

**GOVERNANCE AND POLICY COMMITTEE
REGULAR MEETING
Public Session**

**AGENDA
April 2, 2024**

Maria Rizzo, Chair
Trustee Ward 5

Kevin Morrison
Trustee Ward 9

Garry Tanuan, Vice Chair
Trustee Ward 8

Nancy Crawford
Ex-Officio



**MULTI-YEAR STRATEGIC PLAN
2022 - 2025**

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

Angela Kennedy
Trustee Ward 11

Markus de Domenico
Ex-Officio

Ida Li Preti
Trustee Ward 3



MISSION

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

VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298
Assistant Recording Secretary: Sapphire Adaikpoh, 416-222-8282 Ext. 2295

Dr. Brendan Browne
Director of Education

Nancy Crawford
Chair of the Board

TERMS OF REFERENCE FOR GOVERNANCE AND POLICY COMMITTEE

The Governance Framework Committee is responsible for:

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

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

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

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

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

E. Ensuring ongoing governance reviews of the Board.

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

Land Acknowledgement

The land we walk on belongs to the Creator. Earth does not belong to humanity but rather, humanity is part of the Earth. The land was created to be enjoyed by all living beings, a principle reflected in The Dish with One Spoon covenant. Taking only what we need to preserve our earth for future generations, leaving some for others as a sign of our respect and caring, and keeping it clean by revitalizing the land to sustain generations to come.

All Toronto Catholic District School Board properties are situated on the traditional territories of the Anishinabek, the Haudenosaunee Confederacy, and the Wendat peoples. We recognize that the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation. We also listen to the echoes of their prayers to the Creator, and respect the beauty of Mother Earth while striving to learn and draw wisdom from First Nations, Inuit and Métis traditions.

La reconnaissance des territoires

Les terres sur lesquelles nous marchons appartiennent au Créateur. La Terre n'appartient pas à l'humanité mais c'est plutôt l'humanité qui fait partie de la Terre. Les terres ont été créées pour que chaque être vivant puisse en profiter. Ce principe se reflète dans l'accord du « bol à une seule cuillère » qui vise à prendre seulement ce dont nous avons besoin afin de préserver notre terre pour les générations futures, en laissant suffisamment aux autres en guise de respect et de bienveillance, tout en la maintenant propre par sa revitalisation, en vue des générations à venir.

L'ensemble des propriétés du Toronto Catholic District School Board se situent sur les terres traditionnelles des peuples Anishinabés, de la Confédération de Haudenosaunis, et des peuples Wendats. Nous reconnaissons que le territoire ciblé dans le Traité 13 appartient à la Première Nation des Mississaugas de Credit. Nous écoutons également les échos de leurs prières envers le Créateur et le respect de la beauté de notre Terre nourricière, tout en nous efforçant d'apprendre et de nous référer à la sagesse issue des traditions des Premières Nations, Inuit et Métis.

OUR MISSION

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

OUR VISION

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



AGENDA THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE

PUBLIC SESSION
Maria Rizzo, Chair
Garry Tanuan, Vice Chair

Tuesday, April 2, 2024

7:00 P.M.

	Pages
1. Call to Order	
2. Opening Prayer	
3. Land Acknowledgement	
4. Roll Call and Apologies	
5. Approval of the Agenda	
6. Declarations of Interest	
7. Approval and Signing of the Minutes of the Meeting held March 5, 2024	1 - 7
8. Delegations	
9. Presentation	
10. Notices of Motion	

11. Unfinished Business	
12. Matters referred or deferred	
13. Staff Reports	
13.a Revised Bullying Prevention and Intervention Policy	8 - 42
13.b Communication Related Policies	43 - 88
14. Listing of Communications	
14.a From John Del Grande, Chair of Catholic Parent Involvement Committee (CPIC) regarding the Parent and Student Charter of Principles	89
15. Inquiries and Miscellaneous	
16. Updating of Pending List	
16.a Monthly Pending List	90 - 101
16.b Annual Policy Priority Schedule	102 - 103
17. Adjournment	

OUR MISSION

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

OUR VISION

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



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

HELD TUESDAY, MARCH 5, 2024

PRESENT:

Trustees:

M. Rizzo, Chair
N. Crawford
A. Kennedy
I. Li Preti

Staff:

D. Luk
C. Onyia
S. Vlahos

S. Hinds-Barnett, Acting Recording Secretary
S. Adaikpoh, Assistant Recording Secretary

External Guest:

A. Robertson, Parliamentarian

4. Roll Call and Apologies

Apologies were extended on behalf of Trustees de Domenico and Morrison.
Trustee Tanuan was absent.

