TORONTO CATHOLIC DISTRICT SCHOOL BOARD
REGULAR MEETING
Public Session

AGENDA
OCTOBER 19, 2017

Angela Kennedy, Chair
Trustee Ward 11

Frank D'Amico, Vice Chair
Trustee Ward 6

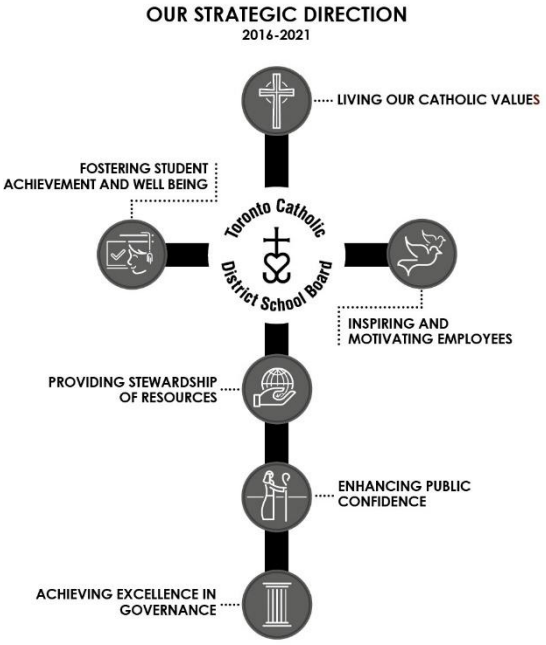
Ann Andrachuk
Trustee Ward 2

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

OUR MISSION

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OUR VISION

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AGENDA

REGULAR MEETING
OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
PUBLIC SESSION

Angela Kennedy, Chair **Frank D'Amico, Vice-Chair**

Thursday, October 19, 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

   7.a From Trustee Piccininni regarding Community Hub Partnership with Villa Charities Inc. 1

8. Declarations of Interest

9. Approval and Signing of Minutes of the Previous Meetings 2 - 29

   9.a Special Board (Student Achievement) - September 7, 2017

   9.b Special Board (Corporate Services) - September 14, 2017

   9.c Regular Board - September 21, 2017

9.d Special Board - September 27, 2017

10. Presentations

10.a	Monthly Report from the Chair of the Board	30
10.b	Monthly Report from the Director of Education	31 - 33
10.c	Monthly Report from the Student Trustee(s)	34 - 36

11. Delegations

11.a	James Medeiros regarding Inequality and Accountability regarding Toronto Catholic District School Board's Application of Policies and Addressing Parents' Concerns	37

12. Consideration of Motions for which previous notice has been given

From September 21, 2017 Regular Board Meeting

12.a	Proposed Amendment to the Board's Operating By-law No. 175 regarding Signing Authorities	38 - 41
12.b	From Trustee Del Grande regarding Ontario School Boards Insurance Exchange (OSBIE)	42
12.c	From Trustee Del Grande regarding Ontario School Boards Insurance Exchange (OSBIE)	43 - 44

13. Unfinished Business from Previous Meetings

14. Matters recommended by Statutory Committees of the Board

From September 21, 2017 Regular Board Meeting

14.a	Draft Minutes of the Special Education Advisory Committee Meeting held on September 13, 2017	45 - 58

SEAC recommends to the Board that the answers to the questions contained in the Autism Ontario Association report and the Board's response to any motions arising out of this report be brought back to SEAC as a detailed Board staff report to be included in the SEAC public meeting Agenda before the end of this calendar year.

SEAC recommends to the Board to approve the SEAC membership

application from Laurie Ricciutio (Attached)

15. Matters referred/deferred from Committees/Board

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

16.a	Voices that Challenge 2017 Catholic Student Leadership Impact Team (CSLIT): Inspiring Active Citizenship in Catholic Education	59 - 66
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16.c	Safe Schools Annual Report 2016-17	88 - 122
16.d	Status of the Multi-Language School and Ministry of Education Lettters	123 - 129
16.e	Status of Waitlist for Elementary and Secondary Schools (All Wards)	130 - 138

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

17.a	Report of the Governance and Policy Committee on Update to Acceptance of Hospitality or Gifts Policy (H.M.33)	139 - 147
17.b	Report of the Governance and Policy Committee on Update to Employee Expenses Policy (F.M.01) and Trustee Services and Expenditures Policy (T.17)	148 - 172
17.c	Report of the Governance and Policy Committee on Update to Use of School Facilities in Emergency Situations Policy (B.R.06)	173 - 178
17.d	Report of the Governance and Policy Committee on Update to Emergency School Closure Policy (A.16)	179 - 183
17.e	Report of the Governance and Policy Committee on Update to Demolition Policies (R.02, R.03)	184 - 189
	From September 21, 2017 Regular Board Meeting	
17.f	Report of the Governance and Policy Committee on Update to Community Engagement Policy (T.7)	190 - 198

17.g **Report of the Governance and Policy Committee on Key and Security Card Access Control Policy (B.B.05)** 199 - 217

From April 19, 2017 Regular Board Meeting

17.h **Report of the Governance and Policy Committee on Update to Access to Pupil Information Policy (S.16)** 218 - 225

18. **Listing of Communications**

18.a **From Trustee Crawford regarding St. Agatha Catholic School Parent Councils Annual Report 2016-2017** 226 - 238

19. **Inquiries and Miscellaneous**

20. **Updating of Pending Items List** 239 - 246

21. **Closing Prayer**

22. **Adjournment**

Sal Piccininni
Trustee, Ward 3
Email: sal.piccininni@tcdsb.org *Voicemail/Fax: (416) 512-3403*

To: Regular Board Meeting – October 19, 2017

From: Sal Piccininni, Trustee, Ward 3

Subject: Notice of Motion – Community Hub Partnership with Villa Charities

Whereas: On December 19, 2012 a memorandum of understanding was signed between the TCDSB and Villa Charities to enter into a joint venture/community hub project to replace Dante Alighieri Academy

Whereas: Trustees approved this partnership with the understanding that both the Villa Columbo community, specifically Columbus Centre, and the school community were in agreement with this joint venture

Whereas: very little communication or community engagement has taken place over the 5 years since on the status of the project

Whereas: vocal opposition to the project by the greater community, local residents and consumers of the Columbus Centre facilities, who do not support moving forward with any major changes or updates to the building and site that involve the demolition of the Centre

BE IT RESOLVED THAT: upon the completion of the public consultation by January 31, 2018, a report shall be delivered to a full meeting of the Board, within 30 days from that date, attached with a final recommendation that includes the framework for construction and anticipated timelines, and

BE IT RESOLVED THAT: should the outcome of the public consultation not document overwhelming support for the redevelopment of the Villa Charities site, the TCDSB will no longer pursue the partnership with Villa Charities Inc. and instead proceed with the building of Dante Alighieri Academy Catholic Secondary School on the property presently owned by the Board.

MINUTES OF THE SPECIAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD

HELD THURSDAY, SEPTEMBER 7, 2017

STUDENT ACHIEVEMENT

PRESENT:

Trustees: P. Bottoni, Chair
B. Poplawski, Vice Chair
A. Andrachuk
N. Crawford
F. D'Amico
A. Kennedy
M. Rizzo
G. Tanuan

Staff: R. McGuckin
A. Sangiorgio
D. Koenig
A. Della Mora
P. Matthews
J. Yan

S. Harris, Recording Secretary
C. Johnston, Acting Assistant Recording Secretary

Apologies were tendered on behalf of Trustees Davis and Piccininni.

The items dealt with at the Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting in PRIVATE, DOUBLE PRIVATE and PUBLIC Sessions were deemed presented.

MOVED by Trustee Poplawski, seconded by Trustee Bottoni, that the items dealt with in PRIVATE, DOUBLE PRIVATE and PUBLIC Sessions be approved.

Results of the Vote taken as follows:

In Favour	**Opposed**
Trustees Andrachuk	
Bottoni	
Crawford	
D'Amico	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

(Private and Double Private Sessions Minutes Distributed Under Separate Cover)

MATTERS AS CAPTURED IN THE ABOVE MOTION FOR PUBLIC SESSION

9) Minutes of the Regular Meeting held May 31, 2017 – approved.

10a) **Kimberley Evans regarding Life Threatening Allergies in High School** received and referred to staff to come back with a report as soon as possible.

10b) **Hannah Grace Evans regarding Life Threatening Allergies in High School** received and referred to staff to come back with a report as soon as possible.

Staff was directed to include in the report the following:

1. The possibility of implementing an EpiPen centre;
2. Consultation with the Catholic Students Leadership Impact Team (CSLIT); and
3. A transition plan for students leaving Grade 8 and entering Grade 9

11a) **Lori Di Marco, Superintendent of Curriculum, Leadership and Innovation/ICT and Joe Russo, Program Coordinator, E-Learning, regarding 21st Century Learning** received.

&

17b) **21st Century Learning 2017 Annual Report** received.

11b) **Kevin Hodgkinson, General Manager, Toronto Student Transportation Group, regarding Student Transportation Update** received and referred to staff to come back with a report regarding the 7,000 non-qualifying students by ward and area.

13a) **From Trustee Kennedy regarding the International Language Program (Notice of Motion submitted at the May 31, 2017 Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting)** withdrawn by Trustee Kennedy.

17a) **Follow-up report regarding The Student Charter and Parent Charter of Principles** received and that the charters be adopted.

17c) **Community Engagement Annual Report 2016-17** received.

19a) **From Trustee Andrachuk regarding the Math Qualification of Teachers Hired** noted.

19b) **From Trustee Andrachuk regarding New Curriculum and Report Cards** noted.

19c) **Inquiry from Trustee Andrachuk regarding Photographs taken by Catholic Parent Involvement Committee (CPIC) representative(s) at Board events** received and referred to staff to bring back a report regarding information on accessibility, ownership, costs, payment, permission, storage and usage of photographs taken by CPIC representative(s) at Board events.

19d) **Inquiry from Trustee Rizzo regarding Student Trustees' Attendance at PRIVATE Session** noted.

Staff was directed to ensure that Student Trustees receive all PRIVATE Agendas and that they are invited to all PRIVATE meetings.

19e) **From Trustee Del Grande regarding Update on Staff Commitment to Achieve 80% Math Scores for Applied Students** noted.

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

The Motion was declared

CARRIED

S E C R E T A R Y

C H A I R

MINUTES OF THE SPECIAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD

HELD THURSDAY, SEPTEMBER 14, 2017

Corporate Services

PRESENT:

Trustees:
J.A. Davis, Chair
M. Rizzo, Vice-Chair
A. Andrachuk
N. Crawford
F. D'Amico – by teleconference
M. Del Grande
J. Martino
S. Piccininni
B. Poplawski
G. Tanuan

Staff:
R. McGuckin
A. Sangiorgio
D. Koenig
P. Matthews
P. De Cock
M. Puccetti
J. Volek
J. Yan

A. Robertson, Parliamentarian

S. Harris, Recording Secretary
C. Johnston, Acting Assistant Recording Secretary

Apologies were received on behalf of Trustees Kennedy and Bottoni and Student Trustees Carlisle and Ndongmi who were unable to attend the meeting.

The items dealt with at the Corporate Services, Strategic Planning and Property Committee Meeting in PRIVATE and DOUBLE PRIVATE Sessions were deemed presented.

MOVED by Trustee Davis, seconded by Trustee Poplawski, that the matters discussed in PRIVATE and DOUBLE PRIVATE Sessions be approved.
.

CARRIED

(Private Sessions Minutes Distributed Under Separate Cover)

The items dealt with at the Corporate Services, Strategic Planning and Property Committee Meeting in PUBLIC Session were deemed presented.

MOVED by Trustee Crawford, seconded by Trustee Poplawski,, that all matters dealt with in PUBLIC Session be approved.

Results of the Vote taken, as follows:

In favour		**Opposed**
Trustees	Andrachuk	
	Crawford	
	D'Amico	

Davis
Del Grande
Piccininni
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION FOR PUBLIC SESSION

8) Minutes of the Regular Meeting held June 8, 2017 for PUBLIC Session – approved.

15a) Initiation – Elementary Boundary Review – St. Edward, St. Gabriel and St. Antoine Daniel Catholic Schools received and that:

- a boundary review for the St. Edward, St. Gabriel and St. Antoine Daniel school communities be approved for initiation and implementation in accordance with the *Elementary School Attendance Boundary Review Policy (S.A.03);* and
- St. Paschal Baylon Catholic School be included in the boundary review.

15b) St. Gregory Boundary Review: Follow-up to Delegation from Bernice Cahute that staff provide local Trustee with information on students who had to be redirected to other schools.

15c) Financial Update June 2017 received.

17a) Inquiry from Trustee Andrachuk regarding O Canada received and referred to staff to make arrangements to have the student rendition of O

Canada played at every meeting.

MOVED by Trustee Piccininni, seconded by Trustee Del Grande, that the meeting adjourn.

The Motion was declared

CARRIED

S E C R E T A R Y

C H A I R

MINUTES OF THE REGULAR MEETING

OF THE

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

HELD THURSDAY, SEPTEMBER 21, 2017

PUBLIC SESSION

PRESENT:

Trustees:	F. D'Amico, Acting Chair A. Kennedy A. Andrachuk P. Bottoni N. Crawford – by teleconference M. Del Grande J. Martino S. Piccininni B. Poplawski M. Rizzo G. Tanuan
Student Trustee:	R. Carlisle
	R. McGuckin A. Sangiorgio D. Koenig P. Matthews A. Della Mora J. Yan J. Volek
	S. Harris, Recording Secretary C. Johnston, Acting Assistant Recording Secretary

4. Roll Call and Apologies

Apologies were extended on behalf of Trustee Davis and Student Trustee Joel Ndongmi.

5. Approval of the Agenda

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that the Agenda, as amended to include the Addendum, the addition of Items 12b) and 12c) Consideration of Motion from Trustee Del Grande regarding Ontario School Boards Insurance Exchange (OSBIE), and combining Items 14b), Approved Minutes of the Catholic Parent Involvement Committee Meeting held on June 19, 2017; 14c), Approved Minutes of the Catholic Parent Involvement Committee Meeting held on May 15, 2017; 14d) Annual Report ending August 2017 of the Catholic Parent Involvement Committee with Item 10e) Presentation by Geoff Feldman, Chair, Toronto Catholic Parent Involvement Committee, and reordering them prior to Item 10a), be approved.

Results of the Vote taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Bottoni	
Crawford	
D'Amico	
Del Grande	
Kennedy	
Martino	
Piccininni	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Bottoni, that Item 6) be adopted as follows:

6. **Reports from Private Session** that the items dealt with in PRIVATE Session regarding moving two motions regarding items related to insurance into PUBLIC Session, Verbal Update from Friends of Catholic Education and Verbal Update regarding a Legal Matter, be approved.

Results of the Vote taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Bottoni	
Crawford	
D'Amico	
Del Grande	
Kennedy	
Martino	
Piccininni	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

8. Declarations of Interest

Trustee Kennedy declared an interest in Item 16a) Operating Expenditure Funding Shortfall 2017/18 as her family members are employees of the Board. Trustee Kennedy indicated that she would not participate in the discussion nor vote on the item.

9. Approval and Signing of Minutes of the Previous Meetings

MOVED by Trustee Piccininni, seconded by Trustee Andrachuk, that the Minutes of the previous meeting for Regular Board held on August 24, 2017 be approved.

Results of the Vote taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Bottoni	
Crawford	
D'Amico	
Del Grande	
Kennedy	
Martino	
Piccininni	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

10. Presentations
&
14. Matters Recommended by Statutory Committees of the Board

MOVED by Trustee Tanuan, seconded by Trustee Andrachuk, that Items 10e), 14b), 14c) and 14d) be adopted as follows:

10e) Geoff Feldman, Chair, Toronto Catholic Parent Involvement Committee received and that Toronto Catholic Parent Involvement Committee (CPIC) recommend for consideration and request that the members of the Board direct staff to:

PART A: Incorporate the following recommendations in a new section of the Toronto Catholic District School Board Community Engagement Handbook T07, in consultation with CPIC and Ontario Association of Parents in Catholic Education (OAPCE) (Toronto):

1. Surveys requesting parent feedback should allow sufficient time for parent response to permit a Catholic School Parent Council (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; and

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**.**

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Trustee Rizzo, that this be referred to the Governance and Policy Committee for its review and consideration.

14b) **Approved Minutes of the CPIC Meeting held on June 19, 2017** received.

14c) **Approved Minutes of the CPIC Meeting held on May 15, 2017** received.

14d) **Annual Report ending August 2017 of CPIC** received.

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

In favour	**Opposed**
Trustees Andrachuk	
Bottoni	
Crawford	
D'Amico	
Del Grande	
Kennedy	
Martino	
Piccininni	
Poplawski	
Rizzo	
Tanuan	

The Amendment was declared

CARRIED

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

In favour	**Opposed**
Trustees Andrachuk	
Bottoni	

Crawford
D'Amico
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

10. **Presentations**

MOVED by Trustee Andrachuk, seconded by Trustee Poplawski, 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	
Del Grande	
Kennedy	

Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Martino, seconded by Trustee Piccininni, 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	
Del Grande	
Kennedy	
Martino	
Piccininni	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Rizzo, that Item 10d) be adopted as follows:

10d) Andre Fullerton, Focus on Youth Coordinator/Manager of Outreach, Community Use of Schools, regarding Focus on Youth Summer Program received and that a letter be sent signed by the Chair to the Ministry of Education advocating on behalf of the Focus on Youth Summer Program for additional funding.

MOVED in AMENDMENT by Trustee Poplawski, seconded by Trustee Rizzo, that this be referred to staff to come back with a report regarding whether it is possible to hire more students for the Focus on Youth Summer Program when hiring students in the summer.

.

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

In favour	**Opposed**
Trustees Bottoni	Andrachuk
Crawford	Del Grande
D'Amico	Piccininni
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Amendment was declared

CARRIED

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

In favour	**Opposed**
Trustees Bottoni	Andrachuk
Crawford	Piccininni
D'Amico	
Del Grande	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Tanuan, that the meeting resolve back into PRIVATE Session at 9 p.m.

Results of the Vote taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Bottoni	
Crawford	
D'Amico	
Del Grande	
Kennedy	
Martino	
Piccininni	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

The Chair declared a 10-minute recess.

The meeting reconvened with Trustee Kennedy in the Chair.

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that the meeting resolve back into PUBLIC Session.

Results of the Vote taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Bottoni	
Crawford	
D'Amico	
Del Grande	
Kennedy	
Martino	
Piccininni	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Andrachuk, that Item 10f) be adopted as follows:

10f) Recognition and Special Presentation to the Sisters of the Good Shepherd received.

Results of the Vote taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Bottoni	
Crawford	
D'Amico	
Del Grande	
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)
12b)
12c)
14a) Trustee Andrachuk
16b) Trustee Rizzo
16c) Trustee Rizzo
17a) Trustee Rizzo
17c) Trustee Andrachuk
17f) Trustee Rizzo

MOVED by Trustee Andrachuk, seconded by Trustee Martino, that the Items not questioned be approved.

Results of the Vote taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Bottoni	
Crawford	
D'Amico	
Del Grande	
Kennedy	
Martino	
Piccininni	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION – ITEMS NOT QUESTIONED

16a) Operating Expenditure Funding Shortfall 2017/18

17b) Report of the Governance and Policy Committee on Consolidated Donation Policy (F.F.02) and Sponsorship Policy (F.F.26) that the Board accept the recommendation of the Governance and Policy Committee and approve the Donation and Sponsorship Policy (F.F.02) as amended in Appendix A.

17d) Report of the Governance and Policy Committee on Mental Health and Wellbeing Policy (S.03) that the Board accept the recommendation of the Governance and Policy Committee and approve the "Mental Health Crisis Response Guidelines" as amended and proposed in Appendix A.

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

MOVED by Trustee Andrachuk, seconded by Trustee Poplawski, that the meeting resolve into DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Bottoni	
Crawford	
D'Amico	
Del Grande	
Kennedy	
Martino	
Piccininni	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the meeting resolve into TRIPLE PRIVATE Session to discuss the draft Public Sector Executive Compensation Program for the Toronto Catholic District School Board.

Results of the Vote taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Bottoni	
Crawford	
D'Amico	
Del Grande	

Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee D'Amico, seconded by Trustee Poplawski, that all matters discussed in TRIPLE PRIVATE Session regarding the draft Public Sector Executive Compensation Program for the Toronto Catholic District School Board be approved.

Results of the Vote taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Bottoni	
Crawford	
D'Amico	
Del Grande	
Kennedy	
Martino	
Piccininni	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

MOVED by Trustee D'Amico, seconded by Trustee Poplawski, that the meeting adjourn.

Results of the Vote taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Bottoni	
Crawford	
D'Amico	
Del Grande	
Kennedy	
Martino	
Piccininni	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

S E C R E T A R Y

C H A I R

MINUTES OF THE SPECIAL BOARD MEETING

OF THE

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

HELD SEPTEMBER 27, 2017

PUBLIC SESSION

PRESENT:

Trustees:	A. Kennedy, Chair A. Andrachuk N. Crawford M. Del Grande J.A. Davis J. Martino S. Piccininni M. Rizzo G. Tanuan – by teleconference
Staff:	R. McGuckin
External:	E. Roher, External Legal Counsel

3. Roll Call and Apologies

Apologies were received on behalf of Trustees Bottoni, D'Amico and Poplawski who were unable to attend the meeting.

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the items dealt with in DOUBLE and TRIPLE PRIVATE Sessions regarding an HR matter be approved.

CARRIED

(Double Private and Triple Private Sessions Minutes Distributed Under Separate Cover)

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

CARRIED

_____ _____

S E C R E T A R Y C H A I R

Chair's Monthly Report
September 25 to October 20, 2017

Following are highlights for the period of September 25 to October 20, 2017

Tuesday, September 26

- Along with the Director participated in the ICE Symposium, *Renewing the Promise* Team meeting held at the CEC

Thursday, October 19th

- Attended the blessing and opening of the new addition at St. Victor's Elementary school

Director's Monthly Report
September 25 to October 20, 2017

Following are highlights for the period of September 25 to October 20, 2017

Monday, September 25

- Along with Education Council, had the pleasure to attend a performance of the Kenyan Boys Choir at Madonna Secondary School
- Attended the TSU Open House / Housewarming event

Tuesday, September 26

- Participated in the Invictus Games assembly at Pan-Am Sports Centre with St. Brendan's school community
- Delivered greetings at the CSLIT General Assembly at the CEC
- Along with the Chair participated in the ICE Symposium, *Renewing the Promise* Team meeting held at the CEC

Wednesday, September 27

- Delivered opening remarks at SSPA at Monsignor Fraser Norfinch Campus
- Attended the Child Abuse Prevention event at Police headquarters
- Delivered greetings at WE Global Learning Centre grand opening with St. Paul students and staff

Thursday, September 28

- Delivered greetings at WE Day, supporting GenWE with TCDSB students and staff for a better globe for humanity, at the Air Canada Centre

Friday, September 29

- Participated in the Orange T-Shirt Day (Every Child Matters) supporting Indigenous Education, at the CEC

Monday, October 2

- Had the pleasure of delivering greetings at the annual NTIP at the CEC

Tuesday, October 3

- Attended Areas 5 & 6 Secondary Fall Regional PD Session at Bishop Marrocco/Thomas Merton Secondary School

Wednesday, October 4

- Delivered greetings at the ECSLIT assembly, at the CEC
- Attended Areas 7 & 8 Secondary Fall Regional PD Session at Mary Ward Secondary School

Thursday, October 5

- Had the pleasure of attending the Marshall McLuhan Student Assembly "Growing up a son of a Genius" with Michael McLuhan on occasion of the dedication of a beautiful portrait

Tuesday, October 10

- Attended and delivered greetings at the *Issues Series for new Vice Principals* at Loretto College

Wednesday, October 11

- Along with senior staff participated in the Skype K-12 Principals meeting for Areas 3, 4, 7 & 8, at the CEC

Thursday, October 12

- Attended the Catholic Missions in Canada – Bishop Gordon Visit at Fr. Henry Carr Secondary School
- Along with Trustee Ann Andrachuck & Superintendent Doug Yack, had the pleasure of attending the Northern Exchange Hockey experience coordinated by the Mimico Canadiens Hockey Association
- Along with Nancy Murdocca, President of the Angel Foundation for Learning, attended the *Student Nutrition Toronto* meeting with Toronto Public Health representatives at Ontario Investment & Trade Centre. The meeting included representatives from TDSB

Friday, October 13

- Delivered greetings and participated at the VP retreat for Areas 3, 4, 7 & 8 at the Veneto Centre
- Met with the Operations Management Staff at East Facilities
- Attended the OAPCE Conference Network Event at Hilton Garden Hotel in Vaughan

Monday, October 16

- Delivered greetings to the *Invitation to Catholic Leadership* information session at the CEC

Tuesday, October 17

- Attended the Systemic Racism Conference – Combatting Systemic Racism and Breaking Down Barriers at the Hilton Airport Hotel

Wednesday, October 18

- Attended the Secondary School Design Visioning Session at the CEC

Thursday, October 19

- Attended the SSVPA meeting at Monsignor Fraser Norfinch Campus
- Along with the Chair delivered greetings at the blessing and opening of the new addition at St. Victor's Elementary school

Friday, October 20

- Will deliver greetings at the Newcomer Student Conference at the CEC

October Student Trustee Board Report

September General Assembly:

On September 26th, CSLIT held the first General Assembly of the year with around 130 diverse secondary students in attendance. This meeting was filled with exceptional speakers to help students enter the mindset of leadership after the summer break. The virtue of the month, hospitality, was a main focus of the meeting and students were encouraged to create a welcoming environment for all in this new school year. Rory McGuckin gave our students with a warm welcome on behalf of the Board. Trek for Teens also provided a keynote speech to inform students on the topic of youth homelessness and how to combat the issue of youth poverty within our communities using our Catholic call to serve. Students were challenged to complete a monthly team building exercise and were encouraged to come out and attend the next GA which will be held on October 31st.

