)	Corporate Services	Monthly Financial Report	Executive Superintendent Business Services
3	February (A)	Student Achievement	External Research Report	Associate Director Academic Services
4	February (A)	Student Achievement	Accountability Framework for Special Education	Associate Director Academic Services
5	March (A)	Corporate Services	Planning Enrolment Projection	Associate Director of Planning and Facilities
6	February (A)	Corporate Services	Legal Fees Report	Executive Superintendent Business Services
7	February (A)	Corporate Services	Statement Reserves Accumulated Surplus	Executive Superintendent Business Services
8	February (A)	Corporate Services	Monthly Financial Report	Executive Superintendent Business Services
9	February (A)	Regular Board	Policy Budget Timeline and Public Consultation Survey	Executive Superintendent Business Services
10	February (A)	Regular Board	Metrics for MYSP 6 Strategic Directions	Director of Education

11	March (A)	Corporate Services	Monthly Financial Report	Executive Superintendent Business Services
12	<i>March (A)</i>	<i>Student Achievement</i>	<i>Staffing Status Report for Next School Year</i>	<i>Associate Director Academic Services</i>
13	April (A)	Student Achievement	Conflict Resolution Department Report	Associate Director Academic Services
14	April (A)	Corporate Services	Monthly Financial Report	Executive Superintendent Business Services
15	April (A)	Regular Board	Non-Resident VISA Student Fees for September 2013	Associate Director Academic Services
16	April (A)	Regular Board	Education Development Charges Policy Review	Associate Director of Planning and Facilities
17	May (A)	Student Achievement	Report regarding Updates on items referred to in Ministry of Education Operational Review	Associate Director Academic Services
18	May (A)	Student Achievement	Staffing Status Report for Next School Year	Executive Superintendent Business Services
19	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
20	May (A)	Corporate Services	Monthly Financial Report	Associate Director Academic Services
21	June (A)	Student Achievement	21 st Century Learning Update	Executive Superintendent Business Services

22	October (A)	Student Achievement	Student Trustees: Voices that Challenge	Associate Director Academic Services
23	June (A)	Regular Board	Budget Estimates	Associate Director Academic Services
24	September (A)	Student Achievement	Portuguese Speaking	Associate Director Academic Services
25	September (A)	Corporate Services	Preliminary Enrolment Reports Full Day Kindergarten, Elementary and Secondary Schools	Associate Director Academic Services
26	September (A)	Corporate Services	Trustee Honorarium Report	Associate Director Academic Services
27	September (A)	Corporate Services	Monthly Financial Report	Executive Superintendent Business Services
28	September (A)	Regular Board	Angel Foundation for Learning Year In Report	Executive Superintendent Business Services
29	September (A)	Student Achievement	Community Engagement	Director of Education
30	October (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
31	October (A)	Student Achievement	Annual Safe Schools Report	Associate Director Academic Services
32	October (A)	Student Achievement	Information Report on the International Languages Program to include dates, statistical trends, surveys, results of previous assessments in changing demographics (city-wide population and home language dynamics) and immigration patterns in all wards.	Associate Director Academic Services

33	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO) ·Grade 9 Assessment of Mathematics (second semester and full-year students) and OSSLT Assessment (EQAO)	Associate Director Academic Services
34	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
35	October (A)	Corporate Services	Trustee Honorarium Report	Executive Superintendent Business Services
36	November (A)	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Services
37	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
38	November (A)	Student Achievement	Religious Accommodation Report	Associate Director Academic Services
39	November (A)	Corporate Services	Monthly Financial Report	Executive Superintendent Business Services

40	November (A)	Corporate Services	Parent/Guardian and Student Transition Surveys	
41	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
42	November (A)	Regular Board	Audited Financial Statements	Executive Superintendent Business Services
43	December (A)	Corporate Services	Revised Budget Estimate for Consideration	Executive Superintendent Business Services
44	December (A)	Regular Board	Director's Annual Report	Director of Education
45	December (A)	Student Achievement	Status of Monitoring Team for the Safe School Inquiry Recommendations	Associate Director Academic Services

MASTER PENDING LIST AND ROLLING CALENDAR TO SEPTEMBER 21, 2017

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Dec-14 Corporate Services	Jan-2018	Corporate Services	Report regarding System-Wide Approach to Digital School Signage	Associate Director of Planning and Facilities
2	June-16 Corporate Services	Nov-16	Corporate Services	Comparison of new leasing rate model vs the old model (Leasing Unit Rates)	CFO and Executive Superintendent, Business Services
3	June-17 Corporate Services	Sep-17 Oct-17	Corporate Services	Report regarding TCDSB/Villa Charities Project (Delegation from Joseph Baglieri regarding the TCDSB/Villa Charities Project)	Associate Director Planning and Facilities
4	June-17 Corporate Services	Oct-17	Corporate Services	Report regarding Childcare at TCDSB (Delegation from Jane Mercer, representative of TO Coalition for Better Childcare)	Associate Director Planning and Facilities
5	June-17 Corporate Services	Oct-17	Corporate Services	Report regarding Delegations' comments to include the following: -A comprehensive review of all programming as it exists and long-term programming options; - Review of international student admission school; - The plan around broader consultations from those communities we have not heard from; - Comprehensive report on secondary schools that the Audit Committee requested; and - Review of the 905 area code submissions	Associate Director Planning and Facilities

6				(Consultation Results: Proposed Draft Changes to the Secondary School Admissions Policy)	
	June-17 Corporate Services	Jan-2018	Corporate Services	Report regarding possibility of finding money in the Capital Improvement Fund this year or in the near future. (Delegation from Maria Del Rizzo, representative of CSPC regarding Field at MPSJ)	Associate Director Planning and Facilities
	Jan-17 Student Achievement	Jun-17 Nov-17	Regular Board	Report regarding an update on the Strategic Objectives and Priorities identified in the background of the Report of October 20, 2016 regarding Trustee and Staff Strategic Planning Session at the May 2017 Strategic Planning Session and in a report to Full Board in June 2017 (Action After Board Report of October 20, 2016 regarding Trustee and Staff Strategic Planning Session)	Director of Education
	Oct-16 Student Achievement	May-17 Oct-17	Student Achievement	Staff to implement a survey for the parents and students involved in the Pilot Project for Jump Mathematics (Update Report on the Pilot Project for Jump Mathematics)	Associate Director Academic Affairs
	Feb-17 Regular Board	May-17 Nov-17	Student Achievement	Report regarding a plan to engage staff and parents in investigating a pilot project for elementary and secondary year-long learning (Long-Term Program Plan – Results of Stakeholder Consultation)	Associate Director Academic Affairs
10	Sep-17 Student Achievement	Nov-17	Student Achievement	Report regarding life threatening allergies in high school (Delegation from Kimberley and Hannah Grace Evans regarding Life Threatening Allergies in High School) . Staff was directed to include in the report the following:	Associate Director Academic Affairs

11				<ol style="list-style-type: none"> 1. The possibility of implementing an Epipen Centre; 2. Consultation with CSLIT; and Transition plan for students leaving Grade 8 and entering Grade 9 	
	Sep-17 Student Achievement	Oct-17	Student Achievement	Report regarding the 7,000 non-qualifying students by ward and area (Presentation by Kevin Hodgkinson, GM, TSTG regarding Student Transportation Update)	Associate Director Planning and Facilities