5. Approval of the Agenda

MOVED by Trustee Li Preti, seconded by Trustee Kennedy, that the Agenda be approved.

The Motion was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval and Signing of the Minutes

MOVED by Trustee Li Preti, seconded by Trustee Crawford, that the Minutes of the Meeting held February 6, 2024 be approved.

The Motion was declared

CARRIED

13. Staff Reports

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

- 13a) Policy Review Update and Meta Policy Review** that Appendices C and D of the report be approved with the following change: *Add Responsible Department* to the top in Appendix D - Page 24 of 38.

Trustee Rizzo relinquished the Chair to Trustee Li Preti.

Trustee Rizzo reassumed the Chair.

Trustee Li Preti left the horseshoe at 8:00 p.m. and returned at 8:02 p.m.

Trustee Rizzo relinquished the Chair to Trustee Li Preti.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Rizzo, that the Governance and Policy Committee recommend to Board that the Meta Policy M.01 (Policy Framework) be revised as provided in Appendix A of the report and be renamed Policy Framework.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Crawford that:

Guardian and Community be added after *Parents* - Appendix A, Regulation 2, Page 14 of 38; and

That *Miscellaneous* be added as #9 - Appendix A, Regulation 2, Page 14 of 38

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

In Favour

Opposed

Trustees Crawford
Kennedy
Li Preti
Rizzo

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo, that:

Phase 2 will be Engagement - Appendix B, Page 20 of 38; and

Phase 3 will be Staff engaging with the Governance and Policy Committee for Board approval - Appendix B, Page 20 of 38.

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

In Favour

Opposed

Trustees Crawford
Kennedy
Li Preti
Rizzo

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Kennedy
Li Preti
Rizzo

The Motion, as amended, was declared

CARRIED

Trustee Rizzo reassumed the Chair.

Trustee Li Preti left the meeting at 9:21 p.m.

16. Updating of Pending List

Trustee Rizzo relinquished the Chair to Trustee Kennedy.

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 16a) be adopted as follows:

16a) Monthly Pending List received; and

That the Governance and Policy Committee take no further action on Item#2 *Update to Transportation Policies S.T.01, 03, 04, 05* and Item #11 *Inquiry from Trustee Rizzo regarding Before and After School Programs Policy*; and that both items be removed from the Pending List.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Rizzo

The Motion was declared

CARRIED

Trustee Rizzo reassumed the Chair.

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that Item 16b) be adopted as follows:

16b) Annual Policy Priority Schedule received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Rizzo

The Motion was declared

CARRIED

17. Adjournment

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
Rizzo

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

REVISED BULLYING PREVENTION AND INTERVENTION POLICY

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

Drafted

Meeting Date

March 26, 2024

April 2, 2024

Michael Caccamo – Superintendent of Education of NCC, Safe Schools, Continuing Education, Religious Accommodations

Derek Luk, Senior Policy Advisor

Shazia Vlahos, Chief Communications Officer, Policy, Govt Relations & Strategy

RECOMMENDATION REPORT

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

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



MULTI-YEAR STRATEGIC PLAN 2022 - 2025

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



Brendan Browne Director of Education

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

Derek Boyce Associate Director of Corporate Services and Chief Commercial Officer

Ryan Putnam Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

This report recommends updating the current Bullying Prevention and Intervention Policy (previously identified as SS.11) to align with changes made to PPM 144 Bullying Prevention and Intervention issued November 25, 2021.

This Policy has been reviewed through a trauma-informed equity lens and updates include terms that reflect prohibited grounds of discrimination in Ontario, feedback from parent/guardian stakeholders, recommendations from the January 10, 2023, and February 7, 2023 Governance and Policy (GAP) Committee. Recommended updates include the addition of Procedural Guidelines for Bullying Prevention and Intervention.

B. PURPOSE

1. This Recommendation Report is on the GAP Order Paper as it recommends revision to the Bullying Prevention and Intervention Policy (*Appendix A*).