Important Student Trustee Events

ME to WE:

Both the Student Trustees were in attendance at both WE Day and the ME to WE Global Learning Centre Opening where Student Trustee, Rhea Carlisle, gave a speech on the importance of accessibility in our 21st Century communities.

OPHEA Conference:

Student Trustee Rhea Carlisle attended the OPHEA Healthy Schools Healthy Communities Conference in Niagara from October 12th to 13th where she was able to partake in meaningful dialogue surrounding the state of well-being within our school communities, both local and provincial.

Newcomers Conference:

Both Student Trustees, Joel Ndongmi and Rhea Carlisle, will be Emcees for this year's Newcomers Conference taking place on October 20th. This conference will address the importance of providing adequate supports to our International students and all Newcomers to the TCDSB.

When Faith Meets Pedagogy:

Both the Student Trustees will be attending the When Faith Meets Pedagogy forum on October 26th. Student Trustee Rhea Carlisle will be one of the Emcees for this event alongside the President of the Catholic Board Council for OSTA-AECO.

Subcommittee Updates

Social Justice:

Environmental stewardship and Indigenous rights will be two major areas of focus for the Social Justice Committee this year. They plan to host a field trip with the Equity Committee to a former residential school in order to educate students and encourage reconciliation. Another planned initiative is for TCDSB students to come together as environmental stewards by going on a volunteer trip to Evergreen Brick Works. The Social Justice Committee will also be carrying out donation drives for organizations like WWF-Canada and Development and Peace in order to raise funds and enable students to get involved with social justice while promoting our Catholic Values.

Equity:

During the month of October, the Equity Committee will be organizing the L'Arche Daybreak retreat to be held in the first week of November. At this retreat, members of the Equity Committee are encouraged to strive for an environment where all can belong by engaging in diverse cultures and working as a team.

Elementary Affairs:

October's meeting marked the beginning of the E-CSLIT year. Student leaders from the elementary level were called to reflect on the virtue of the month – gratitude. They reflected on the devastation caused by the hurricanes in Puerto Rico and were challenged to bring in non-perishable food, daily items, and clothing to the next meeting to support those in need. The elementary student leaders are putting the virtue of the month into action and giving back where it is needed most. The E-CSLIT face-to-face meeting will take place on November 1st.

Faith:

Prayer, as a way to strengthen our faith, is a major area of focus for the Faith Committee this month. CSLIT's opening prayer focused on being able to rely on our faith as the new school year begins. This reflection targeted the present student leader's spiritual borders through a reminder that as Catholics, it is important to be more open towards God's guidance and support.

Angel Foundation for Learning:

This year, the AFL Committee will continue with last year's goal to coordinate and execute various forms of fundraisers for the Angel Foundation throughout the school year. Possible fundraisers include selling CSLIT themed sweaters to student leaders at General Assemblies, bake sales, and various leadership activities.

Social Affairs:

Social Affairs will be starting the school year off by hosting a Fall Dance in the month of November. This event is a way for TCDSB students to socialize, have fun, and also contribute to a good cause. The purpose of this event is to fundraise for Sick Kid's Miracle Network Foundation and provides an opportunity for students attending service trips to fundraise money through selling baked goods and refreshments.

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM
FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. ____

[ ] Public Session
[ ] Private Session
[ ] Three (3) Minutes

Name	James Medeiros
Committee	Regular / Special Board
Date of Presentation	10/19/2017
Topic of Presentation	Inequality and accountability
Topic or Issue	Inequality and accountability
Details	Inequality and accountability in terms of how the TCDSB fails to include all schools in its policies, and its failure to address (and apparent contempt for) parent's concerns when a parent dares to ask questions that might bring an inconvenient truth to light.
Action Requested	To apply TCDSB policy to all schools; to apply TCDSB resources and oversight equally to all schools, and to supply written responses to parents who dare to raise questions that might bring an inconvenient truth to light.
I am here as a delegation to speak only on my own behalf	Yes
I am an official representative of the Catholic School Parent Committee (CSPC)	No
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
Submittal Date	10/9/2017

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

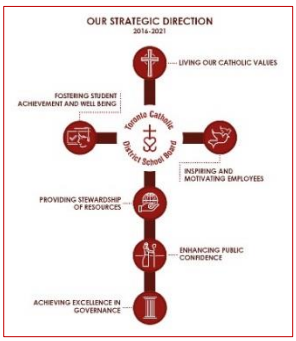
Created, Draft	First Tabling	Review
	June 15, 2017	Click here to enter a date.

Paul Matthews, General Legal Counsel

INFORMATION REPORT

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

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



Angela Gauthier
Director of Education

R. McGuckin
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

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

A. EXECUTIVE SUMMARY

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:

   <u>14.4 Signing Authorities</u>
   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:

> <u>16.1 Amendment after Notice</u>
>
> 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.

Toronto Catholic District School Board

MIKE DEL GRANDE
Trustee, Ward 7

Email:mike.delgrande@tcdsb.org ***Voice Mail/Fax: (416)512-3407***

TO: Regular Board Meeting, Thursday, September 21, 2017

FROM: Mike Del Grande, Trustee, Ward 7

SUBJECT: **Ontario School Boards Insurance Exchange (OSBIE)**

MOVED BY: Mike Del Grande, Toronto Catholic District School Board

WHEREAS: Virtually all school boards are insured with OSBIE and,

WHEREAS: The Board insures the liability of its employees but not of its students and,

WHEREAS: OSBIE is changing Public Policy by now suing students of the Board for liabilities caused by students and,

WHEREAS: The TDSB changed insurance carriers in January 2017.

THEREFORE BE IT RESOLVED THAT:

The Board explore coverage for both employees and minor students for Tort liability in the course of day to day activities with other insurance carriers including the one used by TDSB.

BACKGROUND

Whether employees of the Board cause a claim to be filed by 3rd parties, they are generally covered by the Board's carrier. They are not out of pocket for costs of legal representation and judgements. Our students are in our care and they are the reason for our existence and employment by this Board.

If Insurance Procedure are changed so that students and their parents are subject to legal costs and judgements, do we not owe a duty to protect our students and their families?

At a minimum, we need to explore how we can better protect our minor students and their families.

Mike Del Grande
Trustee Ward 7

Michael Del Grande
Trustee, Ward 7

Email: Mike.DelGrande@tcdsb.org *Voicemail/Fax: (416) 512-3407*

To: Regular Board Meeting, Thursday, September 21, 2017

From: Mike Del Grande Trustee, Ward 7

Subject: Ontario School Boards Insurance Exchange (OSBIE)

MOVED BY: Mike Del Grande, Toronto Catholic District School Board

WHEREAS: From time to time, the Toronto Catholic District School Board (TCDSB) is subject to legal claims, and

WHEREAS: Such claims are forwarded to TCDSB's policy carrier, Ontario School Board Insurance Exchange (OSBIE), and

WHEREAS: the claim becomes the property of OSBIE and can deal with the matter in its sole discretion and

WHEREAS: this could mean legal action against children and their families who may or may not have homeowner or tenant's coverage for Torts, and would be subject to expensive legal fees to receive legal advice and representation, and

WHEREAS: it has never been in the public interest policy to sue minors and/or their parents for schoolyard injuries in the course of play.

THEREFORE BE IT RESOLVED THAT:

TCDSB will advise all parents and guardians that there is a real possibility that they may face legal tort liability and legal costs and, should communicate with their insurance companies to add a "rider protection" in their policies or to obtain insurance if they do not have any.

BACKGROUND:

Two 10 year olds are being cross-sued by OSBIE for a supervised lunch recess incident where a third child was injured. The injured child's parent sued both TCDSB and the

children. TCDSB's insurer OSBIE, in a statement of defense, named the children in a cross suit.

TCDSB, the Ministry of Education, the Ministry of Consumer Services, and the Ontario Catholic School Trustee's Association provided little to no help for these two children and their parents.

From a public policy perspective, this is wrong. All Ontario families are now subject to this change of position from the monopoly position that OSBIE holds for all school boards in Ontario.

The failure of publicly elected officials and institutions to deal with this issue demands that we alert our community to the consequences of the legal tort system in present day Ontario.

Mike Del Grande
Trustee Ward 7

MINUTES OF THE REGULAR MEETING
OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

HELD WEDNESDAY, SEPTEMBER 13, 2017
PUBLIC SESSION

PRESENT:

Marilyn Taylor, Chair
Ashleigh Molloy, Vice Chair
Rosanna Del Grosso
Dario Imbrogno
John MacKenzie
Sandra Mastronardi
Tyler Munro
Mary Pugh
Giselle Romanino
Raul Vomisescu
Glenn Webster

Trustee: A. Kennedy
A. Andrachuk - by teleconference
G. Tanuan

Staff: R. McGuckin
D. Koenig
C. Fernandes
A. Coke
M. Kokai
D. Reid
P. Stachiw
E. Szekeres Milne
J. Wilhelm
R. Macchia

DRAFT

S. Harris, Recording Secretary
C. Johnston, Acting Assistant Recording Secretary

1. Roll Call and Apologies

Apologies were tendered on behalf of Gizelle Paine.

Dan Koenig, Associate Director of Academic Affairs, and Rachelina Macchia, Chief IPRC and Assessment were introduced to the meeting.

2. Approval of the Agenda

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that the Agenda, to include the Addendum, move Item 14c) Association Reports from Sandra Mastronardi regarding Ontario Autism Program after Item 9a) Kevin Hodgkinson, General Manager of Toronto Student Transportation Group (TSTG) regarding Student Transportation Update (Verbal), and to add Inquiries from Trustee Kennedy and Sandra Mastronardi, be approved.

The Motion was declared

CARRIED

4. Approval and Signing of the Minutes of the Meeting Held on June 7, 2017 for Public Session

MOVED by Trustee Kennedy, seconded by Tyler Munro, that the Minutes of the Regular Meeting held June 7, 2017 for PUBLIC Session be approved.

The Motion was declared

CARRIED

6. Presentations

MOVED by Rosanna Del Grosso, seconded by Dario Imbrogno, that Item 6a) be adopted as follows:

6a) Vince Burzotta, Superintendent, AEAC, Safe Schools, International Education, and Nadia Adragna, Msgr. Fraser-St. Martin Principal, regarding safe Schools Update received.

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that an extension of 15 minutes be approved in order to complete the debate on this matter.

The Motion was declared

CARRIED

MOVED in AMENDMENT by Tyler Munro, seconded by Trustee Andrachuk, that SEAC recommend to the Board that staff prepare a report that compares the Toronto Catholic District School Board with the Provincial averages in terms of suspensions and expulsions based on secondary/elementary level, gender and special needs (Individual Education Plan).

MOVED in AMENDMENT to the AMENDMENT by Rosanna Del Grosso, seconded by Mary Pugh, that the report also look at the decrease in supervision of the secondary level that correlates with those decreases in the number of expulsions and suspensions by year.

The Amendment was declared

LOST

The Main Motion was declared

CARRIED

9. Communications

MOVED by Ashleigh Molloy, seconded by Mary Pugh, that Item 9a) be adopted as follows:

9a) Kevin Hodgkinson, General Manager of Toronto Student Transportation Group (TSTG), regarding Student Transportation Update (Verbal) received.

The Motion was declared

CARRIED

DRAFT

14. Association Reports

MOVED by John MacKenzie, seconded by Giselle Romanino, that Item 14c) be adopted as follows:

14c) From Sandra Mastronardi regarding Ontario Autism Program received.

The Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Rosanna Del Grosso, that SEAC recommend to the Board that the answers to the questions contained in the Autism Ontario Association report and the Board's response to any motions arising out of this report be brought back to SEAC as a detailed Board staff report to be included in the SEAC public meeting Agenda before the end of this calendar year.

The Motion was declared

CARRIED

9. Communications

MOVED by Ashleigh Molloy, seconded by Dario Imbrogno, that Item 9b) be adopted as follows:

9b) Special Education Superintendent Update September 2017 received

The Motion was declared

CARRIED

MOVED by Giselle Romanino, seconded by Ashleigh Molloy, that Item 9c) be adopted as follows:

9c) SEAC Monthly Calendar Review received.

The Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Giselle Romanino, that Item 9d) be adopted as follows:

9d) Special Education Plan Checklist received.

The Motion was declared

CARRIED

Tyler Munro Sandra Mastronardi and Rosanna Del Grosso voted against the Motion.

MOVED by Mary Pugh, seconded by Ashleigh Molloy, that Item 9e) be adopted as follows:

9e) Toronto Catholic District School Board's Annual Accessibility Status Report 2016 received.

The Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by John MacKenzie, that Item 9f) be adopted as follows:

9f) Minister's Advisory Council on Special Education (MACSE) 2017 Meeting Highlights received.

.

The Motion was declared.

CARRIED

MOVED by Mary Pugh, seconded by Giselle Romanino, that Item 9g) be adopted as follows:

9g) Special Needs Strategy Integrated Rehabilitation Update September 2017 received.

The Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by Trustee Tanuan, that Item 9h) be adopted as follows:

9h) Special Education in Ontario Schools, 2017
http://www.edu.gov.ca/eng/document/policy/os/onschools_2017e.pdf
received.

The Motion was declared.

CARRIED

MOVED by Glenn Webster, seconded by Dario Imbrogno, that Item 9i) be adopted as follows:

9i) Alternative Framework Update received.

The Motion was declared.

CARRIED

DRAFT

MOVED by Glenn Webster, seconded by Rosanna Del Grosso, that Item 9j) be adopted as follows:

9j) **SEAC New Member Application – Laurie Ricciuto** received and that SEAC approve Laurie Ricciuto's application for SEAC membership.

The Motion was declared.

CARRIED

MOVED by Glenn Webster, seconded by Rosanna Del Grosso, that SEAC recommend to the Board to approve the SEAC membership application from Laurie Ricciutio.

The Motion was declared.

CARRIED

MOVED by Sandra Mastronardi, seconded by Giselle Romanino, that Item 9k) be adopted as follows:

9k) **SEAC Association Nomination Alternate for Autism Ontario – Melanie Battaglia** received.

The Motion was declared

CARRIED

DRAFT

13. Inquiries and Miscellaneous

MOVED by Ashleigh Molloy, seconded by Tyler Munro, that Item 13a) be adopted as follows:

13a) **Inquiry regarding the Horizon Project on Special Education Complaint and Appeal Process in Ontario** received.

http://www.horizoned.ca/wp-content/uploads/2017/07/Special-Education-Complaint-and-Appeal-Processes-in-Ontario-2017.pdf

The Motion was declared.

CARRIED

MOVED by Sandra Mastronardi, seconded by John MacKenzie, that Item 13c) be adopted as follows:

13c) From Sandra Mastronardi regarding Student Trustees and CSLIT that the Student Trustees be invited to make a presentation at the October 18, 2017 SEAC meeting on their role in particular to special needs students and to elaborate on the "issues" that students with Autism face as noted in their June 15, 2017 report to Board.

The Motion was declared

CARRIED

13d) From Sandra Mastronardi regarding High School Tests and Examination Accommodations noted.

DRAFT

13e) From Sandra Mastronardi regarding Delegation from Kimberley and Hannah Grace Evans on Anaphylaxis at the September 7, 2017 Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting noted.

MOVED by John MacKenzie, seconded by Glenn Webster, that Item 13b) be adopted as follows:

13b) **Miscellaneous – Hello-I-am-Sheriauna-Pt-1** received.

Staff will email link to Committee members.

The Motion was declared.

CARRIED

14. Association Reports

MOVED by Ashleigh Molloy, seconded by Trustee Tanuan, that Items 14) and 14b) be adopted as follows:

14a) From Gizelle Paine regarding Learning Disabilities Association of Ontario (LDAO) SEAC Circular September 2017 deferred to October 18, 2017 SEAC Meeting.

&

14b) From Gizelle Paine regarding Learning Disabilities Association of Ontario (LDAO) Response to Consultation on Accessibility Standard for Education deferred to October 18, 2017 SEAC Meeting.

The Motion was declared.

CARRIED

17. Adjournment

MOVED by John MacKenzie, seconded by Tyler Munro, that the meeting adjourn.

The Motion was declared

CARRIED

DRAFT

S E C R E T A R Y

C H A I R

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

PARENT/COMMUNITY MEMBER APPLICATION FORM

Individuals are requested to complete the following application form for consideration to be a member of a TCDSB Staff, Steering, Advisory or Ad Hoc committee:

Committee Name: Special Education Advisory Committee

Application Position: ☑ Parent Representative ☐ Community Representative

Surname:	Ricciuto	First Name:	Laurie
Home Phone:	[redacted]	Cell Phone:	[redacted]
E-mail address:	[redacted]		
Child(ren)'s School(s):	Holy Name and St. Patrick's Secondary		

1. To which other TCDSB parent organizations do you presently belong:

☐ CSPC ☐ CPIC ☐ Toronto OAPCE ☑ None

2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations.

None

3. Briefly outline the reasons why you are interested in being a member of this committee:

I have two children who are identified - one as gifted, one as learning-disabled. Having navigated the special education system for the past several years, I have learned a great deal about what is available and current policies and procedures in place. I am interested in being a member of this committee because I have gained many insights from my observations and experiences and I think these could make a positive contribution to the committee.

4. Would your personal and/or professional experiences place you in a Conflict of Interest* in regards to being a member of this Committee:

☑ NO ☐ YES

Please Explain

5. Have you been selected to be part of another TCDSB Committee within the past 12 months?

☑ NO ☐ YES

Please specify the Committee

6. Provide any additional comments to be considered in regards to your participation on this committee.

7. Do you support the Catholic Mission/Vision of TCDSB?

Yes

Submit Form

REPORT TO

REGULAR BOARD

VOICES THAT CHALLENGE 2017
CSLIT: INSPIRING ACTIVE CITIZENSHIP IN CATHOLIC EDUCATION

The Ontario Catholic Graduate is called to be a Responsible Citizen and "to promote equality, democracy, solidarity, for a just, peaceful and compassionate society**".**

Created, Draft	First Tabling	Review
September 25, 2017	October 19, 2017	Click here to enter a date.

M. Consul, Student Leadership Resource Teacher, CSLIT (Catholic Student Leadership Impact Team).

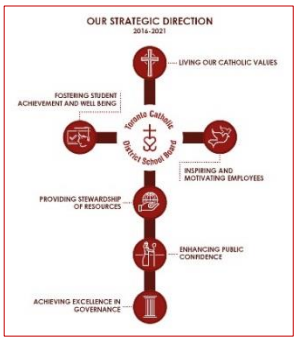
L. DiMarco, Superintendent of Curriculum, Leadership & Innovation

G. Iuliano Marrello, Superintendent of Student Success

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

On Monday, March 20, 2017 Student Trustees Rhea Carlisle and Karina Dubrovskaya held the annual TCDSB Catholic Student Leadership Conference "*Voices That Challenge*". The CSLIT (2016-2017) under the direction of Student Trustees Rhea Carlisle and Karina Dubrovskaya reviewed the recommendations given by the student body. These recommendations were presented to the then in-coming student trustee Joel Ndongmi. After consultation with the CSLIT Executive (which were appointed in June 2017) and the CSLIT General Assembly who had a meeting at Olympia Sports Camp (September 2-4, 2017), student leaders prioritized their recommendations and developed a plan of action for 2017-2018. CSLIT wishes to further explore and address these recommendations in order to better serve the students of the TCDSB.

B. PURPOSE

The report includes practical activities that schools can perform to support social justice initiatives that would address the recommendations made by outgoing CSLIT Executive and student trustee Karina Dubrovskaya. The report also includes valuable student input pertaining to the implementation of social justice initiatives and the development of a justice-oriented attitude in our schools.

Current Student Trustees, Rhea Carlisle and Joel Ndongmi decided to seek out further clarification of the recommendations by engaging the entire CSLIT committee. This strategy allowed them to prioritize and clarify the recommendations in order to select what specific issues to focus on during their term. The issues raised represent the voice of the students. The opportunity to present these concerns at board allows for direct involvement and needed dialogue regarding relevant issues that impact TCDSB students.

C. BACKGROUND

This report complies with the requirement of an annual report to the Board of Trustees based on the CSLIT conference "Voices that Challenge".

Before having staff take action in response to the recommendations put forth at the Voices That Challenge Conference held on March 20, 2017, the 2017-2018 CSLIT decided that they would like to explore, clarify, and prioritize each recommendation. Some of the original issues raised in the 2016 conference and subsequent CSLIT meetings are no longer issues of priority for this year's CSLIT. Relevant issues for the 2017-2018 CSLIT have been assigned to the appropriate Executive Members and subcommittees.

The practice of recommending initiatives from the Voices That Challenge Conference through the outgoing student trustee and CSLIT executive to the incoming CSLIT executive has become the adopted procedure. This procedure allows for the current student trustees and CSLIT to adopt and work on the priorities they feel are most relevant.

The current recommendations put forth by this school year's CSLIT can be dealt with administratively with the support of the appropriate program departments.

D. EVIDENCE/RESEARCH

Students should be stimulated to effect positive change in our world around injustices. Students feel a calling to live out their faith, thus involvement in social justice actions allow them to make their faith visible. The current Student Trustees will be engaging the CSLIT standing committees so that they can work with various staff to address their specific recommendations. Students feel that board policies must address and be in line with current global social justice issues relevant and important to students.

E. METRICS AND ACCOUNTABILITY

The following is an action plan regarding the Report to Board - "CSLIT: Inspiring Active Citizenship in Catholic Education". The Student Leadership Department and student leaders attending the CSLIT meetings on September 2-4, 2017 agreed to develop specific action plans related to the recommendations. Note: The issues listed are not necessarily in order of importance although all selected as priorities for this year's CSLIT. The CSLIT recognized that the different issues listed below become a priority at different points in the school year.

CSLIT 2017-2018 Recommended Actions

1. Student Governance

This year, the students of CSLIT have expressed interest in learning about the political process and the role the board has in the implementation of policies that most affect them. CSLIT feels that this is important knowledge crucial to being an informed and active student. CSLIT recommends that the board works more closely with TCDSB Student Councils to better capture student voice within board policies and promote active student involvement to ensure accurate representation of student voice is heard at the board level.

CSLIT encourages the continued support for student professional development within various events such as the annual **President's Council Conferences**. Professional development like this allows for Student Councils to understand the structure of the board and levels of student governance. These conferences also encourage participation from younger students who are interested in learning more about the role Student Councils play in making changes to their local school communities.

Supporting student governance helps TCDSB students become *Responsible Citizens* who participate in important discussions regarding board policies and political activism using a Catholic lens.

2. Indigenous Education

As devoted Catholics, our students are concerned about the lack of education surrounding Indigenous history in our Province and the various social injustices facing our Indigenous youth. Some of these issues include limited access to educational opportunities, environmental inequality, and the lack of mental and physical health supports.

As it is Canada's 150th anniversary, it is important for us to recognize the history of our country and the important role of Indigenous culture. CSLIT would like to explore the possibility of implementing a board-wide Indigenous Awareness Week centered around the celebration of Indigenous arts, culture, and history within Canada. This would give our students, both elementary and secondary, a deepened respect for the unique Canadian Indigenous culture and a better understanding of Indigenous history.

This year, CSLIT is passionate about continuing to strengthen and expand the

partnership with the Superior North Catholic District School Board as it allows for first-hand exposure to the beautiful traditions and culture of our Indigenous population. The Superior North service trip provides our students the opportunity to travel to Thunder Bay, Ontario and experience a culture that is rooted deep in Canada's history. Our students will work as *Collaborative Contributors* to learn about and participate in the rich culture of our Ontario Indigenous youth. As an extension to last year's trip, participants from the Superior North leadership program will be asked to offer workshops to elementary students to help spread their newfound awareness and share their experience.

3. Student Well-Being

Healthy minds and active living are essential aspects of being a successful student. CSLIT would like to work collaboratively with the board to continue prioritizing the mental and physical well-being of our students. By broadening the definition of well-being, we are able to expand supports for TCDSB students and provide them with the tools necessary to be successful in their education.

CSLIT requests the continued support of various mental well-being initiatives such as **Stop the Stigma,** and **the De-Stress Week**. These initiatives provide our students with adequate coping mechanisms such as practicing mindfulness and becoming *Effective Communicators*. In addition, these programs create an open and comfortable dialogue regarding the various topics surrounding mental health and well-being that is crucial to establishing a support group. Prayer and meditation can also provide students with valuable coping outlets for day-to-day stresses and in turn strengthen our relationship with God and deepen our faith. It is imperative that students are able to communicate efficiently about these matters in order to reduce the stigma that comes along with the topic of mental health.

A safe school environment also has a significant impact on the mental and physical health of a student. CSLIT would like to maintain its support for our **Safe Schools Policies** which help contribute to a healthy learning environment for all our students.

4. Environmental Awareness

Pope Francis's encyclical *Laudato Si'* calls us to serve and be stewards of our global and local environment by promoting the sustainable use of our natural resources while keeping in line with our Catholic values.

This year, CSLIT would like to better promote our board's **Bottled Water-Free Initiative**. By doing so, students will recognize the importance of becoming

environmentally aware. As mentioned in "Laudato Si", *"there is a growing tendency, despite its scarcity, to privatize this resource, turning it into a commodity subject to the laws of the market"*. CSLIT believes the increasing commercial profit gained from the selling of bottled water should not be supported by the TCDSB community and that the **Bottled Water-Free Initiative** should be more heavily enforced within our schools. In our Catholic faith, water is scared and a human basic right therefore, it should be available to all.

Being the *Year of the School* in the TCDSB's three-year pastoral plan, CSLIT recommends that the board work together with each of our schools to ensure that they have access to composting bins within their school, provide adequate resources to our staff and students on how to be environmentally sustainable in the classroom, and work towards certifying our TCDSB schools as *Ontario Eco-Schools*. In working towards an environmentally conscious community, CSLIT hopes to encourage the entire student body to answer our Catholic call to serve, protect, and sustain our planet and its resources through environmental stewardship.

5. Inclusion and Belonging for all Students

As *Discerning Believers*, it is crucial we apply our Catholic values with compassion, respect, and sensitivity to all students (LGBTQ+, international students, newcomers, students in financial need). All student groups should have a sense of belonging and feel comfortable within their school community. CSLIT encourages that the TCDSB support inclusion for all our students through various initiatives and programs.

In addition to this, the annual *Inclusion and Belonging Retreat* also creates an atmosphere of inclusivity in our board. This conference allows for a collection of students from across the board to come together, discuss the various challenges they face within their own communities, and create a list of solutions that can be applied to each situation.

As many of our international students face challenges transitioning to life in a new country, it is important that these students are able to embrace their unique cultures while taking part in their school community. CSLIT recommends implementing workshops and conferences celebrating our international students and newcomers to ensure they feel welcomed in our board. The creation of a **Newcomers Conference** will help ease this transition.

Poverty is also an issue many students within our board face and can often become a cause of isolation. CSLIT is committed to ensuring all students feel

they are loved and that they all belong regardless of their financial situation. **The Angel Foundation for Learning's** Breakfast Program promotes a healthy learning environment and contributes to providing equitable access to opportunities for all our students.

This year, CSLIT would like to better promote and support the various Angel Foundation initiatives running this year so that more students can be served through the Angel Foundation charity.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

REPORT TO

REGULAR BOARD

ENTRY AND EXIT SURVEYS

IN THEIR HEARTS HUMANS PLAN THEIR COURSE, BUT THE LORD ESTABLISHES THEIR STEPS. PROVERBS 16:9 | NIV

Created, Draft	First Tabling	Review
October 5, 2017	October 19, 2017	Click here to enter a date.

M. Vanayan, Senior Coordinator, Educational Research
J. Genova, Coordinator Human Resources and ICT Support
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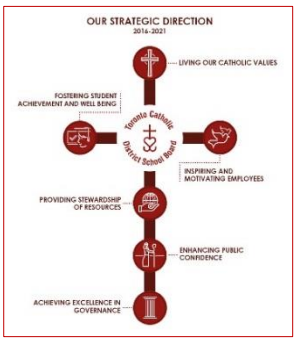
INFORMATION REPORT

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

In collaboration with the Research Department and ICT Services, Planning staff developed comprehensive entry and exit surveys for parents of both elementary and secondary students.

The purpose of entry and exit surveys is to provide the Board with information as to why parents and students choose the TCDSB over other boards (entry surveys), and conversely, why they choose other Boards over the TCDSB (exit surveys). The information collected will help inform decision making, improve existing programming and help inform marketing initiatives aimed at attracting new students to the Board.

The cumulative staff time dedicated to developing this report was 30 hours.

B. PURPOSE

This report provides an up-to-date summary of results of the entry and exit surveys for both panels

C. BACKGROUND

1. **November 12, 2015**—At the Action After Corporate Affairs Committee, staff received the following direction:

   "That staff:

   Develop short surveys to be completed by a parent / guardian each time a student enters or exits a TCDSB school (regardless of grade).

   Provide a brief opportunity for trustees to provide informal feedback on the draft entrance and exit surveys before they are distributed to schools for implementation.

   Provide the surveys to all schools for implementation by the end of January, 2016. The survey is to be provided to all parents who register a child in January, 2016. (To be determined by staff including costing).

   Since the grade 9 'transition survey' already exists, as a one-time data input, ask elementary school principals to send home the parent/guardian 'entrance'."

2. In collaboration with the Research Department and ICT Services, Planning staff developed short, but comprehensive entry and exit surveys for parents of both elementary and secondary students. All survey results are found in *Appendix 'A'*.

3. The purpose of entry and exit surveys is to provide the Board with reasons and rationale for why parents and students choose the TCDSB over other boards (entry surveys), and conversely, why they choose other Boards over the TCDSB (exit surveys). Such information will help inform decision making, improve upon existing programming and help inform marketing initiatives aimed at attracting new students to the Board.

4. **June 9, 2016**—At the Regular Board meeting, entry and exit surveys were approved for implementation in September 2016, subject to consultation with the Unions.

5. **January 18, 2017**—Entry and exit surveys were implemented via SOAR for elementary and via a custom web-based application for secondary.

D. EVIDENCE/RESEARCH/ANALYSIS

1. All entry and exit survey responses were systematically collected and analysed by staff, and a summary of the **most common responses** are provided in comments #3 to #6 below—by survey type and in order of highest frequency of occurrence. **Please note**: complete survey responses are found in *Appendix 'A'.*

2. All survey completion was invitational and anonymous.

3. The total number of responses by survey type are found in the following summary table:

Panel	**Entry Survey—Number of responses**	**Exit Survey—Number of responses**
Elementary	9661	133
Secondary	891	104

Elementary Surveys

4. **Elementary Entry Survey Results—Most Common Responses**

Question #1. Why did you choose to register your child in this TCDSB school?

- It is my community school
- Strong evidence of Catholic faith and culture
- High moral values in the school
- Reputation of the school
- Welcoming and friendly school atmosphere
- Close to family
- School uniform/dress code
- Student safety
- Availability of day-care; before and after school programs
- Cleanliness of school building

NOTE: only the 10 top ten responses are provided here, please refer to Appendix 'A' for the complete list of responses.

Question #2. Are there any specific programs that helped you to decide to enroll your child in this TCDSB school?

- Arts programming
- French Immersion
- Core French starts in Grade 1
- Extended French
- Extended day International Languages Program
- Special Education programs

Question #3. How did you learn about this school?

- Word of mouth (neighbor, relative)
- Internet
- Parish
- Daycare provider

5. **Elementary Exit Survey Results— Most Common Responses**

Question #1: Did you de-register your child because you have moved residences?

- Yes (72)
- No (40)

Question #2: What were the reasons for withdrawing your child from this TCDSB school?

- Academic concerns
- Student safety
- Condition of school facilities
- Need for a specific program that is not provided at this location
- Reputation of the school
- Facility overcrowding
- Lack of school activities/sports/arts/clubs
- Physical environment

Question #3: What type of school will your child be attending?

- There were only 13 responses to this question; 7 indicated 'outside of Toronto'

Question #4: What things did you like about the TCDSB school your child is leaving?

- Location of school (e.g., close to home; our home school)
- Child's friends attend the school
- Welcoming and friendly school atmosphere
- School staff
- High moral values in the school
- Strong evidence of Catholic faith and culture

- School uniforms/dress code
- Cleanliness of school building
- Level of discipline
- Student safety

NOTE: only the 10 top ten responses are provided here, please refer to Appendix 'A' for the complete list of responses.

Question #5: Would you recommend this school to a friend or family member?

- Yes (55)
- Not Sure (19)
- No (13)

Secondary Surveys

6. **Secondary Entry Survey Results— Most Common Responses**

Question #1: Why did you choose to register your child in this TCDSB school?

- Location of school (e.g., close to home; our home school)
- Reputation of the school
- High moral values in the school
- Programs offered
- Easy access to public transit
- Community/neighbourhood
- Level of discipline
- Welcoming and friendly school atmosphere
- School uniforms/dress code
- Child's friends attend the school

NOTE: only the 10 top ten responses are provided here, please refer to Appendix 'A' for the complete list of responses.

Question #2: Are there any specific programs that helped you to decide to enrol your child in this TCDSB school?

- Congregated Advanced Placement (AP) program
- Arts programming
- Math, Science Technology (MST) program
- Enrichment programming
- Science Technology Engineering Math (STEM) program
- Geography English Math Science (GEMS) program
- Co-op program
- Extended French

Question #3: How did you learn about this school?

- Word of mouth (neighbour, relative)
- Open house
- Parish
- Internet (online research)
- Other:
    - Recommendation from teacher or elementary school
    - Recommendation from friends, family

7. **Secondary Exit Survey Results— Most Common Responses**

Question #1: Did your child Graduate Grade 12?

- Yes (54)
- No (34)

Question #2: Did you de-register your child because you have moved residences?

- No (25)
- Yes (9)

Question #3: What were the reasons for withdrawing your child from this TCDSB school?

- Academic concerns
- Lack of facilities available within the school (e.g., chapel, elevator, sports field, theatre, etc.)
- Student safety

Question #4: What type of school will your child be attending?

- Too few responses to categorize

Question #5: What things did you like about the TCDSB school your child is leaving?

- Easy access to public transit
- Location of school (e.g., close to home; our home school)
- Child's friends attend the school
- Welcoming and friendly school atmosphere
- Community/neighbourhood
- High moral values in the school
- Reputation of the school
- Level of discipline
- Programs offered
- School staff

NOTE: only the 10 top ten responses are provided here, please refer to Appendix 'A' for the complete list of responses.

Question #6: Would you recommend the school to a friend or family member?

- Yes (33)
- Not Sure (20)
- No (10)

E. CONCLUDING STATEMENT

This report is for the consideration of the Board and.

Elementary School Entry Surveys (n=9661 accessed the survey)

1. Why did you choose to register your child in this TCDSB school? (please choose all that apply)	**Number of answers**
Availability of daycare; before and after school programs	2975
Child's friends attend the school	2154
Cleanliness of school building	2937
Condition of school facilities	2722
Easy access to public transit	2208
Facilities available within the school (e.g., chapel, elevator, sports field, theatre, etc.)	1805
Family history of attending this school	2513
High moral values in the school	4081
It is my community school	5371
Level of discipline	2872
Parent involvement	2429
Parish involvement	2639
Programs offered	2619
Close to daycare	1489
Close to family	3728
Reputation of the school	3834
School bus transportation	2602
School clubs	989
School outreach (open house, school visits)	1065
School sports	1507
School staff	2286
School uniform/dress code	3239
Siblings have already attended this school	2560
Strong evidence of Catholic faith and culture	4088
Student safety	3099

APPENDIX 'A'

1. Why did you choose to register your child in this TCDSB school? (please choose all that apply)	**Number of answers**
Teacher recommendations	1552
Welcoming and friendly school atmosphere	3818
Other	590

Of the 590 respondents who clicked "Other" – 191 did not offer comments.

*Summary of the comments that addressed the reasons **why** the elementary school was chosen.*

Many of the comments were repetitions of reasons already offered. It is my community school (76); French program (56); strong evidence of Catholic faith and culture (45); recommendation from friends, community members (27); siblings have already attended this school (19); availability of daycare; before and after school programs, close to daycare (18); reputation of the school (17); family history of attending this school (15); on route to work (15); close to family (13); multi-language school (8); parish involvement (6); Ukrainian (5); programs offered (e.g., Gifted, IB) (4); test scores (4); K – 8 school (3); music program (3); parent works at school (3); small school (3); first option was full (3); all boys school (2); school bus (1).

APPENDIX 'A'

2. Are there any specific programs that helped you to decide to enroll your child in this TCDSB school? (please choose all that apply)	Number of answers
Arts programming	2965
Boys Choir programming	912
Core French starts in Grade 1	1793
Eco school	1034
Extended day International Languages Program	1478
Extended French	1533
French Immersion	2683
Gifted programs	1282
Special Education programs	1413
Other	1207

Of the 1207 respondents who clicked "Other" – 558 did not offer comments.

The majority of comments offered did not provide specific programming information. Instead, they were repetitions of reasons for choosing the school (e.g., proximity, reputation, family history etc.), all of which were already been addressed in Question 1.

Summary of comments that addressed programming:
Sports, athletics (37); before/after school, daycare (23); Ukrainian / Eastern Rite (27); Italian (5); Portuguese (3); Spanish (2); multi-languages (8); music, choir (8); Nutrition Program (3); Reggio (2); Empower Reading (2); science, technology (3); chess (2); drama (1)

APPENDIX 'A'

3. How did you learn about this school? (please choose all that apply)	Number of answers
Advertisement	510
Daycare provider	1235
Internet	2189
News reports	310
Open house	570
Parish	2061
Real estate agent	290
Social media	530
Word of mouth (neighbour, relative)	5817
Other	2180

Of the 2180 respondents who clicked "Other" – 356 did not offer comments.

Many comments did not address **how** parents learned about the school. Instead reasons regarding **why** they chose the school were repeated (e.g., community school).

*Summary of comments that addressed **how** parents learned about the school.* Family history (684); word of mouth (183); TCDSB website (38); email (23); internet search (18); French Immersion newsletter (11); school newsletter (3); school rankings (5); called TCDSB (2).

APPENDIX 'A'

Elementary School Exit Surveys (n=133)

1. Did you de-register your child because you have moved residences?	Number of answers
Yes	72
No	40

2. What were the reasons for withdrawing your child from this TCDSB school? (please choose all that apply)	Number of answers
Academic concerns	7
Change in daycare arrangements	0
Condition of school facilities	5
Facility overcrowding	4
Friends/siblings registered at another school	0
It is not my community school	2
Lack of availability of daycare; before and after school programs	1
Lack of school activities/sports/arts/clubs	4
Lack of school bus transportation	1
Lack of strong evidence of Catholic faith and culture	3
Lack of facilities available within the school (e.g. chapel, elevator, sports field, theatre, etc.)	2
Location of school (e.g., too far from home)	3
Need for a specific program that is not provided at this location	5
Not enough involvement with Parish	0
No easy access to public transportation	1
Far from daycare	1
Far from family	2
Physical environment	4
Reputation of the school	5
School uniforms/dress code	0
Student safety	6
Other	26

Of the 26 respondents who clicked "Other", 6 did not offer comments.
Summary of comments: not welcoming (6); moved (2); went to Cardinal Carter (2)

APPENDIX 'A'

3. What type of school will your child be attending?	Number of answers
Another TCDSB school	0
Consei scolaire Viamond/Conseil scolaire de district catholique	0
Home Schooling	0
Outside of Canada	0
Outside of Toronto	0
Private School	0
Toronto District School Board (TDSB)	0
Other	13

Summary of comments: Outside of Toronto (7); public Board (1)

4. What things did you like about the TCDSB school your child is leaving? (please choose all that apply)	Number of answers
Availability of daycare; before and after school programs	25
Child's friends attend the school	50
Cleanliness of school building	38
Condition of school facilities	28
Easy access to public transit	25
Facilities available within the school (e.g., chapel, elevator, sports field, theatre, etc.)	15
Family history of attending this school	17
High moral values in the school	42
Level of discipline	32
Location of school (e.g., close to home; our home school)	61
Parent involvement	29
Parish involvement	27
Programs offered	20
Close to daycare	15
Close to family	22
Reputation of the school	30
School bus transportation	26
School clubs	9
School outreach (open house, school visits)	13

APPENDIX 'A'

School sports	18
School staff	44
School uniforms/dress code	40
Siblings have already attended this school	14
Strong evidence of Catholic faith and culture	41
Student safety	31
Welcoming and friendly school atmosphere	47
Other	8

Summary of comments: great staff (2); Catholic education (1); before and after-care (1)

5. Would you recommend this school to a friend or family member?	**Number of answers**
Yes	55
No	13
Not Sure	19

Yes - *Summary of comments:* staff (23); caring environment (13); quality education (6); French Immersion (3); Catholic education (2)
No – *Summary of comments:* staff (14); single comments included the following – bullying issues, specific staff; declining academic rating, the school was not serving the child's best interest

Secondary School Entry Surveys (n=891)

1. Why did you choose to register your child in this TCDSB school? (please choose all that apply)	**Number of answers**
Child's friends attend the school	205
Cleanliness of school building	155
Community/neighbourhood	292
Condition of the school facilities	191
Easy access to public transit	304
Facilities available within the school (e.g., chapel, elevator, sports field, theatre, etc.)	147
Family history of attending this school	148
High moral values in the school	336

APPENDIX 'A'

Level of discipline	283
Location of school (e.g., close to home; our home school)	358
Parent involvement	73
Parish involvement	71
Programs offered	333
Close to daycare	4
Close to family	74
Reputation of the school	358
School clubs	111
School outreach (open house, school visits)	110
School sports	118
School staff	125
School uniforms/dress code	208
Siblings have already attended this school	106
Single gender: "all boys"/"all girls" school	80
Strong evidence of Catholic faith and culture	201
Student safety	157
Teacher recommendations	106
Welcoming and friendly school atmosphere	255
Other	50

Of the 50 respondents who clicked "Other", 15 did not offer comments.

Summary of comments that addressed the reasons why the elementary school was chosen.

Many of the comments were repetitions of reasons already offered. Other comments were: Programs offered (11) e.g., Regional Arts Program, STEM, AP, IB, Gifted Program, Self-directed learning; summer school; the student chose the school (7); excellent academic record (5); strong evidence of Catholic faith and culture (3); close to home (2) feeder from elementary (2); other single comments included: welcoming; only school with space; special education; active student body; did not like the high school nearby and online research.

APPENDIX 'A'

2. Are there any specific programs that helped you to decide to enroll your child in this TCDSB school? (please choose all that apply)	Number of answers
Arts programming	160
Congregated Advanced Placement (AP) program	169
Boys choir programming	13
Co-op program	71
Dual credit program	27
Eco school	25
Enrichment programming	97
Extended French	61
French Immersion	33
Geography English Math Science (GEMS) program	72
Gifted programs	51
International Baccalaureate (IB) program	51
Locally Developed programs	38
Math, Science Technology (MST) program	103
Science Technology Engineering Math (STEM) program	76
Media, Arts Technology (MAT) program	41
Ontario Youth Apprenticeship Program (OYAP)	34
Regional Arts program	40
Special Education programs	45
Specialist High Skills Major (SHSM) program	40
Sports programs	44
Other	122

Of the 122 respondents who clicked "Other", 45 did not offer comments.

Summary of Comments:

Many of comments offered did not provide specific programming information. Instead, the responses were repetitions of reasons for choosing the school (e.g., proximity, reputation, family history etc.) which were already addressed. All girls (1); math and science (2); robotics (1); drama (1), outdoors (1); leadership (1); independent learning or self-directed learning (6); communications technology (1); reputation / school ranking / high academic standards (4); MSE (2); live in community (1); Catholic school (1); feeder school (2); biotechnology program (1);

APPENDIX 'A'

semestered program (1); good fit (1); high enrolment can allow for many programs (1); child chose (1); not aware of the programs available in the school or not based on programs (3)

3. How did you learn about this school? (please choose all that apply)	**Number of answers**
Advertisement	12
Daycare provider	3
Internet	59
News Reports	22
Open house	367
Parish	64
Real estate agent	2
Social media	15
Word of mouth (neighbour, relative)	404
Other	201

Of the 201 respondents who clicked "Other". 48 did not offer comments.
Recommendation from teacher or elementary school (53); siblings (7); family history (17); recommendation from friends, family (11); feeder school (23); online research (5); ranking/Fraser ranking (5); live in the area/community school (14); reputation (4); RAP (2); AP (1); ME Summer Program (1); child's choice (2); auditions (1); on route (2); website (2); open house (1); taste of the arts (1).

APPENDIX 'A'

Secondary School Exit Surveys (n=104)

1. Did your child Graduate Grade 12?	Number of answers
Yes	54
No	34

2. Did you de-register your child because you have moved residences?	Number of answers
Yes	9
No	25

3. What were the reasons for withdrawing your child from this TCDSB school? (please choose all that apply)	Number of answers
Academic concerns	9
Change in daycare arrangements	0
Condition of school facilities	0
Facility overcrowding	1
Friends/siblings registered at another school	1
Lack of availability of daycare; before and after school programs	0
Lack of school activities/sports/arts/clubs	0
Lack of strong evidence of Catholic faith and culture	0
Lack of facilities available within the school (e.g., chapel, elevator, sports field, theatre, etc.)	3
Location of school (e.g., too far from home)	1
Need for a specific program that is not provided at this location	1
No easy access to public transportation	0
Not enough involvement with Parish	1
Far from daycare	0
Far from family	0
Physical environment	1
Reputation of the school	1
School uniforms/dress code	1
Semestered or non-semestered programming	0

APPENDIX 'A'

Single gender: "all boys"/"all girls" school	0
Student safety	3
Other	14

Summary of comments: Medical reasons (2); single response included - arts school, 18 years old, bullied, lack of motivation, fresh start.