C. BACKGROUND

1. During the February 7, 2023 GAP meeting, the committee made the following recommendation:

That the revised Bullying Prevention and Intervention Policy SS.11 provided in Appendix A, and the accompanying Procedural Guidelines found in *Appendix B*, be sent out for consultation with parent groups such as Catholic Parent Involvement Committee (CPIC), Special Education Advisory Committee (SEAC), Ontario Association of Parents in Catholic Education (OAPCE) and Catholic School Parent Councils (CSPCs)

D. EVIDENCE/RESEARCH/ANALYSIS

In late April 2023, a tracked policy and a clean version were provided to the parent/guardian groups noted above for feedback. Input on the draft updated policy was collected from late April to early June 2023 via an online survey.

While the vast majority noted the policy and procedural guideline were easy to understand, some noted the need for clearer language and more specific examples to be cited. The policy has therefore been updated to reflect this feedback.

E. METRICS AND ACCOUNTABILITY

1. As per the five year review cycle, the next review will occur in 2029.

F. STAFF RECOMMENDATION

1. Staff recommends that the revised Bullying Prevention and Intervention Policy provided in Appendix A, be approved along with the accompanying procedural guidelines found in Appendix B.



POLICY SECTION: SAFE SCHOOLS, STUDENTS
AND LEARNING

SUB-SECTION: _____

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 1

RESPONSIBLE DEPARTMENT: Safe Schools

<p>Date Approved: September 5, 2013</p>	<p>Date of Next Review: September 2018 2029</p>	<p>Date of Amendments: January 23, 2008 April 4, 2013 November 19, 2015- Board April 2, 2024</p>
<p>Responsible Department: Safe Schools</p> <p>Cross References:</p> <p>Legislation <i>Education Act</i> Part XIII, Behaviour, Discipline and Safety O.Reg 472/07 Behaviour Discipline and Safety O.Reg 440/20 Suspension of Elementary School <i>Ontario Human Rights Code</i> <i>Child and Family Services Act, 2017</i> <i>Municipal Freedom of Information and Protection of Privacy Act</i></p> <p>Ministry of Education Policy/Program Memorandum PPM 119, Developing and implementing equity and inclusive education policies in Ontario schools PPM 128, The Provincial Code of Conduct and School Board Codes of Conduct PPM 144, Bullying Prevention and Intervention PPM 145, Progressive Discipline and Promoting Positive Student Behaviour PPM 149, Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Services Professionals, and paraprofessionals</p>		



POLICY SECTION: SAFE SCHOOLS, STUDENTS
AND LEARNING

SUB-SECTION: _____

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 1

RESPONSIBLE DEPARTMENT: Safe Schools

TCDSB Policy /Procedure

A.33 Guidelines for Trustees, Parents/Guardians and Staff in Addressing School Related Concerns

H.M. 24 Catholic Equity and Inclusive Education Policy

S.S. 09 Code of Conduct Policy

S.S. 01 Suspension and Expulsion Policy

**S.S. 01 Suspension and Expulsion Policy Operational Procedures –
Section H: Principal Investigation Guidelines**

S.S. 10 Progressive Discipline Policy

Police/School Board Protocol

TCDSB Anti-Sex Trafficking Protocol TCDSB Equity Action Plan

TCDSB Pastoral Plan

TCDSB Mental Health and Well-Being Strategy

**A.33 Guidelines for Trustees, Parents/Guardians and Staff in
Addressing School Related Concerns**

~~Canadian Charter of Rights and Freedoms~~

~~Child and Family Services Act, 2017~~

**~~Education Act O.Reg 472/07 Behaviour Discipline and Safety – Education
Act O.Reg 440/20 Suspension of Elementary School~~**

~~Ontario Human Rights Code~~

~~Pupils Education Act, Sections 1 (4), 169.1, 301~~

H.M. 24 Catholic Equity and Inclusive Education Policy

**Policy/Program Memorandum 128, The Provincial Code of Conduct and
School Board Codes of Conduct**

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

**Program/Policy Memorandum 144, 2012– Bullying Prevention and
Intervention**



POLICY SECTION: SAFE SCHOOLS, STUDENTS
AND LEARNING

SUB-SECTION: _____

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 1

RESPONSIBLE DEPARTMENT: Safe Schools

Program/Policy Memorandum 145, 2012 Progressive Discipline and Promoting Positive Student Behaviour
Policy/Program Memorandum 149, 2009 Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Services Professionals, and paraprofessionals