4. What type of school will your child be attending?	**Number of answers**
Another TCDSB school	0
Conseil scolaire Viamond/Conseil scolaire de district catholique	0
Home Schooling	0
Outside of Canada	0
Outside of Toronto	0
Private School	0
Toronto District School Board (TDSB)	0
Other	5

Summary of comments: Single responses included: online courses, Centennial College, alternative school, mental health issues

5. What things did you like about the TCDSB school your child is leaving? (please choose all that apply)	**Number of answers**
Child's friends attend the school	32
Cleanliness of school building	22
Community/neighbourhood	29
Condition of the school facilities	23
Easy access to public transit	41
Facilities available within the school (e.g., chapel, elevator, sports field, theatre, etc.)	22
Family history of attending this school	18
High moral values in the school	29
Level of discipline	28
Location of school (e.g., close to home; our home school)	34
Parent involvement	13

APPENDIX 'A'

Parish involvement	7
Programs offered	28
Close to daycare	1
Close to family	10
Reputation of the school	29
Student safety	27
School clubs	14
School outreach (open house, school visits)	13
School sports	12
School staff	28
School uniforms/dress code	27
Semestered or non-semestered programming	13
Siblings have already attended this school	6
Single gender: "all boys"/"all girls" school	8
Strong evidence of Catholic faith and culture	18
Welcoming and friendly school atmosphere	31
Other	8

Summary of comments: great staff (2); Arts Program (1)

6. Would you recommend the school to a friend or family member?	Number of answers
Yes	33
No	10
Not Sure	20

Summary of comments:
Yes – great school (16); excellent staff (11); inclusive environment (2); extra curriculars (1); students not negatively influenced (1)
No - principal (2); staff (2); bullying (2); standards have dropped for the school (2); one each – lack of respect by students; disorganized department; school facilities are old

APPENDIX 'A'

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
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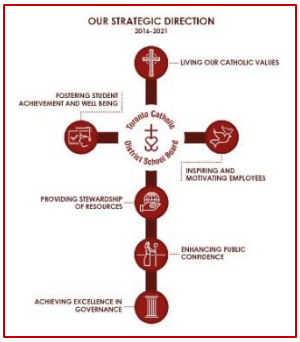
INFORMATION REPORT

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.



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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 lasts 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 *fe*males (-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 *i*n 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 *male*s 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%)

<u>Continued dialogue:</u>

- 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*.

<u>Secondary Schools</u>

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.

<u>Some highlights on safety (See Appendix B2):</u>

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 i*dentify 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)
1. Continue to diversify and expand Safe Schools professional learning.	• 22 different topics delivered in 2016-2017 Professional Learning Modules Series: ▪ 925 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff) • Interdisciplinary professional learning opportunities with various TCDSB stakeholders: o New Teacher Induction Program – 150 new teachers o Joint TSU/Safe Schools Training – 31 TSU Members o Administrative Professional Development – 320 principals/vice principals/superintendents o Newly Appointed Principal and Vice Principal In-services – 30 (Succession Series) and 30 (Head Start) o Bullying Awareness and Prevention Month Launch – 210 secondary students, staff o Grey Cup Festival (Bullying Prevention Week) – 400 elementary students and staff o School Presentations – 800 participants o Toronto Occasional Teacher Local (TOTL) – 60 participants o Resolution Conference and Mediation Circles: ▪ 85 participants (social workers, CYW, educational assistants, teachers, police officers)

	○ Threat Assessment Training and Related Workshops: ▪ 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	○ Three Safe Schools Student Ambassador Symposiums were held focusing on 3 themes: ○ November 17, 2016 - **Stand Up:** ○ Focus on Bullying Awareness and Prevention ○ February 28, 2017 – **Speak Up:** ○ Focus on the Importance of Reporting & Introduction of *Anonymous Alerts App* ○ April 25, 2017 – **Be Outstanding:** ○ 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	o The Safe Schools Implementation Monitoring team met 3 times during the 2016-17 academic year. o As of June 30 the status of the implementation of 33 items appears below:
	Awareness: Staff have knowledge of issues and strategies; no evidence of implementation across the system. Total of recommendations-**4**
	Early Implementation: Ongoing professional learning among stakeholders; initial implementation is observable Total of recommendations- **1**
	Implementation: Evidence of regular implementation across system. Total of recommendations **-4**
	Routine Use: Consistent evidence of implementation. Total of recommendations-**24**
5. Prepare a Report on the interim status of the 33 Recommendations of the Safe Schools Inquiry	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".

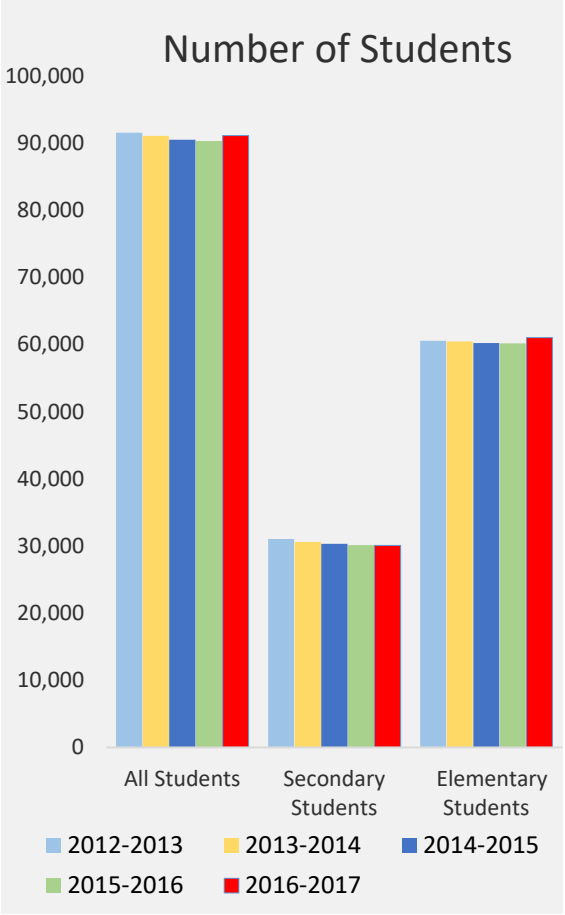
2. As a result of the focus group discussion regarding female suspensions, Safe Schools Department will:
    - Receive professional learning from TPS on current and emerging social media issues.
    - Safe Schools staff will augment existing professional learning modules on social media
    - School 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.

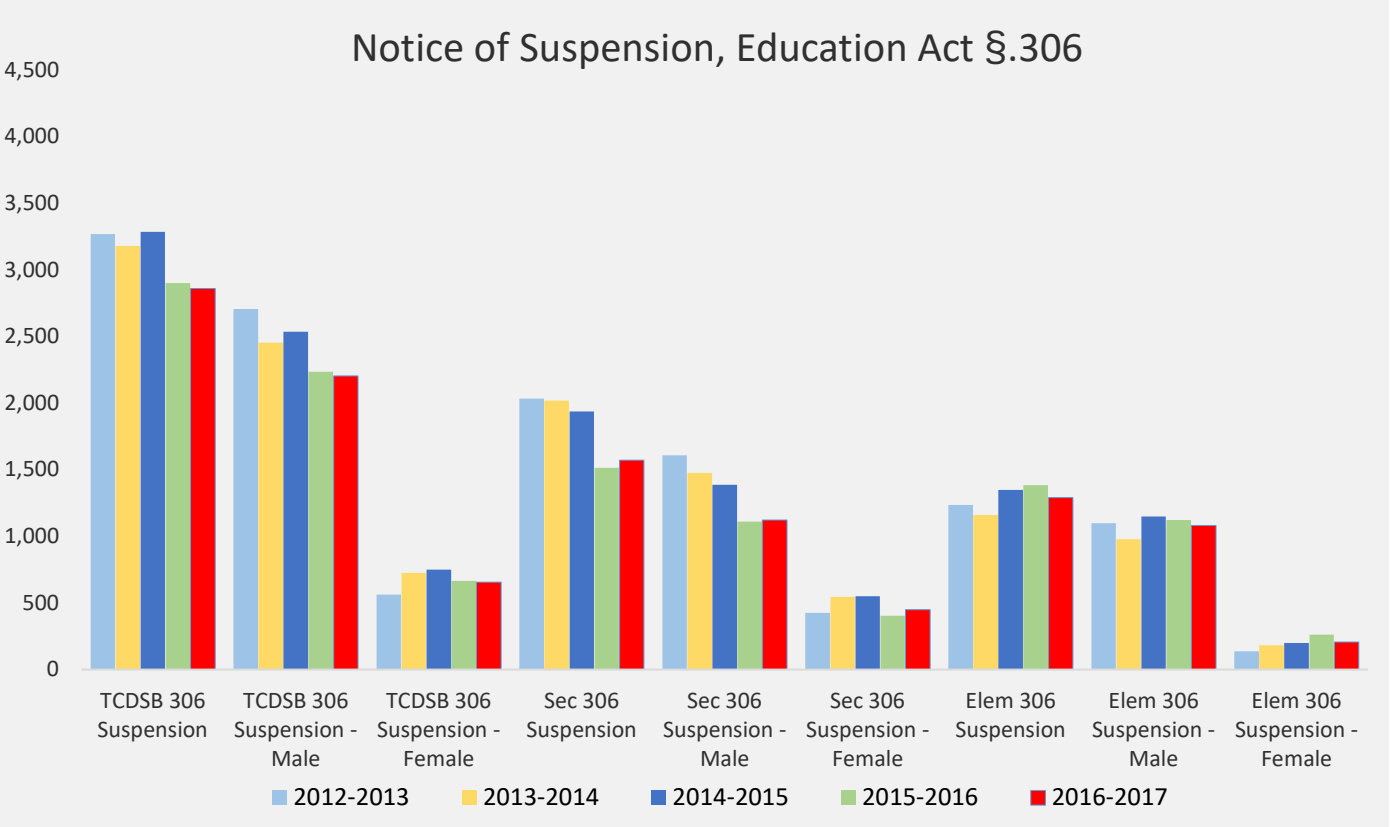
G. CONCLUDING STATEMENT

This report is for the consideration of the Board and.

Notice of Suspension, Education Act §.306

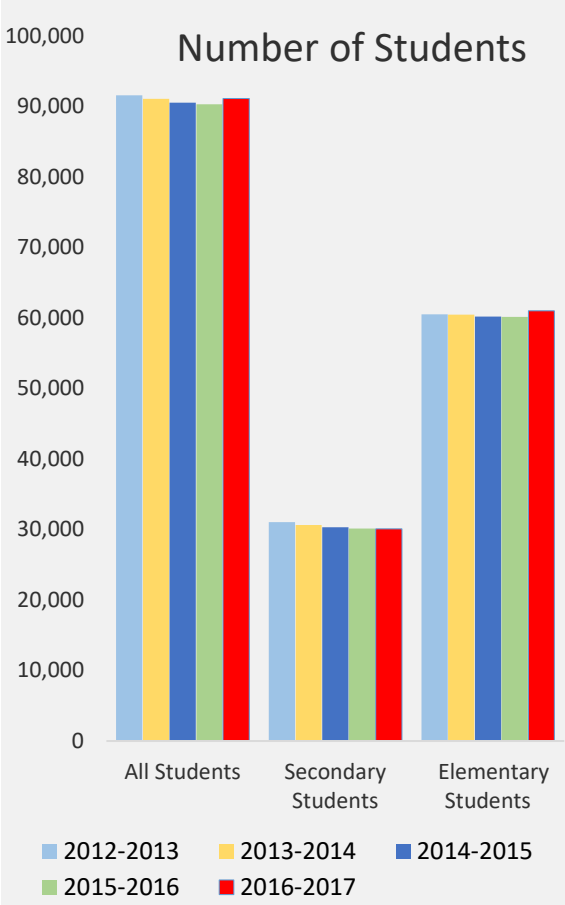
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB 306 Suspension	TCDSB 306 Suspension - Male	TCDSB 306 Suspension - Female	Sec 306 Suspension	Sec 306 Suspension - Male	Sec 306 Suspension - Female	Elem 306 Suspension	Elem 306 Suspension - Male	Elem 306 Suspension - Female
2012-2013	91,596	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

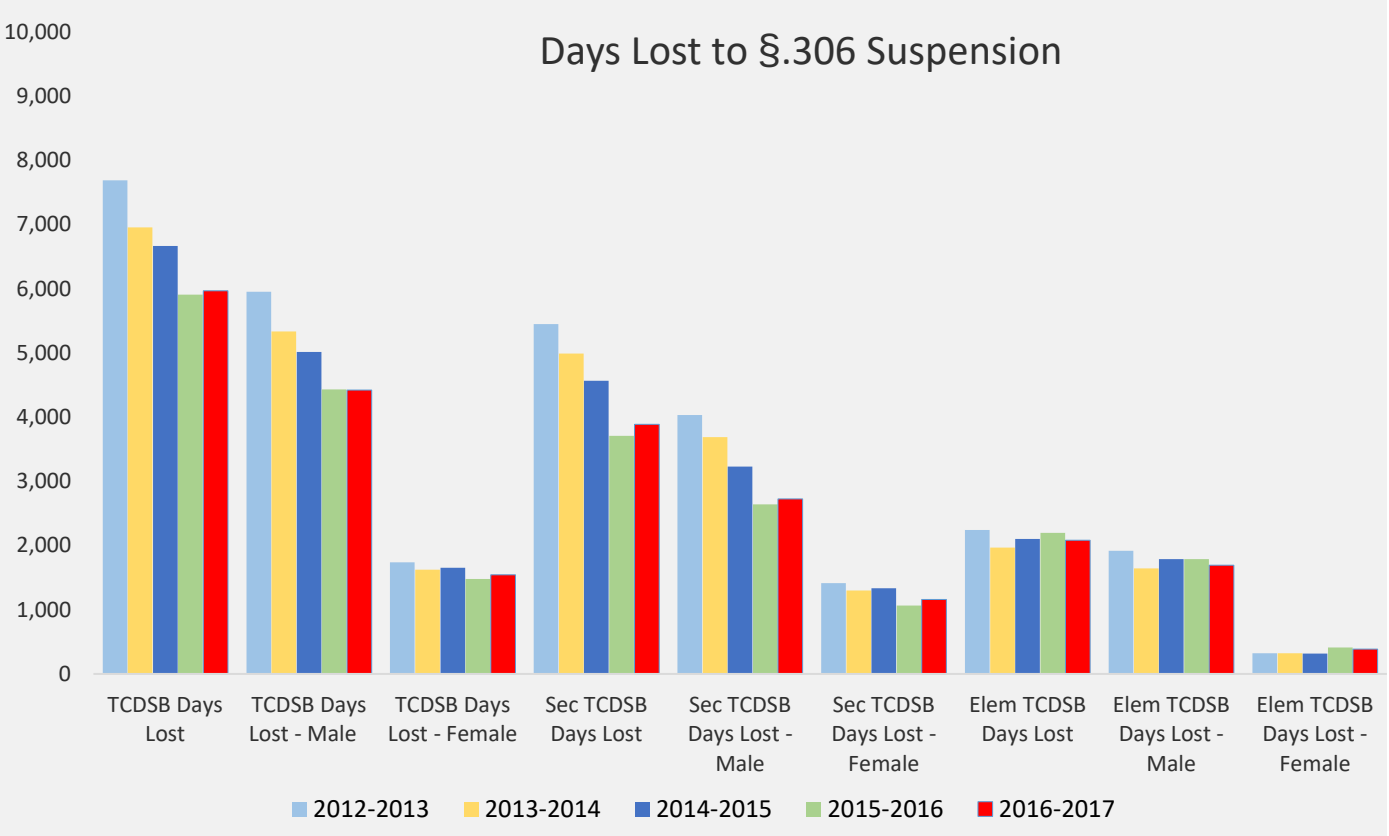




Days Lost to §.306 Suspension

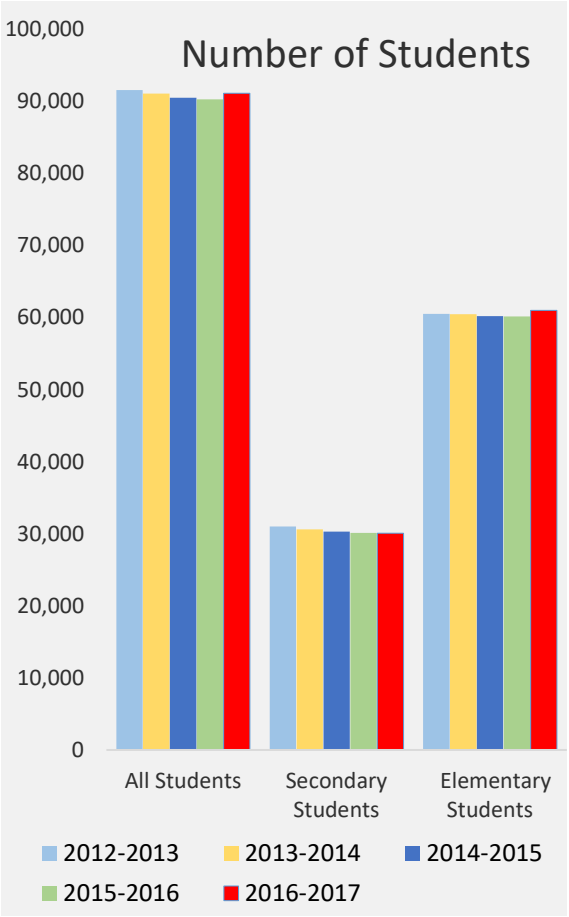
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB Days Lost	TCDSB Days Lost - Male	TCDSB Days Lost - Female	Sec TCDSB Days Lost	Sec TCDSB Days Lost - Male	Sec TCDSB Days Lost - Female	Elem TCDSB Days Lost	Elem TCDSB Days Lost - Male	Elem TCDSB Days Lost - Female
2012-2013	91,596	31,038	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

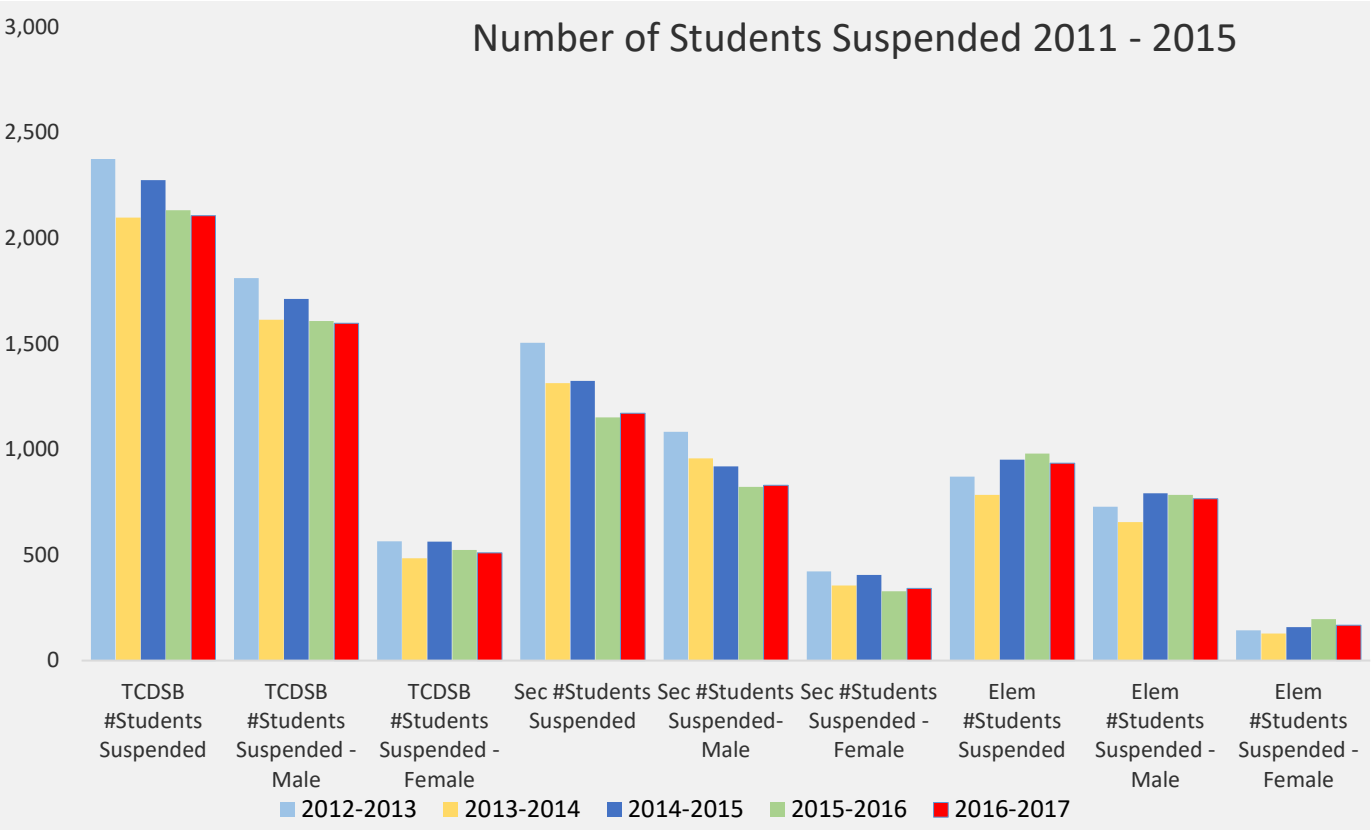




Number of Students Suspended 2010 - 2014

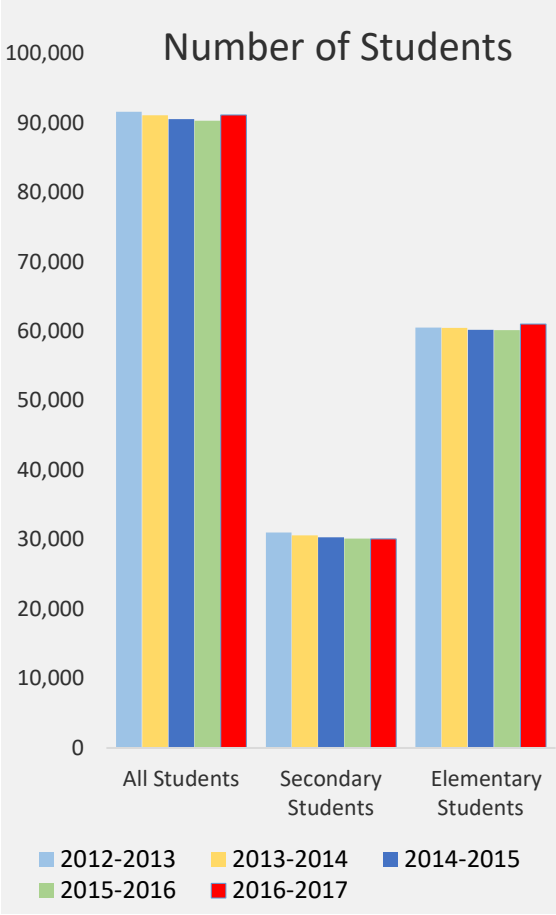
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended	TCDSB #Students Suspended - Male	TCDSB #Students Suspended - Female	Sec #Students Suspended	Sec #Students Suspended- Male	Sec #Students Suspended - Female	Elem #Students Suspended	Elem #Students Suspended - Male	Elem #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

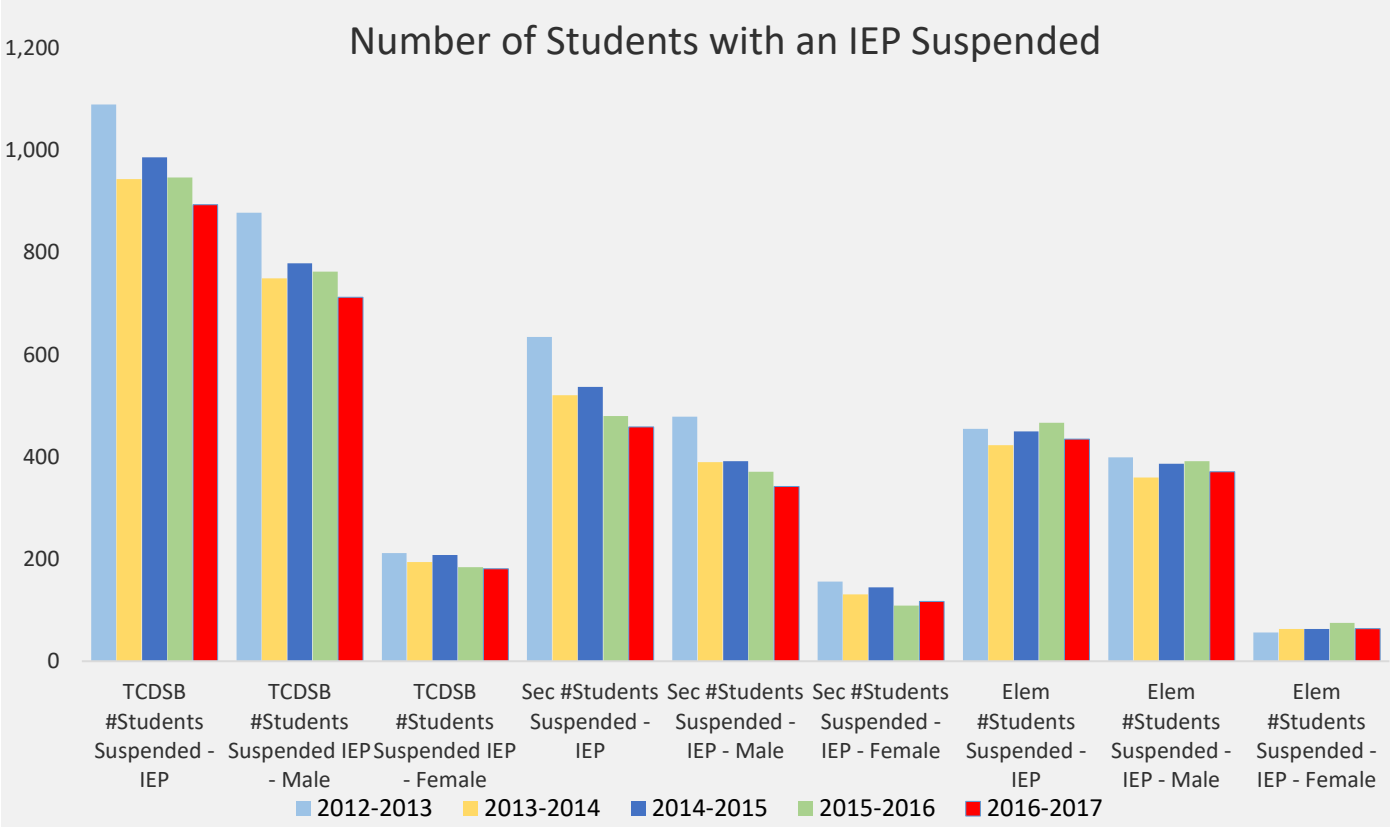




Number of Students with an IEP Suspended

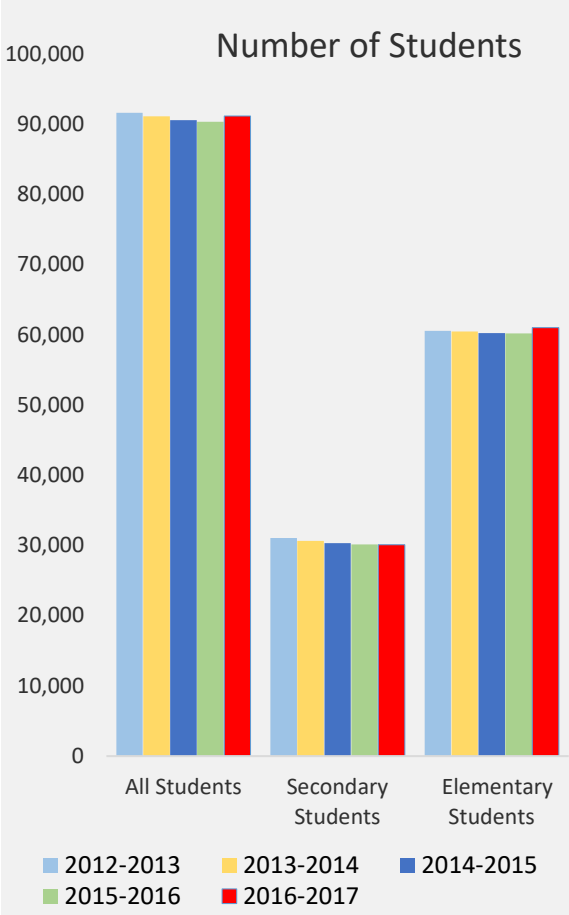
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended - IEP	TCDSB #Students Suspended IEP - Male	TCDSB #Students Suspended IEP - Female	Sec #Students Suspended - IEP	Sec #Students Suspended - IEP - Male	Sec #Students Suspended - IEP - Female	Elem #Students Suspended - IEP	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

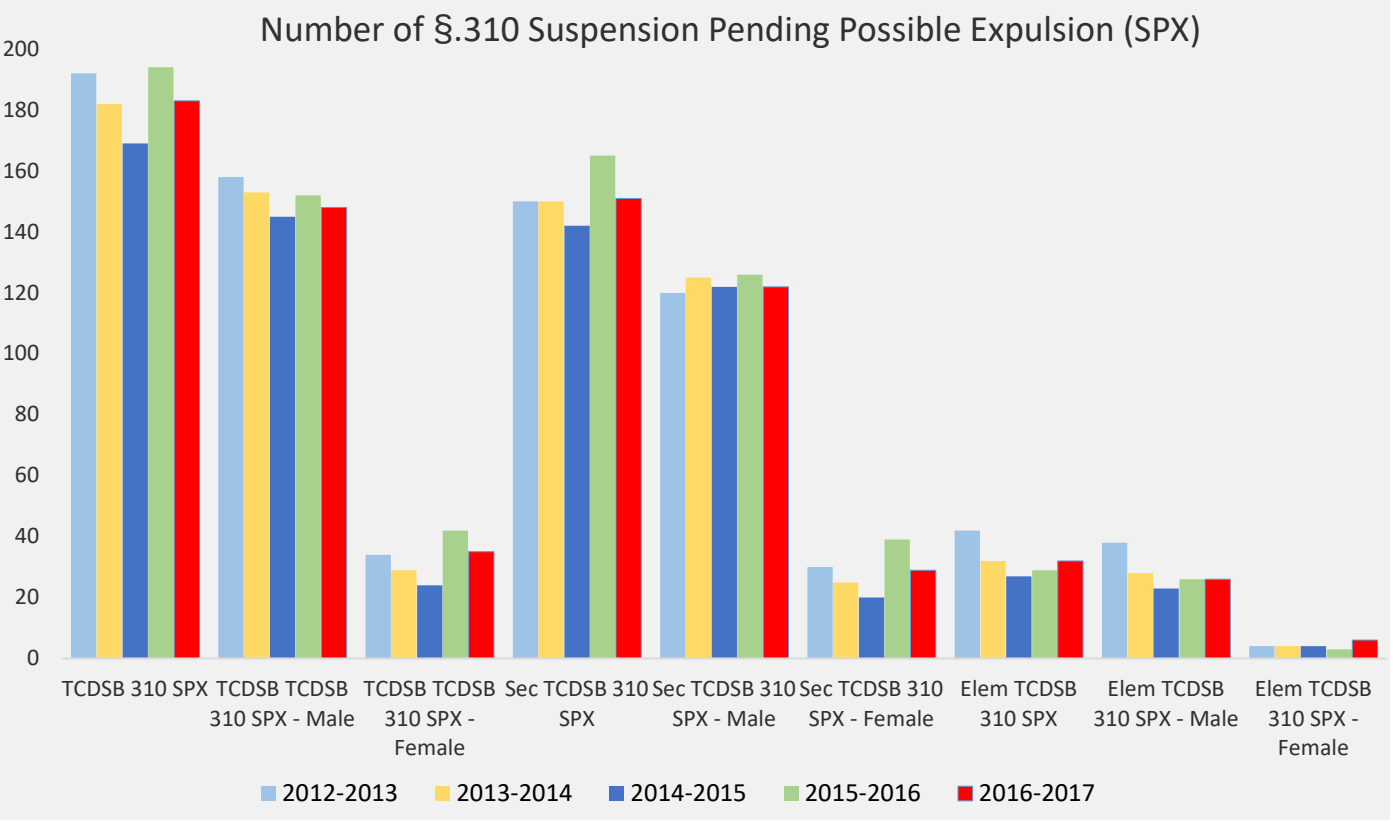




Number of §.310 Suspension Pending Possible Expulsion (SPX) Issued

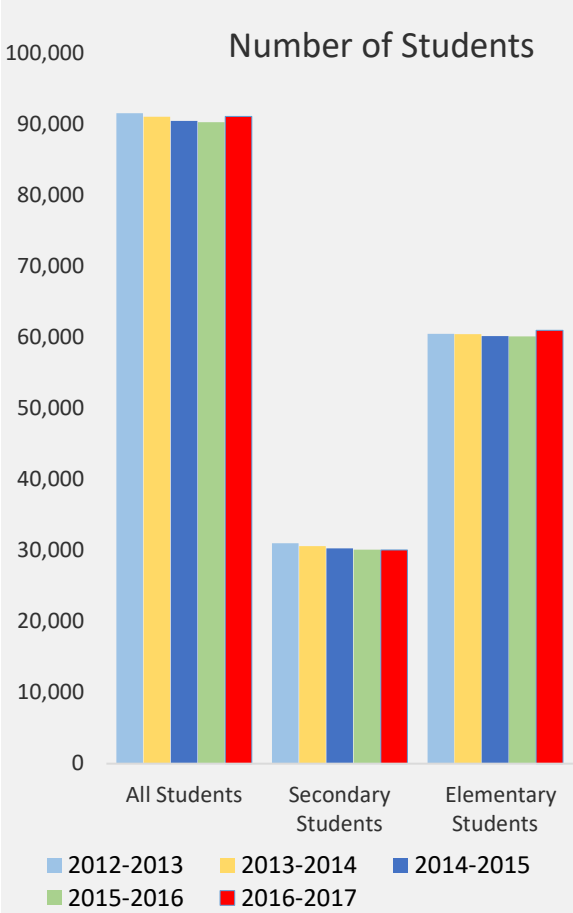
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB 310 SPX	TCDSB TCDSB 310 SPX - Male	TCDSB TCDSB 310 SPX - Female	Sec TCDSB 310 SPX	Sec TCDSB 310 SPX - Male	Sec TCDSB 310 SPX - Female	Elem TCDSB 310 SPX	Elem TCDSB 310 SPX - Male	Elem TCDSB 310 SPX - Female
2012-2013	91,596	31,038	60,555	192	158	34	150	120	30	42	38	4
2013-2014	91,115	30,631	60,484	182	153	29	150	125	25	32	28	4
2014-2015	90,541	30,319	60,222	169	145	24	142	122	20	27	23	4
2015-2016	90,333	30,149	60,184	194	152	42	165	126	39	29	26	3
2016-2017	91,144	30,109	61,035	183	148	35	151	122	29	32	26	6

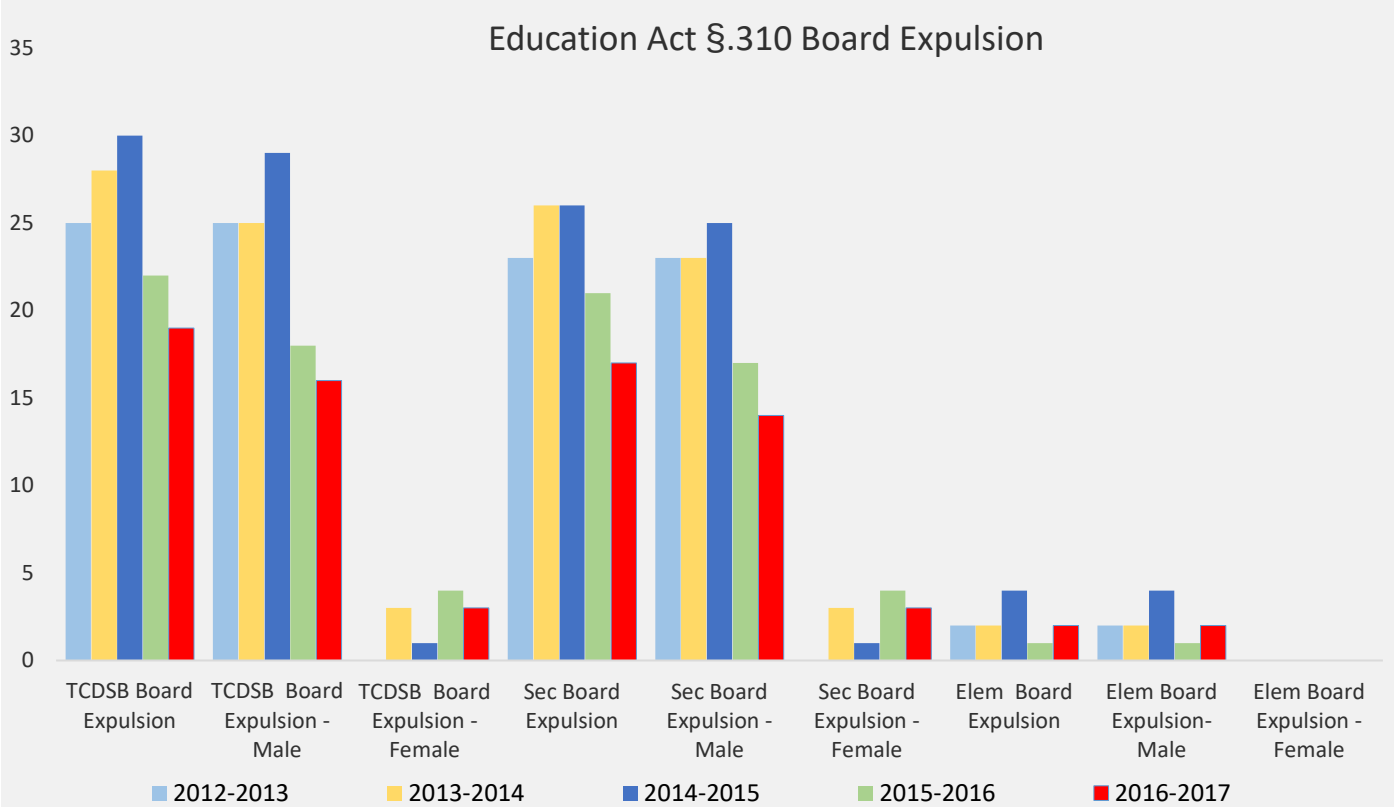




Education Act §.310 Board Expulsions

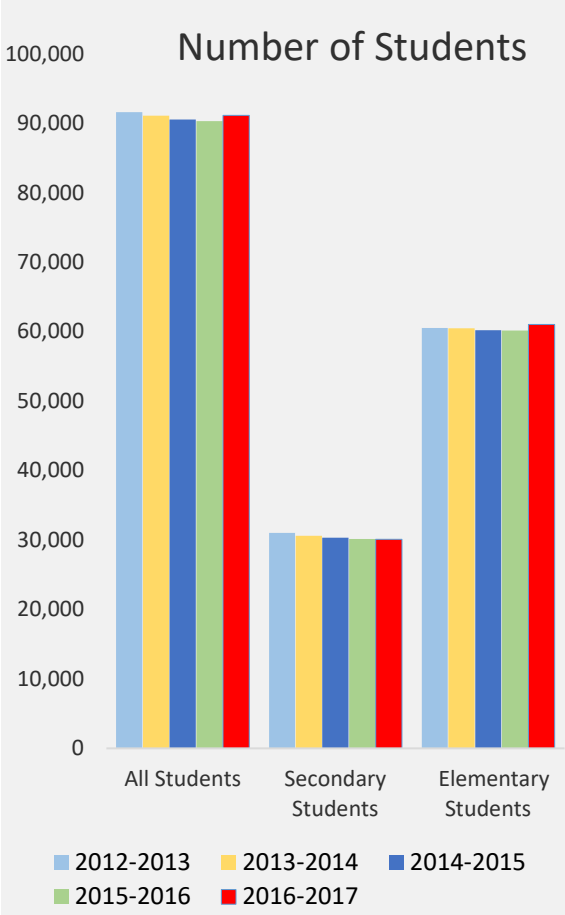
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB Board Expulsion	TCDSB Board Expulsion - Male	TCDSB Board Expulsion - Female	Sec Board Expulsion	Sec Board Expulsion - Male	Sec Board Expulsion - Female	Elem Board Expulsion	Elem Board Expulsion- Male	Elem Board Expulsion - Female
2012-2013	91,596	31,038	60,555	25	25	0	23	23	0	2	2	0
2013-2014	91,115	30,631	60,484	28	25	3	26	23	3	2	2	0
2014-2015	90,541	30,319	60,222	30	29	1	26	25	1	4	4	0
2015-2016	90,333	30,149	60,184	22	18	4	21	17	4	1	1	0
2016-2017	91,144	30,109	61,035	19	16	3	17	14	3	2	2	0

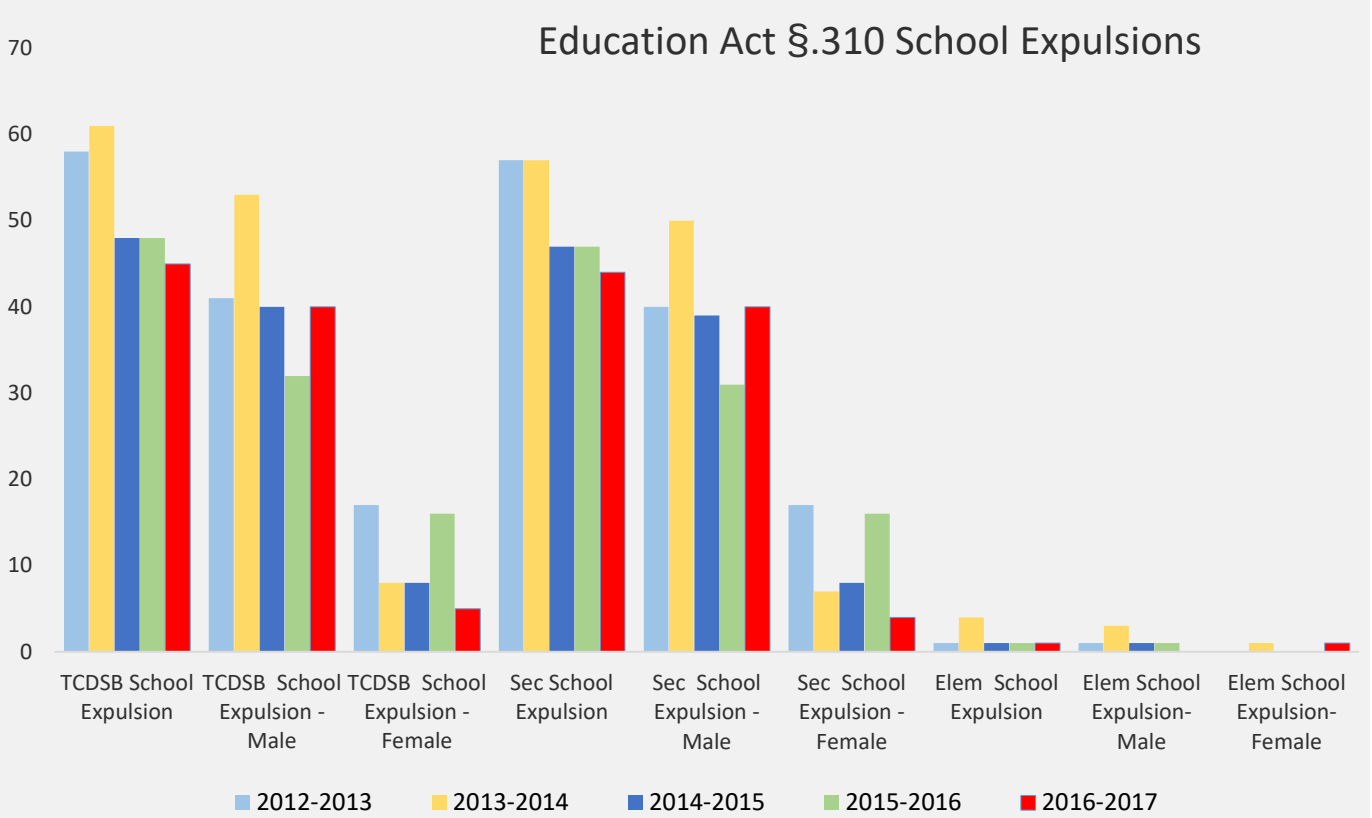




Education Act §.310 School Expulsions

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





A. SCHOOL SAFETY

Feel *Very Safe* or *Safe*:	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 *Witnessed/Experienced* 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 *Witnessed/Experienced* 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

	Year	Never	1-3 times	4-6 times
Since September, how many times have you been bullied at school?	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? *You may choose more than one*	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%

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

Since September, have you *witnessed* 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 *witnessed*? *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 *witnessed*?	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%

A. SCHOOL SAFETY

Feel *Very Safe* or *Safe*	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

Activities *Witnessed/Experienced* in School	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

	Year	Never	1-3 times	4-6 times
In the past year, how often have you been bullied?	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*? *You may choose more than one.*	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%

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

In the past year, have you ever *witnessed* 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 *witnessed*? *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 *witnessed*?	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%

2016-2017 Safe and Caring Catholic School Climate Survey
Elementary Gender Breakdown

A. SCHOOL SAFETY

Feel *Very safe* or *Safe*:	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 *Witnessed/Experienced* 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? *You may choose more than one*	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 *being bullied?*		Yes
	Female	73%
	Male	67%

Since September, have you *witnessed* 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*? *You may choose more than one*	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%

A. SCHOOL SAFETY

Feel *Very Safe* or *Safe*	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

Activities *Witnessed/Experienced* in School		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%	843%
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 *witnessed*?		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

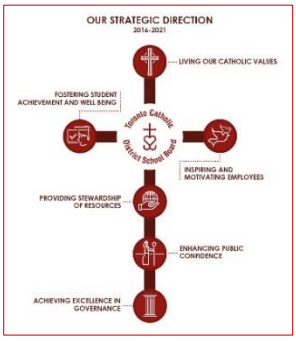
Created, Draft	First Tabling	Review
September 18, 2017	September 21, 2017	Click here to enter a date.

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

Toronto Catholic District School Board
AUG 14 2017
Director's Office

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/resourcesILE/ResourceGuide/MergedResourceGuide.pdf.

Sincerely,

Mitzie Hunter, MBA
Minister

REPORT TO

REGULAR BOARD

STATUS OF WAITLIST FOR ELEMENTARY AND SECONDARY SCHOOLS, ALL WARDS

Let everyone be subject to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. Romans 13:1 | NIV |

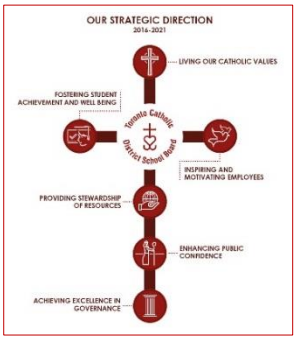
Created, Draft	First Tabling	Review
October 10, 2017	October 19, 2017	Click here to enter a date.

J. Genova, Coordinator Human Resources and ICT Support Services
J. Volek, Acting Comptroller of Planning and Development Services

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

Planning and Admissions staff worked closely with the IT department to assemble and summarize current student waitlist information, with a particular focus on identifying oversubscribed elementary and secondary schools with larger numbers of waitlisted students.

Analysis of current student waitlist information indicates that many elementary students who were not accommodated in their first school of choice, but offered redirection to a nearby school with available space, opted to remain on a waitlist.

As of October 5, 2017, 3404 new elementary students have been registered and are attending 47 oversubscribed schools across the system. However, 185 elementary Regular program students and 125 elementary French Immersion (FI) program students opted to remain on waitlists, representing 310 students in total. Of these 310 elementary waitlisted students, approximately 70% represent Priorities 1 through to 3.

As of September 30, 2017, 249 secondary grade 9 students, representing 88% of grade 9 students from three (3) secondary schools, opted to remain on waitlists, with much smaller numbers of students representing other grades. All of these waitlisted students have been identified as coming from TDSB, private schools and other boards.

The cumulative staff time dedicated to developing this report was 35 hours.

B. PURPOSE

The purpose of this report is to provide Trustees with an update on the numbers of students currently on waitlists in all TCDSB schools.

C. BACKGROUND

1. **September 8, 2016** – At the Student Achievement and Well Being, Catholic Education and Human Resources Committee, a Trustee motion directed staff to report on the wait lists for all elementary schools that are oversubscribed. This report is now part of an **on-going mandate** to regularly update the Board of Trustees on the status of waitlists.

2. As of October 5, 2017, elementary enrolment is 163 students under Board approved consensus projections. Furthermore, 3404 new students, to date, have been registered and are attending 47 oversubscribed schools across the system.

3. Several schools in the system have dealt with overwhelming demand for classroom space, whereby demand exceeded available classroom space. This situation continues today, as clearly identified in the tables in following section.

4. Students who are unsuccessful in gaining admission to their designated elementary home school, or first school of choice, are redirected to a nearby Catholic school with space or they are given the option of being placed on a waitlist in order of priority and by time and date of application.

5. There are no guarantees of admission at any level of priority, however, the Planning and Facilities department, in partnership with the school principal, makes every effort to ensure that space at any school is fully utilized. Furthermore, any school where there is potential for the placement of portables will be assessed in an effort to accommodate as many students as possible. Facilities staff will also assess schools with pupil accommodation challenges and make any suggestions for internal modifications in an effort to increase overall capacity. The overriding objective is to accommodate all students wherever possible.

6. Opportunities for elementary boundary adjustments will be considered in an effort to keep pace with demographic change. The common practice of grandfathering existing out-of-boundary enrolled students, combined with boundary adjustments, however, will not have sizeable or significant impacts on enrolment for several years as out-of-boundary grandfathered students must graduate out of the school to free-up space for new in-boundary students and any new siblings.

D. EVIDENCE/RESEARCH/ANALYSIS

7. As of October 5, 2017, 185 elementary Regular program students and 125 French Immersion (FI) program students opted to remain on waitlists, representing 310 total elementary students in oversubscribed schools.

8. Of the 310 total elementary waitlisted students in oversubscribed schools:
   - 2 represent Priority 1 (siblings)
   - 74 represent Priority 2 (in-boundary), and
   - 142 represent Priority 3 (in regional FI program boundary)

   This equates to 218 students or 70% of waitlisted elementary students.

   - Tables 1 and 2 below summarize Regular program waitlists.
   - Tables 3 and 4 below summarize French Immersion (FI) program waitlists.

Regular Program, 47 Oversubscribed Schools (FDK-8)

Table 1 **Admissions Priority (description)**	**Number of New Students Registered and Attending**	**Current Total Number of Students on a Waitlist**	**Current Number of Students on a Waitlist Attending Another TCDSB School**	**Current Number of Students on a Waitlist Not Attending a TCDSB School**
1 (siblings)	859	2	0	2
2 (in-boundary)	1912	66	8	58
3 (out-of-boundary, licenced child care)	52	38	9	29
4 (out-of-boundary, unlicensed child care)	21	11	2	9
5 (out-of-boundary)	302	64	24	40
6 (outside the City of Toronto)	8	4	1	3
Total (FDK-8):	**3154**	**185**	**44**	**141**
Total FDK only:	**2039**	**88**	**27**	**61**

9. The following 11 of 47 **oversubscribed** elementary schools have a Regular program student waitlist of 6 or more students:

Table 2 **Oversubscribed School Name**	**Number of New Students Registered and Attending**	**Current Total Number of Students on a Waitlist**	**Current Number of Students on a Waitlist Attending Another TCDSB School**	**Current Number of Students on a Waitlist Not Attending a TCDSB School**
Our Lady of Sorrows	98	49	23	26
St. Marcellus	87	16	3	13
St. Pius X	73	13	0	13
St. Benedict	93	11	2	9
St. Gregory	92	10	4	6
St. Andrew	92	9	0	9
St. Cecilia	40	9	4	5
St. Cyril	0	8	1	7
St. Michael	17	7	2	5
Our Lady of Lourdes	98	6	0	6
St. Brendan	62	6	1	5
Other *	2402	41	4	37
Total (FDK-8):	**3154**	**185**	**44**	**141**
Total FDK only:	**2039**	**88**	**27**	**61**

***Note:** "Other" represents the remainder of oversubscribed schools with waitlists less than 6 students.

French Immersion (FI) Program, Oversubscribed Schools (FDK-8)

Table 3 **Admissions Priority (description)**	**Number of New FI Students Registered and Attending**	**Current Total Number of FI Students on a Waitlist**	**Current Number of FI Students on a Waitlist Attending Another TCDSB School**	**Current Number of FI Students on a Waitlist Not Attending a TCDSB School**
1 (siblings)	96	0	0	0
2 (in regular program boundary)	78	8	2	6
3 (in regional FI program boundary)	72	104	44	60
4 (out-of-boundary, licenced child care)	0	2	1	1
5 (out-of-boundary, unlicensed child care)	0	0	0	0
6 (out-of-boundary)	4	9	3	6
7 (outside the City of Toronto)	0	2	0	2
Total FI (FDK-8):	**250**	**125**	**50**	**75**
Total FDK FI only:	**224**	**103**	**43**	**60**

10. The following **oversubscribed** elementary schools have a French Immersion program student waitlist, with nearly all of these students falling within their respective regional FI program boundaries (Priority 3).

Table 4 **Oversubscribed School Name**	**Number of New FI Students Registered and Attending**	**Current Total Number of FI Students on a Waitlist**	**Current Number of FI Students on a Waitlist Attending Another TCDSB School**	**Current Number of FI Students on a Waitlist Not Attending a TCDSB School**
Our Lady of Peace	51	36	23	13
St. Cecilia	48	36	10	26
St. Benedict	30	24	0	24
Holy Rosary	25	20	12	8
St. Cyril	49	8	5	3
James Culnan	47	1	0	1
Total FI (FDK-8):	**250**	**125**	**50**	**75**
Total FI FDK only:	**224**	**103**	**43**	**60**

11. As part of due diligence, Admissions staff regularly follow-up with schools to determine the status of their waitlists. It was noted that some parents were not interested in redirection and elected to remain in private schools or in their local Catholic or public school until the next TCDSB registration period.

SECONDARY SCHOOLS

12. As of September 30, 2017, 334 grade 9 students opted to remain on waitlists. Of the 249 secondary grade 9 waitlist students, 88% represent Bishop Allen, Father John Redmond and Senator O'Connor, or 100, 53 and 58 students respectively. Furthermore, all 249 students are identified as coming from the TDSB, private schools and other boards. The table below provides a summary of secondary student waitlist totals for all grades.

Number of Students Placed	6408
Grade 9 Student Waitlist	249
Grade 10 Student Waitlist	28
Grade 11 Student Waitlist	36
Grade 12 Student Waitlist	21
Total Waitlist	**334**

13. Contributing to the success of the grade 8 to grade 9 secondary school application process are the efforts made between elementary school administration, secondary school administration, and the Admissions team. Every effort is made to accommodate and retain students transitioning to grade 9.

14. In some cases, the Board's ability to retain students is beyond its control, as evidenced by families moving out of Toronto or Canada, or families making the decision to attend other boards or independent schools for various personal reasons. Even with these extraneous factors, the TCDSB has retained an average of 87.3% of our grade 8 students into grade 9 over the past 6 years.

E. ACTION PLAN

15. **February 23, 2017** – At the Regular Board meeting, the Board approved the Long-Term Accommodation Plan (LTAP). The LTAP calls for significant Capital investments over 15 years (subject to Ministry funding) to increase OTG capacity in areas where there is oversubscription—this includes "right-sized" replacement schools, additions, and retrofits.

16. Careful analysis of historical enrolment trends helped to inform future program direction in the Long-Term Program Plan (LTPP). In addition to the five (5) new elementary French Immersion (FI) programs and one (1) new secondary FI program successfully implemented this year, staff are currently consulting with parent communities on the possible implementation another five (5) new elementary FI programs and one (1) new secondary FI program—this is anticipated to have a net effect of reducing FI enrolment pressures across the system over time.

17. The Board will also continue to seek solutions to increase capacity in schools that are oversubscribed through its ongoing efforts to secure new Ministry funding for Capital construction and/or balancing enrolment and maximizing available classroom space.

18. Admissions and IT staff, in consultation with Education Council and Early Learning, developed a voluntary waitlist survey that is automatically e-mailed to all families on waitlists via the SOAR application. Staff will report to Board on the results of the survey in a future report.

19. In addition, summary results of voluntary Entry and Exit surveys are now available to be shared with Trustees on an on-going basis.

20. This report will be updated on a yearly basis by the Admissions Department in consultation with Education Council in order to track our success in the accommodation of all students.

21. Staff are in the process of conducting and audit of grade 9 enrolment caps in preparation for the next secondary registration cycle.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board and.

REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO ACCEPTANCE OF HOSPITALITY OR GIFTS POLICY (H.M.33)

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

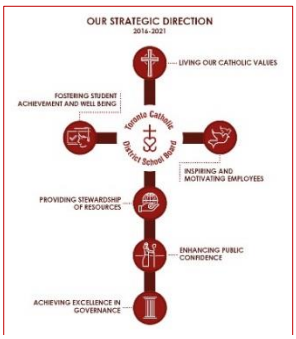
Created, Draft	First Tabling	Review
October 10, 2017	10/19/2017	

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 reformatting the current Acceptance of Hospitality or Gifts policy (H.M.33) in meta policy format incorporating modifications specifically limiting the acceptance of hospitality or gifts according to the regulations.

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

B. PURPOSE

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

C. APPENDIX

APPENDIX A: Acceptance of Hospitality or Gifts policy (H.M.33) with proposed amendments.

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Acceptance of Hospitality or Gifts policy (H.M.33) as amended and proposed in Appendix A.

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

Date Approved: March 28, 2007	**Date of Next Review:** **October 2022**	**Dates of Amendments:** **October 19, 2017**
Cross References: **Conflict of Interest: Employees (H.M.31)** **Conflict of Interest: Trustees (T.01)** **Code of Conduct Policy (S.S.09)** **Art Collection (A.22)** **Donation and Sponsorship Policy (F.F.02)**		
Appendix		

APPENDIX A

Purpose:

This policy clarifies that the Toronto Catholic District School Board, its Trustees and employees will not accept gifts, hospitality or other benefits that may have a real, apparent or potential influence on carrying out duties or that place them under obligation to the gifter. Contributions to student achievement may be accepted in accordance with the regulations of this policy. Board employees in school communities may accept a small token of appreciation from families in the community.

Scope and Responsibility:

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

Alignment with MYSP:

Living Our Catholic values

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

Strengthening Public Confidence

Achieving Excellence in Governance

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy:

It is the policy of the Toronto Catholic District School Board that elected officials and employees may only accept and retain gifts of low intrinsic value or business hospitality of less than $100.00 per person **and will not accept gifts, hospitality or other benefits that may have a real, apparent or potential influence on carrying out duties or that place them under obligation to the gifter.** If in the circumstances that hospitality or a gift of considerable value is received, notification **as set out in the regulations** ~~according to regulation 5~~ is required.

The Board acknowledges that the offering of gifts or hospitality of limited value from suppliers, partners or other business contacts is a common business practice which may be appropriate under certain circumstances.

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

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

APPENDIX A

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

Regulations:

1. The acceptance of gifts, hospitality and other benefits is permissible provided that:
    a. they are infrequent and of minimal value (low-cost promotional objects, simple meals, souvenirs with no cash value) and are within the normal standards of business practice; and
    b. they do not obligate or compromise the integrity of the recipient or the Board.

2. Gifts and benefits to an immediate family member or close associate of an elected official or employee, which can be reasonably attributed to the employee's official duties or association with the Board are prohibited.

3. An elected official or employee may accept moderate hospitality during the normal course of business that would not significantly exceed what the Board would likely approve on an individual's expense account form.

    ~~4. Acceptance of a gift or hospitality must be legal and consistent with generally accepted ethical standards relevant to the person's position.~~

    ~~5. **Notification Requirement:** Employees must notify by e-mail their immediate supervisor of any gifts or hospitality received with a nominal value of more than $100; in the case of trustees, the Director of Education or designate; the Chair of the Board should receive notification of gifts or hospitality received by the Director of Education.~~

4. **Gifts of Considerable Value**: Where it would be inappropriate to refuse a gift of obvious value, the gift may be accepted on behalf of the TCDSB. **The Director of Education will ensure that such a gift is retained as property of the**

APPENDIX A

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

5. **Charity Events:** Where the hospitality/gift offered to an elected official or employee is for attending a charity event with an ongoing relationship to the Board, the employee may accept **if it contributes to student achievement**. ~~The elected official or employee may only accept from any one supplier once per year. The number of events attended must be reasonable and appropriate to practice within the sector.~~

6. **Non Charity Events:** No elected official or employee shall accept hospitality/gifts to non-charity events such as sporting or cultural events from any individual or organization doing business with the Board. ~~without obtaining prior approval from their immediate supervisor or in the case of trustees, the Director of Education or designate. The number of events attended must be reasonable and appropriate to practice within the sector.~~

7. **Solicitation of Gifts or Sponsorship**

   a. **Elected** ~~Board~~ officials or employees shall not solicit hospitality, gifts, benefits or sponsorships for their personal benefit from any individual, company or organization that has an existing or potential business relationship with the Board.
   b. For special Board functions, the Director of Education may approve the solicitation of gifts, prizes or donations from companies or organizations with whom the Board is not currently involved in a competitive acquisition

APPENDIX A

process and provided that the donation or gift is legal and does not place the Board under any obligation or in a conflict of interest.

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

APPENDIX A

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

Definitions:

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

Gifts of Considerable Value
Any gift, benefit or hospitality whose value exceeds $100.00.

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

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

Contributions to Student Achievement
Items directly gifted or funds provided in the form of a gift card or gift certificate to improve and/or enhance the classroom or school environment. Examples include books and classroom supplies.

APPENDIX A

Evaluation and Metrics:

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

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

APPENDIX A

REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO EMPLOYEE EXPENSES POLICY (F.M.01) AND TRUSTEE SERVICES AND EXPENDITURES POLICY (T.17)

Let no debt remain outstanding, except the continuing debt to love one another, for whoever loves others has fulfilled the law.
Romans 13:8

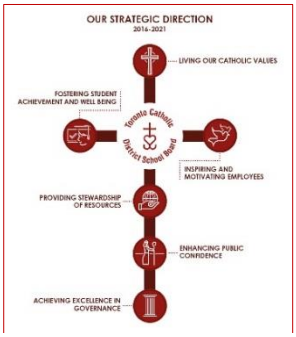
Created, Draft	First Tabling	Review
October 10, 2017	October 19, 2017	

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 updates to the current Employee Expenses policy (F.M.01) and Trustee Services and Expenditures policy (T.17) to reflect current practices and update meal rates pursuant to the Ontario Travel, Meal and Hospitality Expenses Directive and update mileage reimbursement rates in accordance with Canada Revenue Agency (CRA) rates.

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

B. PURPOSE

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

C. APPENDIX

APPENDIX A: Employee Expenses Policy (F.M.01) with proposed amendments

APPENDIX B: Trustee Services and Expenditures Policy (T.17) with proposed amendments

D. COMMITTEE RECOMMENDATION

1. That the Board accept the recommendation of the Governance and Policy Committee and approve the Employee Expenses Policy (F.M.01) as amended and proposed in Appendix A.

2. That the Board accept the recommendation of the Governance and Policy Committee and approve the Trustee Services and Expenditures Policy (T.17) as amended and proposed in Appendix B.

POLICY SECTION:	**FINANCE**
SUB-SECTION:	**MISCELLANEOUS**
POLICY NAME:	**EMPLOYEE EXPENSES**
POLICY NO:	**F.M. 01**

Date Approved:	**Date of Next Review:**	**Dates of Amendments:**
April 20, 2011- Board	**October 2022**	**October 19, 2017**

Cross References:
Ontario Public Service (OPS) Travel, Meal and Hospitality Expenses Directive (Ontario Management Board of Cabinet, November 2004; amended January 1, 2017)
Public Sector Expenses Review Act, 2009
Broader Public Sector Expenses Directive (Ontario, updated February 23, 2017)
Broader Public Sector Perquisites Directive (Ontario)
***Broader Public Sector Accountability Act, 2010* (Part IV – Expense Claims: Allowable Expenses)**
Trustee Services and Expenditure policy (T.17)
TCDSB Employee Travel Allowance Guidelines- Revised

Appendices: Meal and Mileage Reimbursement Rates

APPENDIX A

Purpose:

The objective of this policy is to comply with the Broader Public Sector Expenses Directive which took effect April 1, 2011 **(amended January 1, 2017)** in a manner that achieves value for money while treating all employees both fairly and equitably. All expenditures related to employee expenses will be made available for Freedom of Information (FOI) requests.

Scope and Responsibility:

This policy applies to any person in the TCDSB making an expense claim. The Director is responsible for this policy with the support of the Payroll and Business Services Departments.

POLICY SECTION:	**FINANCE**
SUB-SECTION:	**MISCELLANEOUS**
POLICY NAME:	**EMPLOYEE EXPENSES**
POLICY NO:	**F.M. 01**

Alignment with MYSP:

Living Our Catholic Values

Strengthening Public Confidence

Achieving Excellence in Governance

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy:

Unless previously negotiated or identified contractually, the Toronto Catholic District School Board shall reimburse employees for reasonable expenditures incurred on the Board's behalf in the execution of their duties. This process is based on widely accepted best practices and must be both transparent and accountable.

Regulations:

Approval

1. All employees are required to obtain the appropriately designated approval **prior to** committing to or incurring an expense. Approval should also be contingent on **budget availability** and **total ongoing cost**. Expenses must be submitted to the most senior manager available for approval and they should be at least one level higher than the applicant. In the case of the Director of Education this would be the Chair of the Board or his/her delegate.

2. Approvers are only authorized to approve expenses that were incurred in the performance of organizational business within the context of this policy. Approvers are only authorized to approve expenses that include all appropriate documentation itemized on the approved expense form for

APPENDIX A

reimbursement. In situations when a payment must be made without the appropriate documentation available a written explanation must accompany the expense form. Reimbursement will be at the discretion of the Associate Director, Business Services.

~~3. All eligible expenses incurred must be claimed for reimbursement by the most senior staff member present.~~

3. All travel outside of the province of Ontario must first have the written permission of the Director of Education.

Documentation

4. **Requests for** reimbursement must be made on either a Payroll Expense Form or an Employee Expense Form and will have all original itemized receipts attached, indicate the date and nature of each charge and have the approval of the attendee's authorized supervisor.

Equipment

5. Products and services issued by the TCDSB will remain the property of the TCDSB and will be returned either when it is no longer useful to the employee, it is replaced or the employee leaves the employment of the TCDSB.

6. The employee shall reimburse to the TCDSB any expenditure incurred due to personal use of the equipment.

7. Where a TCDSB standard or contract for equipment has been established the employee will choose this standard or receive written permission from the standard holder exempting them from this standard. Any contracts or

APPENDIX A

purchases entered into by employees without prior approval will become the responsibility of the employee.

8. Consumables for Board issued equipment should be sourced from Board approved vendors using a purchase order or TCDSB purchasing card whenever possible.

Home Technology

9. The Board will reimburse employees for long distance or cell phone charges incurred on a personal line for Board business by way of an approved employee expense form with original receipts and documentation attached.

Travel and Professional Development

10. Employee expenses incurred on Board business including attending conferences, conventions and other professional development activities as an approved representative of the TCDSB shall be reimbursed as follows:
    a. Prior approval will be obtained from the appropriately designated individual and/or superintendent before any costs or commitments are incurred.
    b. Employees shall be reimbursed for out of pocket travel expenses incurred while on Board business. Eligible expenses include:
        i. A rate per kilometer **to be aligned with the Canada Revenue Agency (CRA) rate, and amended from time to time as required.** ~~not to exceed the predetermined rate for the employee group.~~
        ~~ii. The distance paid will be the lesser of the distance from the employee's home department location or the actual distance incurred.~~
        ii. Paid parking associated with the travel.
        iii. TTC tokens or day passes.

APPENDIX A

c. Allowable expenses for an approved representative will be determined as follows:
   i. Course, conference, workshop or registration fees or charges.
   ii. Meals at reasonable cost during the scheduled event which are **not** included in registration. The maximum daily charges for 3 meals should not exceed ~~the suggested meal rate maximums published on the Business Services intranet site. The rates include taxes and gratuities and are not an allowance. They are for individual meals and you must have eaten the meal in order to submit a receipt for reimbursement. These suggested maximums will be reviewed each year as part of the budget process and will be kept in alignment with~~ the rates published by the Ontario Public Service (OPS) Travel Meal and Hospitality Expenses Directive. Expenses for alcoholic beverages will not be reimbursed and must be deducted from the bill.
   iii. Mileage and parking expenses for use of a personal vehicle.
   iv. Public transportation at cost.

d. Standard hotel accommodation ~~at the government rate~~ with prior approval. It is expected that one call, of reasonable length, per day to your residence is appropriate while traveling on Board business.

e. Transportation costs at Economy Class or the lowest fare practical for conferences or conventions outside of the GTA. This could include air, rail or vehicle rental if a personal vehicle is not available or practical.

f. Other **business** expenses at the lowest cost option (telephone, fax and internet).

g. Reasonable gratuities for porter, hotel room services and taxis**.** ~~using the following as a reasonability test~~:
   ~~i. 10 – 15% on a restaurant meal.~~

APPENDIX A

~~ii. 10% on a taxi fare.~~

~~iii. $2 - $5 per 2 night stay in a hotel for housekeeping.~~

iv. ~~$2 - $5 per bag for a porter.~~

h. The following will not be reimbursed:

i. Recreational costs (fitness facilities, video rentals, mini bar charges, golf tournament fees, etc.)

ii. Alcoholic beverages.

iii. Ticket costs for theatre, concert, movie or sporting events.

iv. Purchase of promotional items.

v. Parking tickets, traffic violations or other automobile expenses not listed above.

i. Mileage claims must be submitted to Payroll using a fully completed payroll expense form. Claims for parking, transit and taxis will be submitted to the Business Services Department using a fully completed employee expense form and when appropriate may be paid from petty cash. All itemized receipts will be attached and a brief description of the purpose of the travel will accompany the request.

j. **Unless otherwise specified,** all requests for employee reimbursement must be received in either Payroll or Business Services with the appropriate approval within 90 days of the event. Expenses incurred prior to the Board's year end of August 31st must be submitted by September 30th for reimbursement. Failure to comply with these deadlines will result in the form being returned unpaid.

k. Exceptions to this policy and resolution of any dispute arising shall be at the discretion of the Director of Education for staff.

APPENDIX A

Automobile Expenses

11. All employees not within a collective agreement who use their automobile on Board approved business shall be reimbursed a mileage allowance at the equivalent rate paid by the Province of Ontario to its employees and will be reviewed on an annual basis as part of the budget process.

~~12. A table of mileage rates paid to all work groups will be maintained by the Payroll Services department and will be posted on the Payroll intranet site.~~

Meals

12. Meals will be reimbursed to salaried non-union personnel whose work requires them to attend meetings or perform required duties beyond the working day and a meal is not provided otherwise.

13. To qualify, an employee must work a minimum of three hours beyond the working day and it must be approved by their immediate supervisor or equivalent. A receipt will be required for reimbursement and the meal should have been eaten by the employee in order to be eligible.

14. Reimbursement will be made by way of an approved employee expense form with all receipts and documentation attached. The form must have the appropriate approval of the individual's supervisor, an explanation and date for each claim and cannot be submitted later than 90 days past the event.

15. ~~The maximum rate will be determined annually as part of the budget process and will be posted on the Business Services intranet site. This~~ **Meal** rate**s** will be maintained in accordance with **the Broader Public Sector Expenses Directive, and amended from time to time as required.** ~~Canada Revenue Agency (CRA) guidelines so as to remain a non-taxable benefit.~~

APPENDIX A

Out of Pocket Expenses

16. Employees are expected to follow the Board's Purchasing Policy which requires the use of a Purchase Order or Departmental Purchasing Card for supplies. Occasionally, employees may be required to purchase supplies out of pocket.

17. Employees will be reimbursed for out of pocket expenses for supplies as per the following:
    l. The employee's appropriately designated supervisor will approve of the purchase **prior** to the purchase being made.
    m. Reimbursement must be made on an Employee Expense Form and submitted to Accounts Payable within 90 days of the purchase. The form will have all original and itemized receipts attached and will indicate the date and nature of each charge.

APPENDIX A

Definitions:

Ontario Public Service (OPS) Travel, Meal and Hospitality Expenses Directive (Ontario Management Board of Cabinet, November 2004; amended January 1, 2017)

This directive sets out the rules for government employees, appointees, contractors and other designated persons to claim reimbursement for work-related travel, meal and hospitality expenses.

Broader Public Sector Expenses Directive (Ontario, updated February 23, 2017)

This directive sets out the requirement for designated broader public sector (BPS) organizations to establish rules related to perks in cases where perks are provided through public funds.

Broader Public Sector Perquisites Directive (Ontario)

The requirements set out in this document raise the level of accountability and transparency for designated broader public sector (BPS) organizations, contributing to greater alignment with the high standards expected in ministries and agencies of the Government of Ontario.

APPENDIX A

Evaluation and Metrics:

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

1. Meal and Mileage Reimbursement rates are reviewed annually by the Payroll and Business Services Departments.

2. The Annual Budget estimates report to Board includes budget provisions for employee expenses.

APPENDIX A

Meal Rates in Canada

pursuant to Ontario Travel, Meal and Hospitality Expenses Directive

Meal	Maximum Amount*
Breakfast	~~$8.75~~ **$10.00**
Lunch	~~$11.25~~ **$12.50**
Dinner	~~$20.00~~ **$22.50**
After Hours Meal Replacement	~~$17.00~~ **$19.50**

**Taxes and Gratuities included; Receipts required*

Meal Rates for travel to the USA and International Travel: https://www.njc-cnm.gc.ca/directive/app_d/en

APPENDIX A

Mileage Reimbursement Rates

(Not covered by a collective agreement)

Total Kilometres Driven Per Year	Rate Per Kilometre
~~0 – 4,000 km~~	~~$0.40~~
~~4,001 – 10,700 km~~	~~$0.35~~
~~10,701 – 24,000 km~~	~~$0.29~~
~~Over 24,000 km~~	~~$0.24~~

Total Kilometres Driven Per Year	Rate Per Kilometre
0-5,000 kilometres	**54¢**
Over 5,000 kilometres	**48¢**

APPENDIX A

POLICY SECTION:	**Trustees**
SUB-SECTION:	
POLICY NAME:	**Trustee Services and Expenditures**
POLICY NO:	**T. 17**

Date Approved:	**Date of Next Review:**	**Dates of Amendments:**
September 2015	**October 2020**	**October 18, 2017- Board;** April 23, 2015 – Board; September 12, 2013 – Corporate Affairs; May 15, 2012 – Board; March 7, 2012 – Board; February 14, 2012 – Governance and Framework Committee; June 10, 2009; August 26, 2008 – Supervision Team (The Board)

Cross References:
Employee Expenses (F.M.01)
***Education Act*, RSO 1990**
Ontario Public Service (OPS) Travel, Meal and Hospitality Expenses Directive (Ontario Management Board of Cabinet, November 2004; amended January 1, 2017)
Public Sector Expenses Review Act, 2009
Broader Public Sector Expenses Directive (Ontario, updated February 23, 2017)
Broader Public Sector Perquisites Directive (Ontario)
***Broader Public Sector Accountability Act, 2010* (Part IV – Expense Claims: Allowable Expenses)**

TCDSB's Operational Expense Procedures
Trustee Expense Model

Purpose:

A Board Policy is required to establish the rules and regulations regarding the reimbursement of expenses, and the provision of central support services in compliance with the Ontario Education Act, Broader Public Sector Directive for Expenses, and any other related Ontario Regulations.

POLICY SECTION:	**Trustees**
SUB-SECTION:	
POLICY NAME:	**Trustee Services and Expenditures**
POLICY NO:	**T. 17**

Scope and Responsibility:

This policy governs the manner in which the Toronto Catholic District School Board shall provide equipment and support services, reimburse Trustees for professional development activities and specified out-of-pocket expenses required to carry out their responsibilities as a member of the Board.

Alignment with MYSP:

Strengthening Public Confidence
Excellence in Governance

Policy:

The Toronto Catholic District School Board shall provide equipment and support services required by trustees to carry out their responsibilities as a member of the Board. In addition it will reimburse Trustees for professional development activities and specified out-of-pocket expenses incurred in carrying out their duties.

Only expenses expressly permitted in this policy will be eligible for compensation.

Regulations:

A. Equipment

1. Trustees will be provided with the following equipment and associated services for use throughout their term of office, the particular items be provided in consultation with the individual trustee. The cost for equipment and associated services will be funded through a block account within the Trustee Services budget and apportioned to Trustees according to use. Any

charges above the specified limits will be the responsibility of individual trustees:

(a) home based computer and printer
(b) home based fax machine
(c) TCDSB home based telephone line
(d) cellular phone or Blackberry
(e) tablet computer (WiFi only)
(f) filing cabinet
(g) large cross cut shredder with accessories
(h) voice mail and answering service
(i) high speed internet service
(j) office software

2. All equipment and services will be in accordance with the Information Standard for Trustee Home Offices. Equipment may be obtained from the Boards standard supply catalogue ***or*** other equipment of equal dollar value. At the end of the Trustee's term of office the Trustee will have the option to purchase any equipment at the depreciated value or return the equipment to the Board.

3. Maximum expenditures, inclusive of taxes and service charges, for telephony, data and internet services shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits for the following services:
(a) cellular telephone services or Blackberry,
(b) long distance charges,
(c) high speed internet, associated telephone lines and associated costs to get emails on IPad or Tablets.

The monthly maximum to be reviewed annually to reflect cost increases.

B. Support Services

1. Trustees will have access to the following services throughout their term of office:

   (a) research, administrative and constituency supports
   (b) newsletters
   (c) courier delivery
   (d) photocopying
   (e) photography for Community events
   (f) business cards
   (g) promotional materials as approved by the Board

2. Research, administrative and constituency support will be provided through Trustee Services support personnel. The complement will be reviewed periodically to ensure effectiveness and efficiency of service.

3. Newsletters will be fact checked by the Communications Department in consultation with individual trustees. Trustees will retain editorial control. Printing services will be provided through the Board.

4. No newsletters or promotional materials will be provided for the trustee in the three months prior to an election

5. Costs for support services will be funded through a block account within the Trustee Services budget and apportioned to trustees according to use. Amounts expended on photocopying, business cards and promotional

materials will be part of the maximum that can be claimed for out of pocket expenses outlined in section E.

C. Professional Development

1. Trustees may subscribe to educational publications or periodicals, and with the prior approval of the Board, attend educational conferences, conventions or workshops to become knowledgeable and remain current with educational trends.

2. Professional development expenses may include:

   (a) course, conference or workshop registration;

   (b) travel to the event via public transportation or personal vehicle according to section D of this policy;

   (c) standard hotel accommodation;

   (d) meals for the registrant not included in the registration fee. The allowable meal expense reimbursement limits will be set according to **the Broader Public Sector Expenses Directive, and amended from time to time as required** ~~broader public sector guidelines of the Ministry of Education and published in the expense claim form~~;

   (e) faxes, and internet charges related to the conduct of trustee duties;

   (f) where the professional development activity is outside of the Greater Toronto Area, transportation to the event via public carrier at the lowest practicable costs and taxi charges during the event may be included as expenses. If transportation to the event is via personal vehicle, applicable

parking charges may be included in addition to the per kilometre reimbursement; and

(g) individual memberships in educational organizations, subscriptions to local newspapers or educational periodicals.

3. Professional development will be reimbursed from a block account established for this purpose within the Trustee Services budget upon submission and approval of the Trustee Professional Development Expense Claim and original receipts as specified in Section F of this policy. Reimbursement for professional development activities shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits.

4. Courses of study, which lead to diplomas or degrees, or expenses not specifically detailed in this section of the policy, shall not be eligible for reimbursement.

D. Travel on Board Business

1. Trustees may be reimbursed for out of pocket travel expenses incurred while on Board business. Eligible expenses include:

(a) a rate per kilometre **to be aligned with the Canada Revenue Agency (CRA) rate, and amended from time to time as required.** ~~not to exceed the published Ministry of Education rate then in effect~~;

(b) paid parking associated with the travel;

(c) TTC tokens; and

(d) taxi fares to and from the meeting site.

2. Travel expenses where previous approval was obtained by the Board of Trustees shall be reimbursed upon submission and approval of the Trustee Travel Expense Claim. The amount claimed will be charged against the maximum payable under this policy for out-of-pocket expenses outlined in section E. Where approved claims exceed the per annum limit per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Limits, the travel expenses above that amount will be funded from a central account and apportioned to the Trustees for reporting purposes.

E. Additional Out of Pocket Expenses

1. In addition to travel on Board business, trustees may be reimbursed for the following out-of-pocket expenses incurred in their role as members of the Board:

   (a) hospitality expenses, to hold school or ward based meetings shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits;
   (b) consumable supplies for home-based office;
   (c) postage for board business or communicating with constituents;
   (d) development and printing of constituency materials other than newsletters including advertisements;
   (e) Community and/or school or student recognition
   (f) fees for information requests.

2. Reimbursement for out of pocket expenses shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits.

3. Reimbursement for out of pocket expenses incurred by the Chair of the Board in her/his capacity as Chair shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits.

4. Reimbursement for out of pocket expenses incurred by the Vice-Chair of the Board in her/his capacity as Vice-Chair shall not exceed the limit per annum per Trustee as approved by the Board of Trustees and posted in the Policy Register's Operational Procedures - Expense Limits.

5. Out of Pocket Expenses will be reimbursed upon submission and approval of the Trustee Expense Claim Form from a block account established for this purpose within the Trustee Services Budget.

F. Reimbursement for Out of Pocket Expenses

1. All claims for reimbursement of out-of-pocket expenses must be submitted to the Director of Education on administratively prescribed forms within two months of the expenses being incurred. Claims forms will detail the nature of the expense, the category of the expense, the rationale for the claim, the method of payment, and/or names of persons hosted or locations visited.

2. Only expenses specifically permitted under this policy may be claimed for reimbursement.

3. Where the forms have not been duly completed or the Director of Education is of the opinion that the claim is outside the provision of the policy the Director is authorized and obligated to deny the claim. Rationale for denial will be provided to the trustees prior to denial of the claim.

4. Hospitality expenses must be supported by the original restaurant receipts and credit card voucher. There will be no reimbursement for alcoholic beverages.

5. Cash expenses of over $100 will not be reimbursed unless prior approval of the Director has been obtained.

6. Where a Trustee disagrees with the decision of the Director of Education, he/she may make a written statement of claim, which shall be placed on the agenda of the next public session of the Board for discussion and decision.

G. Reporting

1. All trustee expenses will be posted quarterly to the Board Web Site and reported publicly to the appropriate Committee of the Board according to the following categories:

   (a) Office Equipment and Supplies
   (b) Telephone, Internet and Wireless Communication Services
   (c) Postage and Printing
   (d) Professional Development
   (e) Travel for Board Business
   (f) Hospitality
   (g) Advertising and Promotion
   (h) Research and Professional Services

2. All expense reports will remain on the Board website until 1 year after the expiry of the current term of office.

I. General Provisions

1. No transfer of funds is permitted between the various budgets established to support Trustee Services and Expenditures.

2. Unspent funds in the Trustee Services Budget cannot be carried forward to the next Trustees' budget year.

3. The budget year for trustee expenses is from December 1st until November 30th.

4. Services and re-imbursement limits may be reduced to reflect budgetary considerations.

5. Where an amount has been paid by the Board to a trustee in violation of the *Education Act* or Board policy and where such amount has not been repaid to the Board, the Board will withhold all or part of a trustee's honorarium until the Board has been reimbursed in full.

Definitions:

Ontario Public Service (OPS) Travel, Meal and Hospitality Expenses Directive (Ontario Management Board of Cabinet, November 2004; amended January 1, 2017)

This directive sets out the rules for government employees, appointees, contractors and other designated persons to claim reimbursement for work-related travel, meal and hospitality expenses.

Broader Public Sector Expenses Directive (Ontario, updated February 23, 2017)

This directive sets out the requirement for designated broader public sector (BPS) organizations to establish rules related to perks in cases where perks are provided through public funds.

Broader Public Sector Perquisites Directive (Ontario)

The requirements set out in this document raise the level of accountability and transparency for designated broader public sector (BPS) organizations, contributing to greater alignment with the high standards expected in ministries and agencies of the Government of Ontario.

Evaluation and Metrics:

Financial reporting and public disclosure of trustee services and expenditures will be disclosed as required by this Board Policy on a quarterly basis.

REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO USE OF SCHOOL FACILITIES IN EMERGENCY SITUATIONS POLICY (B.R.06)

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

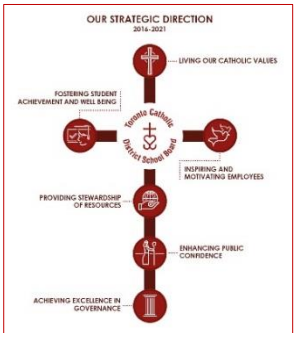
Created, Draft	First Tabling	Review
10/10/2017	October 19, 2017	

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 updates to the current Use of School Facilities in Emergency Situations policy (B.R. 06) to reflect current practices.

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

B. PURPOSE

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

C. APPENDIX

APPENDIX A: Use of School Facilities in Emergency Situations Policy (B.R.06) with proposed amendments

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Use of School Facilities in Emergency Situations Policy (B.R.06) as amended and proposed in Appendix A.

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

Date Approved:	**Date of Next Review:**	**Dates of Amendments:**
June 21, 1990	**October 2022**	**October 19, 2017**

Cross References:
Province of Ontario Emergency Response Plan, 2008
Provincial Nuclear Emergency Response Plan, 2009
The City of Toronto Emergency Plan, December 19, 2013
TCDSB School Emergency Response Plan, Third Edition

Appendix

APPENDIX A

Purpose:

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

Scope and Responsibility:

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

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

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

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy:

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

Regulations:

1. The request for temporary use of facilities will be made by an Officer or Senior Official of the group, organization, or government agency experiencing the emergency indicating the nature of the emergency, anticipated duration of need, and specific facility needs.

2. The response to any request for temporary emergency use of facilities by Non-TCDSB groups, organizations, or government agencies will be coordinated by the appropriate ~~Curriculum Support Unit~~ **Area** Superintendent **and School Principal** who will:

    a. communicate directly with the requesting body to clarify need;
    b. communicate directly with ~~administrative personnel responsible for the school or other facility in which space has been requested~~ **TCDSB**

APPENDIX A

Facilities Operations and Planning Services, to determine availability and to orchestrate any necessary movement of furniture or equipment; and

c. make any other non-permanent physical arrangements necessary to accommodate the request.

3. All such arrangements will be made at no cost to the Board with the exception of labour/supervision costs necessary to address the emergency nature of the request.

4. The Toronto Catholic District School Board will set aside annually a contingency budget fund to cover these potential costs.

APPENDIX A

Evaluation and Metrics:

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

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

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

APPENDIX A

REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO EMERGENCY SCHOOL CLOSURE POLICY (A.16)

The Lord is a refuge for the oppressed, a stronghold in times of trouble.
Psalm 9:9

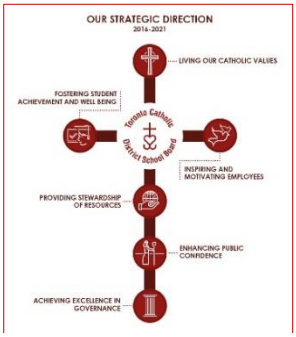
Created, Draft	First Tabling	Review
October 10, 2017	October 19, 2017	

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 updates to the current Emergency School Closure policy (A.16) to reflect current practices.

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

B. PURPOSE

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

C. APPENDIX

APPENDIX A: Emergency School Closure policy (A.16) with proposed amendments

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Emergency School Closure policy (A.16) as amended and proposed in Appendix A.

POLICY SECTION: **ADMINISTRATION**

SUB-SECTION:

POLICY NAME: **EMERGENCY SCHOOL CLOSURE**

POLICY NO: **A.16**

Date Approved:	**Date of Next Review:**	**Dates of Amendments:**
June 19, 1986- Board	**October 2021**	June 2006 **October 19, 2017**

Cross References:
TCDSB School Emergency Response Plan, Third Edition
Province of Ontario Emergency Response Plan, 2008
The City of Toronto Emergency Plan, December 19, 2003
Provincial Nuclear Emergency Response Plan, 2009

Appendix

Purpose:

To provide requirements regarding the closing of schools as the result of an emergency.

Scope and Responsibility:

This policy applies to all TCDSB facilities. The Director of Education is responsible for this policy.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Inspiring and Motivating Employees

APPENDIX A

POLICY SECTION: **ADMINISTRATION**

SUB-SECTION:

POLICY NAME: **EMERGENCY SCHOOL CLOSURE**

POLICY NO: **A.16**

Policy:

A school or schools may be closed for a temporary period in case of an emergency arising out of inclement weather, fire, flood, breakdown of heating plant, the failure of an essential utility or a similar emergency, when the health, welfare or safety of children are in jeopardy.

This procedure will apply only after all efforts have failed to keep the school or schools open or to provide alternate accommodation or programs for the temporary period.

Regulations:

1. One school may be temporarily closed upon the authority of the ~~Deputy~~ Director of Education, when the emergency affects that school.

2. Where the emergency affects more than one school, the schools may be temporarily closed upon the authority of the Director of Education.

3. **If the Director of Education makes the decision to close schools as a result of inclement weather and the decision is made in the morning before the school day begins, the Communications Department will inform the media and TCDSB community.**

4. **The Director of Education or designate will notify the local Trustee of the school closure.**

APPENDIX A

Evaluation and Metrics:

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

Trustees will be notified of all school closures.

APPENDIX A

REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO DEMOLITION POLICIES (R.02 & R.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

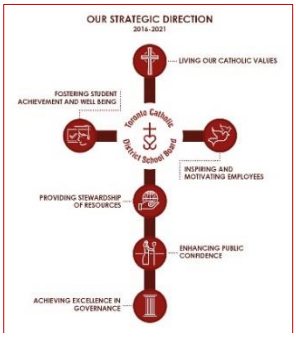
Created, Draft	First Tabling	Review
October 10, 2017	October 19, 2017	

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 that the Demolition of Existing Buildings and Portables policy (R.02) and Demolition of Purchased Real Property policy (R.03) be amended and consolidated into Demolition policy (R.02) and updated in meta policy format to reflect current legislation and practice.

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

B. PURPOSE

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

C. APPENDIX

APPENDIX A: Demolition Policy (R.02) with proposed amendments

D. COMMITTEE RECOMMENDATION

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

POLICY SECTION: **REAL PROPERTY**

SUB-SECTION:

POLICY NAME: **DEMOLITION**

POLICY NO: **R. 02**

Date Approved:	**Date of Next Review:**	**Dates of Amendments:**
June 19, 1986 - Board	**October 2022**	**October 19, 2017**

Cross References:

Amending and Consolidating: R.02 Demolition of Existing Buildings and Portables, R. 03 Demolition of Purchased Real Property

Purpose:

The purpose of this policy is intended to provide guidance to the Board with respect to demolition of existing buildings, portables, and purchased Real Property.

Scope and Responsibility:

This policy applies to all school sites and other TCDSB property. The Director of Education is responsible for this property with the support of Facilities and Development Services.

Alignment with MYSP:

Strengthening Public Confidence

Providing Stewardship of Resources

Policy:

The TCDSB is committed to ensuring demolition of school sites and other TCDSB property is developed in accordance with relevant legislation and in conjunction with the plans of municipal councils, other school boards and other authorities to achieve maximum safety and service to the community.

APPENDIX A

POLICY SECTION: **REAL PROPERTY**

SUB-SECTION:

POLICY NAME: **DEMOLITION**

POLICY NO: **R. 02**

Regulations:

1. **Demolition of Existing Buildings and Portables:**

   a. An existing building or portable which are no longer required for education purposes and cannot be sold, shall be demolished.

   b. ~~MET~~ **Ministry of Education** approval to abandon the school facility(ies), other than single portables, will be obtained prior to tendering for demolition.

   c. If non-operational facilities cannot be sold, leased, subject to a rebuild, and are not needed as a core hold, it will be reviewed annually to evaluate the need to demolish – subject to Board approval, available funding, and receipt of demolition permit.

   d. Hazards, including designated substances must be investigated and disclosed prior to demolition.

   e. The school or portable accommodation facility(ies) will be tendered for sale and/or demolition in accordance with **Ministry of Education** regulations.

   f. Demolition **process** ~~shall be done in accordance with~~ **will follow all Board,** ~~MET~~ **Ministry of Education, and** jurisdictional requirements **and legislation.**

   g. Board staff are free to salvage any building components where designated substances are not involved, prior to the bidding contractor mandatory site visit for use in schools or other Board related facilities.

   h. Where possible, Board staff will find the most economical way to remove, or demolish portables over the age of 20 that are prohibitive to repair.

APPENDIX A

2. **Demolition of Purchased Real Property:**

a. All buildings acquired by the TCDSB with the intent to demolish, shall be demolished as soon as the land can be used for ~~the purpose for which it was purchased~~ **its intended** purpose.

b. Pending the demolition of vacant buildings, **the site will be temporarily fenced, and if required**, all basement, main floor windows, and doors shall be boarded up. **No trespassing signs will be placed on site** immediately upon vacancy of all such properties**; Where applicable and as directed by the Board, appropriate signage announcing future use of site will also be posted.**

c. Where the site will be used immediately for school purposes, tenders shall be called for the demolition of buildings ~~upon~~ **after** acquisition of the property, subject to a Demolition Permit. ~~approval by the municipality.~~

~~d. Buildings on sites which cannot be used immediately for school purposes, may be rented according to Board policy.~~

APPENDIX A

Evaluation and Metrics:

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

Facilities and Development Services will continue to monitor and review the policy. An annual report will be brought to Board if required to ensure compliance with current Statutory and Regulatory requirements with respect to Demolition.

APPENDIX A

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:	**Date of Next Review:**	**Dates of Amendments:**
December 13, 2012-Board	**June 2022**	**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

APPENDIX A

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

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.

APPENDIX A

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.

APPENDIX A

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.

APPENDIX A

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.

APPENDIX A

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.

APPENDIX A

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.

APPENDIX A

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)

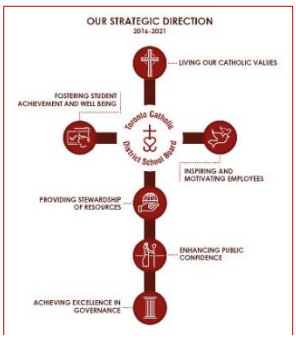
Created, Draft	First Tabling	Review
September 12, 2017	September 21, 2017	

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:	**Date of Next Review:**	**Dates of Amendments:**
October 25, 1988	**September 2021**	**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 be have the responsibility of administering and maintaining this policy within the school at the local level.

Alignment with MYSP:

Strengthening Public Confidence

APPENDIX A

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.**

APPENDIX A

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.**

APPENDIX A

~~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~~

APPENDIX A

~~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 **class**rooms 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 class**rooms **(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.**

APPENDIX A

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.

APPENDIX A

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

~~**Card Access Distribution List**~~

~~Security~~	~~= 24/7~~
~~Facility Managers~~	~~= 24/7~~
~~Facility Service Supervisors~~	~~= 24/7~~
~~Principal / Vice Principal~~	~~= 24/7~~
~~Caretaker(s)~~	~~= 24/7~~
~~Academic and Support Staff~~	~~= M-F 6-18 (as required)~~

~~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.~~

APPENDIX A

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.**

APPENDIX A

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").

APPENDIX A

3. **School Internal and External Master keys and security access cards shall have limited distribution and shall be distributed according to the following protocol (see Appendix "C" and "D"). These keys or access cards provide access to all exterior and interior doors of a school facility.**
   - **School Principals or their designate are responsible for security, control, issuance and retrieval of keys/security access cards (generic).**
   - **School Principals or their designate shall be responsible for maintaining the Security Access Control Log.**
   - **School Principals or their designate shall record all interior and exterior master keys and security access cards issued on the Security Access Control Log (see Appendix E).**

   Master Key Distribution List:

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

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

   Pass Key & Security Access Card Distribution List:

   School Staff = **Internal pass** keys for individual classroom and common use rooms only
   - Principals or their designate at the beginning of each school year will issue keys or access cards to all staff. Staff members must sign the TCDSB Internal School Pass Key Agreement (Appendix B) when keys and access cards are issued and upon return of keys and access cards.
   - All Internal School Pass Key and Security Access Agreement Forms are to be kept in the School Key/Access Card Management Binder 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.

APPENDIX A

- 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-

APPENDIX A

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

9. <u>Responsibility of Technical Services & Human Resources:</u>

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

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

APPENDIX A

APPENDIX "B"

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 A

APPENDIX "C"

MASTER KEY
EXTERNAL SCHOOL AGREEMENT

KEY CODE: _____

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

_____

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

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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

APPENDIX A

Security Access Control Log for Keys and Access Cards

APPENDIX "E"

School Name: _____

Principal Signature: _____

Notes: _____

_____

Date: _____

Date of Audit: _____

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

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

APPENDIX A

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:	**Date of Next Review:**	**Dates of Amendments:**
May 9, 2007	**April 2022**	**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

APPENDIX A

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.

APPENDIX A

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.

APPENDIX A

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.

APPENDIX A

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)

APPENDIX A

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

Toronto Catholic District School Board

NANCY CRAWFORD
Trustee, Ward 12

Email: nancy.crawford@tcdsb.org ***Voice Mail/Fax: (416) 512-3412***

Friday, October 13, 2017

Re: Catholic School Parent Council (CSPC) Annual Reports

Dear Trustee Colleagues,

I would like to share with some exceptional work from one of my CSPCs as an example of best practice.

The CSPC at St. Agatha, one of the Ward 12 elementary schools, produces an annual report as required under their mandate. In speaking with the Parent Engagement section, I learned that there are a few more elementary school CSPCs that also complete the annual report template, but most do not. I find the annual report interesting and it gives me additional information about the nature and needs of the school community that I would not necessarily obtain from attending parent council meetings. I am very supportive of the St. Agatha parent council's efforts and I plan to encourage all of my parent councils to prepare their own annual reports.

Please find the report attached as Appendix A.

Sincerely,

Nancy Crawford

Nancy Crawford
Trustee Ward 12

80 Sheppard Avenue East, Toronto, Ontario M2N 6E8
Telephone: (416) 222-8282

ST. AGATHA CATHOLIC SCHOOL PARENT COUNCIL ANNUAL REPORT

2016-2017 SCHOOL YEAR

School Council Members

Position	Name
Chair	Tanya Baksh
Vice-Chairs	Gina Katounas Yvonne DiTullio
Secretary	Juliet Ajambo-Doherty
Treasurer	Karen Mercado
Fundraising Coordinators	Jennifer Ponsta-Mauro Sonia Strapko
Communications	John Del Grande
Pizza Lunch Coordinators	Nicole Fortin Luci Crawford
Pastor/Parish Representative	Fr. Mark Robson / Kimberly Bubnic
TAPCE Representative	Angelina Meighlal
Safe Schools Representative **Community Representative**	Mary McIntyre-Rafter
Teaching Staff Representative	Ms. Moloney-Sciberras
Non-Teaching Staff Representative	*-Vacant-*
Members-At-Large	Sherry Pearson Simone St. Aimee Stephanie Lombardi Ivana Markovic Jennifer McPherson Mareen Girishanthan

Appendix A

PREFACE

This annual report is adapted from the *TCDSB Parent Council Annual Report Template* and presented as required under *TCDSB Catholic School Parent Council Policy S.10* & Section 11 from the *Operational Procedures Protocol*.

MESSAGE FROM THE CHAIR

Another successful year with a strong parent council team. We accomplished many things this year, including continuing to foster strong communication between our school and our parent community. At each of our CSPC meetings we had at least 10-15 parents in attendance, which is a continued improvement from previous years.

St Agatha CSPC continues to be financially strong and help create a better place for our children. In September, we started the year off with our Welcome Back BBQ that was a great success with so many families coming out and raising over $850. Then on Halloween we had another successful year with our Dance-a-thon earning about $20,000.

We were also awarded $1000 Parents Reaching Out (PRO) grant again this year. We held two sessions for our PRO grant this year. The first session was to celebrate TCDSB's Year of the Parish, we had an evening with Father Robson focusing on Catholic 101 on March 30th. We had about 25 people attend this session. Then for the second event we held a Family Math Night that was a community event with Quantum Kidz focusing on Lego. We had over 200 people attend this family session.

We have already started planning our September Welcome Back BBQ and our CSPC Annual General Meeting for October.

- Tanya Baksh

MEETINGS

The parent council held 7 meetings over the school year held on the following dates:

Tuesday October 4, 2016
Thursday November 10, 2016
Thursday January 12, 2017
Thursday February 9, 2017
Thursday March 9, 2017
Thursday April 11, 2017
Thursday June 1, 2017

Appendix A

SUMMARY OF ACTIVITIES

St. Agatha's parent council supported by parent volunteers sponsored and/or were involved in numerous annual and other special events over the school year.

Achievements/Initiatives	Brief Description
Welcome BBQ	Parent volunteers supplied food and ran the Welcome Back BBQ event. Over $850 profit was made.
Dance-A-Thon	The annual dance-a-thon held on October 31st paired with Halloween encourages students to get active and enjoy music. This is the key annual fundraiser for the school community. Parent council organized and supplied donations & prizes surpassing the fundraising goal of $20,000.
Nutrition Program Full Roll Out	Parent Council supported the transition of the Student Nutrition program running 5-days a week.
Shrove Tuesday Pancake Breakfast	Parent volunteers cooked pancakes for the whole school. Over $400 profit was made.
Catholic 101 Session	Set up in conjunction with Fr. Robson from St. Boniface Parish. Attendees were able to learn about the Catholic faith and ask questions about church teaching.
Pizza Lunches	Parent volunteers on behalf of Parent Council coordinated pizza orders and deliveries to classrooms. Over $3000 profit was made.
Fundraising	Parent Council coordinated listing St. Agatha as commission recipients for magazine and label orders.
Parent Reaching Out Grants	200 people attended including parents and a range of students for the LEGO Math Night
Pub Night	Parent volunteers organized a fun evening out for parents & staff. A night out of food, drinks, music & karaoke

Appendix A

RECOMMENDATIONS & ADVISORY ROLE

One of the mandates of Parent Council is to provide advice to the school principal.

Recommendation	Response
No formal recommendations were made this school year	

PRIOR YEAR RECOMMENDATIONS FOLLOWUP

2015/2016 Recommendation	Current School Year Action
Provide additional transparency to the parents of the school on parent council meetings & activities	*COMPLETED* Monthly parent council meeting summaries are being compiled by the CSPC Community Representative and sent thru the CSPC Chair & School Principal for monthly distribution
Provide parents with more timely information about school activities and calendar changes.	*COMPLETED* New Remind System being used in addition to Twitter
Provide parents different ways to pay the school besides cash/cheque	*IN PROGRESS* School Board investigating a system wide system. Parents were included as part of consultation process
Increase Student Safety in the school yard before and after school.	*IN PROGRESS* Different ideas and strategies were being deployed to minimize parents and caregivers in the school yard.
Before/After School Program	*COMPLETED* Improvements were made to the process investigating & communicating for a potential program. Program garnered enough interest to start.

CHALLENGES

A few challenges were experienced by the Parent Council on behalf of the school community.

Topic	Brief Description
Yard Safety	Whether to formally recommend a school policy of restricting parental access and remaining in the school yard before school.

Appendix A

FINANCIAL SUMMARY

Through the generosity of the school community and hard work of parents, students and staff, St. Agatha's Parent Council was able make allocations to classrooms, school clubs, student activities and educational enrichment opportunities.

Over $25,000 using parent feedback, needs analysis and financial prudence voted by the parent council was distributed towards:

Scientists in the School	School Buses for Field & Sports Trips
Student Agendas	School Sport Teams & Clubs
Foyer Electronic Message Board	Student Nutrition Program
Grade 8 Graduation Dinner & Yearbook	Classroom Improvements & Needs
Theatre Presentations	Student Prizes & Carnival Activities

A complete financial summary & statement will be provided as an appendix

ADVICE TO THE BOARD

No recommendations were specifically made to the Trustee or School Board over the 2016/2017 school year.

PRESENTATIONS & SPECIAL GUESTS

Parent Council members were fortunate to receive a number of special presentations including:

Gary Throne, retired Toronto EMS paramedic and instructor from Heart Safe – Demonstrated use of an AED (Automated External Defibrillator) & CPR.
Michael Day, Director of Learning & Development from Quantum Kids - Outlined some math learning programs using Lego that are available as day or evening sessions.
District Coordinator & Site Supervisor from Network Child – Spoke to the new programs starting in September 2017

Appendix A

SUMMARY OF DISCUSSIONS

A number of discussions and matters were considered in a positive and collaborative environment over the 2016/2017 school year.

Yard & Student Safety
Budget Deliberations
TCDSB Long Term Accommodation Plan
French/English Programming at the School
Before/After School Programming & Communication
First Communion Program @ St. Boniface Parish
School Choir Start-up
TCDSB Student Mental Health Action Plan
Fundraising Ideas
Student Events & Student Outings
Community Safety & Events

Thank you to the 2016/2017 St. Agatha School Advisory Council and all the volunteers for their time and dedication which contributed to the success of the school council this year.

Chair	**Vice Chair**	**Date**

Appendix A

COMPLIANCE REPORT

St. Agatha Parent Council fulfilled the required TCDSB Policy requirements for its operation

S.10(1)	The school council at every school shall use the name Catholic School Parent Council (hereafter the CS PC), and will be guided by Catholic values and doctrine. The Chair or at least one of the CSPC Co-Chairs must be Roman Catholic. The CSPC shall not be incorporated.	☑
S.10(2)	A CSPC may make recommendations to the principal of the school on any matter and the principal shall consider each recommendation and advise the CSPC of the action taken in response to the recommendation.	☑
S.10(3)	The principal will act as a resource person to the CSPC and shall assist the Council in obtaining information relevant to the duties and functions of the Council.	☑
S.10(4)	The principal will provide information and solicit the views of CSPC on matters concerning: i. student achievement and the School Learning Improvement Plan; ii. annual funding for parent involvement; iii. the school budget; iv. school policies and procedures including the code of conduct; v. school uniform or dress code.	☑
S.10(6)	A CSPC may make recommendations to the Board on any matter, and the Board shall consider each recommendation and advise the CSPC of the action taken in response to the recommendation.	N/A
S.10(7)	The Board shall solicit the views of CSPCs with respect to the: i. establishment or amendment of Board policies or guidelines; ii. development of implementation plans for new initiatives that relate to student achievement or to the accountability of the education system to parents; iii. Board action plans for improvement based on EQAO reports iv. Principal Profile, to assist in the selection and placement of principals and vice principals.	☑
S.10(8)	A CSPC may make recommendations to the Board's Catholic Parent Involvement Committee on matters relating to: i. strategies for parent engagement; ii. identifying and reducing barriers to parent engagement; creating a welcoming environment for parents iii. strategies for parents to support their child(ren)'s learning at home and at school	N/A
S.10(9)	The election of parent members to CSPC will be held within the first 30 days of each school year. The minimum number of council members is 7 and parents must form the majority. Other members include school personnel, community representatives and the local pastor. That said, parents shall still be the majority member. On behalf of the CSPC, the principal will communicate information about elections to the parent community of the school at least 14 days prior to the election	☑
S.10(10)	There will be no proxy votes at Council meetings.	☑
S.10(11)	Every effort will be made to ensure that CSPC is representative of the diversity within a school community, where possible.	☑
S.10(12)	Composition of the CSPC will be consistent with the Education Act, and will also include the local pastor or designate, parent representative from the Ontario Association of Parents in Catholic Education Toronto (OAPCE Toronto) and, where possible, a person who has a special interest in Special Education	☑
S.10(13)	There must be a minimum of six CSPC meetings, which includes the Annual General Meeting. All CSPC meetings are open to the public in each school year.	☑
S.10(14)	CSPC may solicit and take into consideration the advice of parents of students enrolled in the school with regards to matters under consideration by the Council.	☑
S.10(15)	All communications from CSPC intended for distribution to parents of children in the school will be approved by the Principal prior to the communication being sent to the intended recipients.	☑
S.10(16)	All CSPC shall function and will be governed by Ontario Regulation 612/00	☑
S.10(17)	Each CSPC will develop by-laws governing the conduct of its activities and must include the following by-laws: i. a by-law governing election procedures and the filling of vacancies in the membership of the CSPC ii. a by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest iii. a by-law that establishes a conflict resolution process for internal Council disputes, consistent with TCDSB policy H.M.19 Conflict Resolution. CSPC by-laws must be distributed and verified each year at the AGM iv. A by-law that establishes a process for the governance of Catholic School parent councils and its affairs.	☑
S.10(18)	Per Regulation 17 no member of the school parent council will participate in proceedings if they have a conflict of interest	☑
S.10(19)	All funds collected by CSPCs shall be retained at the school for preparation and deposit to a CSPC account	☑
S.10(20)	CSPC may maintain a bank account, separate from the school account, under the name of the CSPC	☑
S.10(21)	The CSPC may engage in fundraising activities related to charitable, humanitarian, educational or services consistent with the tenets of Catholicism. All fundraising shall be carried out under the jurisdiction and supervision of the principal, and will be governed by TCDSB policies S.M.04 Fund Raising in Schools, and F.P.01 Purchasing. All funds raised will be reported to the parent community.	☑
S.10(22)	Per legislation an annual report will be submitted by June of every year to the principal and local trustee. Trustees will determine if this should be shared with the board. The annual report will be posted to the website	☑
S.10(23)	CSPC shall create minutes of all its meetings and records of all its financial transactions and retrain those records for a minimum of four years. The principal will retain these minutes and records and make them available at the school for examination without charge for any member of the Catholic community.	☑

Approved

POLICY SECTION: **Schools**

SUB-SECTION:

POLICY NAME: **Catholic School Parent Councils**

POLICY NO: **S.10**

Date Approved:	**Review Cycle:**	**Dates of Amendment:**
April 22, 2015	2019	14 June 01; 20 June 96; 16 Nov.92;20 Oct 83; 19 Nov 81; Feb 19th, 2015; Feb 24, 2016

Cross Reference:

- Reg. 298 – Operation of Schools – General
- Reg. 612 – School Councils
  School Councils – a Guide for Members, 2001, Ontario Ministry of Education
- H.M. 14 Harassment and Discrimination Policy and The Respectful Workplace
- H.M. 19 Conflict Resolution Policy

Attachment(s): Catholic School Parent Council Operational Procedures

Purpose:

This Policy provides the regulations by which Catholic School Parent Councils shall operate within the Toronto Catholic District School Board. This is consistent with the Education Act and Ontario Regulation 612/00.

Scope and Responsibility:

The Policy extends to all schools of the Toronto Catholic District School Boards. The Director of Education is responsible for this Policy.

Alignment with MYSP:

Living our Catholic Values
Fostering Student Achievement and Well Being
Strengthening Public Confidence

Policy

The Catholic School Parent Council (CSPC) of each school in the TCDSB will, through the active participation of parents, endeavor to improve student achievement and well-being and to enhance the accountability of the education system to parents. Each CSPC shall function in an

advisory role by making recommendations to the principal of the school and, where necessary, to the Board, on any matter in accordance with the Education Act, TCDSB policies and, guidelines and operating procedures.

Regulations:

1. The school council at every school shall use the name Catholic School Parent Council (hereafter the CSPC), and will be guided by Catholic values and doctrine. The Chair or at least one of the CSPC Co-Chairs must be Roman Catholic. The CSPC shall not be incorporated.

2. A CSPC may make recommendations to the principal of the school on any matter, and the principal shall consider each recommendation and advise the CSPC of the action taken in response to the recommendation.

3. The principal will act as a resource person to the CSPC and shall assist the Council in obtaining information relevant to the duties and functions of the Council.

4. The principal will provide information and solicit the views of CSPC on matters concerning:

   i. student achievement and the School Learning Improvement Plan;
   ii. annual funding for parent involvement;
   iii. the school budget;
   iv. school policies and procedures including the code of conduct;
   v. school uniform or dress code.

5. The principal of a school may delegate any of his or her powers or duties as a member of CSPC to a vice-principal of the school.

6. A CSPC may make recommendations to the Board on any matter, and the Board shall consider each recommendation and advise the CSPC of the action taken in response to the recommendation.

7. The Board shall solicit the views of CSPCs with respect to the:

   i. establishment or amendment of Board policies or guidelines;
   ii. development of implementation plans for new initiatives that relate to student achievement
   or to the accountability of the education system to parents;
   iii. Board action plans for improvement based on EQAO reports;

iv. Principal Profile, to assist in the selection and placement of principals and vice-principals.

8. A CSPC may make recommendations to the Board's Catholic Parent Involvement Committee (CPIC) on matters relating to:

   i. strategies for parent engagement;
   ii. identifying and reducing barriers to parent engagement;
   iii. creating a welcoming environment for parents;
   iv. strategies for parents to support their child(ren)'s learning at home and at school.

9. The election of parent members to CSPC will be held within the first 30 days of each school year. The minimum number of council members is 7 and parents must form the majority. Other members include school personnel, community representatives and the local pastor. That said, parents shall still be the majority member. On behalf of the CSPC, the principal will communicate information about elections to the parent community of the school at least 14 days prior to the election.

10. There will be no proxy votes at Council meetings.

11. Every effort will be made to ensure that CSPC is representative of the diversity within a school community, where possible.

12. Composition of the CSPC will be consistent with the Education Act, and will also include the local pastor or designate, parent representative from the Ontario Association of Parents in Catholic Education Toronto (OAPCE Toronto) and, where possible, a person who has a special interest in Special Education.

13. There must be a minimum of six CSPC meetings, which includes the Annual General Meeting. All CSPC meetings are open to the public in each school year.

14. CSPC may solicit and take into consideration the advice of parents of students enrolled in the school with regards to matters under consideration by the Council.

15. All communications from CSPC intended for distribution to parents of children in the school will be approved by the Principal prior to the communication being sent to the intended recipients.

16. All CSPC shall function and will be governed by Ontario Regulation 612/00 (found in Operational Procedures in Appendix A)

17. Each CSPC will develop by-laws governing the conduct of its activities and must include the following by-laws:

    i. a by-law governing election procedures and the filling of vacancies in the membership of the CSPC
    ii. a by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest
    iii. a by-law that establishes a conflict resolution process for internal Council disputes, consistent with TCDSB policy H.M.19 Conflict Resolution. [hyperlink to policies]. CSPC by-laws must be distributed and verified each year at the Annual General Meeting.
    iv. A by-law that establishes a process for the governance of Catholic School parent councils and its affairs.

18. Per Regulation 17 ii) no member of the school parent council will participate in proceedings if they have a conflict of interest.

19. All funds collected by CSPCs shall be retained at the school for preparation and deposit to a CSPC account.

20. CSPC may maintain a bank account, separate from the school account, under the name of the CSPC.

21. The CSPC may engage in fundraising activities related to charitable, humanitarian, educational or services consistent with the tenets of Catholicism. All fundraising shall be carried out under the jurisdiction and supervision of the principal, and will be governed by TCDSB policies S.M.04 Fund Raising in Schools, and F.P.01 Purchasing. [hyperlink to policies] All funds raised will be reported to the parent community.

22. Per legislation an annual report will be submitted by May of every year to the principal and local trustee. Trustees will determine if this should be shared with the board. The annual report will be posted to the website.

23. CSPC shall create minutes of all its meetings and records of all its financial transactions and retrain those records for a minimum of four years. The principal will retain these minutes and records and make them available at the school for examination without charge for any member of the Catholic community.

24. Operational Procedures and Financial Procedures provided will govern the respective activities of Catholic School Parent Councils of the TCDSB.

Evaluation and Metrics:

1. The annual report of CSPC activities will serve as an assessment of the Council's work to support student achievement and well-being at the school.

2. The utilization of parent involvement funds and Parent Reaching-Out (PRO) grants will be monitored.

MASTER PENDING LIST AND ROLLING CALENDAR TO OCTOBER 19, 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 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 **(Consultation Results: Proposed Draft Changes to the Secondary School Admissions Policy**)	Associate Director Planning and Facilities
5	June-17 Corporate Services	Jan-18	Corporate Services	Report regarding possibility of finding money in the Capital Improvement Fund this year or in the near future. (**Delegation**	Associate Director Planning and Facilities

				from Maria Del Rizzo, representative of CSPC regarding Field at MPSJ)	
6	`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
7	Sep-17 Regular Board	Jan-18	Regular Board	Staff to come back with a report regarding whether it is possible to hire more students in the Focus on Youth Summer Program when hiring students in the Summer **(Andre Fullerton, Focus on Youth Coordinator/Manager of Outreach, Community Use of Schools, regarding Focus on Youth Summer Program)**	Associate Director Planning and Facilities
8	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
9	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

				1. The possibility of implementing an Epipen Centre; 2. Consultation with CSLIT; and Transition plan for students leaving Grade 8 and entering Grade 9	
10	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

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	*March (A)*	*Student Achievement*	*Staffing Status Report for Next School Year*	*Associate Director Academic Services*
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	21st 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