S.S. 01 Suspension and Expulsion Policy

S.S. 01 Suspension and Expulsion Policy Operational Procedures – Section H: Principal Investigation Guidelines

S.S. 09 Code of Conduct Policy

S.S. 10 Progressive Discipline Policy

Police/School Board Protocol

TCDSB Anti-Sex Trafficking Protocol TCDSB Equity Action Plan

TCDSB Pastoral Plan

TCDSB Mental Health and Well-Being Strategy

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

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

Purpose:

~~This Policy affirms the need for students to feel safe at school. A whole school approach is required to raise awareness about inclusion, respect and bullying behaviours in order to provide strategies to intervene and prevent bullying for the target, the witnesses and bystanders, as well as the perpetrator of bullying behaviours. A safe and positive learning environment is essential for student~~



POLICY SECTION: SAFE SCHOOLS, STUDENTS
AND LEARNING

SUB-SECTION: _____

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 1

RESPONSIBLE DEPARTMENT: Safe Schools

achievement and well-being, supporting students to reach their full potential.

Policy:

Bullying, including cyberbullying, is a serious issue that adversely affects a student's well-being and ability to learn, and adversely affects the school climate, including healthy relationships, and is not acceptable in the school environment (including virtual), in a school-related activity or in any other circumstances that will have an impact on the school climate.

This policy aims to provide students with a safe and supportive school climate, where school communities can respond to all forms of bullying, educate students on bullying prevention, promote healthy relationships, notice troubling changes in behaviour, address instances of bullying, and connect with students.

This policy addresses behaviours that occur at school, during school-related activities, on school buses, as well as behaviours that occur off school premises, outside schools hours, online, and in other circumstances where the behaviour will impact the school.



POLICY SECTION: SAFE SCHOOLS, STUDENTS
AND LEARNING

SUB-SECTION: _____

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 1

RESPONSIBLE DEPARTMENT: Safe Schools

~~The Toronto Catholic District School Board is committed to providing safe, healthy, inclusive, equitable and Christ-centered learning environments that support student achievement and well-being.~~

~~Bullying adversely affects a student's ability to learn, and adversely affects the school climate, including healthy relationships.~~

~~Bullying behaviour will not be accepted on school property, at school-related activities, on school buses, or in other circumstances where engaging and bullying behaviours will have an impact on the school climate~~

~~Bullying behaviours presented by students will be investigated and addressed promptly by the principal, and supports will be provided for the target(s) of the bullying behaviours, the individual(s) responsible for the bullying behaviours, and the witnesses and bystanders of the bullying behaviour.~~

The policy is a requirement under Policy/Program Memorandum 144, Bullying Prevention and Intervention, is in alignment with the Toronto Catholic District School Board's (TCDSB) Multi-Year Strategic Plan (MYSP), the Ontario Human Rights Code, and reflect Catholic values rooted in the love of Christ.



POLICY SECTION: SAFE SCHOOLS, STUDENTS
AND LEARNING

SUB-SECTION: _____

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 1

RESPONSIBLE DEPARTMENT: Safe Schools

Scope and Responsibility:

The policy extends to all students of the TCDSB and assigns specific duties to principals, all employees of the Board to ensure compliance with the Education Act, the Human Rights Code, all legislation listed and the TCDSB’s Code of Conduct. the policy and legislation.

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

Alignment with Multi-Year Strategic Plan (MYSP):

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

~~Learning—Growing in Knowledge~~

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

~~innovation, and responsiveness.~~

~~Equity—Growing in Knowledge with Justice~~

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



POLICY SECTION: SAFE SCHOOLS, STUDENTS
AND LEARNING

SUB-SECTION: _____

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 1

RESPONSIBLE DEPARTMENT: Safe Schools

~~Well Being—Growing in Knowledge with Justice and Hope~~

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

Financial Impact:

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

Legal Impact:

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

Regulations:

1. Each TCDSB school will have a Safe and Accepting Schools Team. This Team will develop a local bullying awareness, prevention and intervention plan consistent with integrating local needs as part of its Safe Schools



POLICY SECTION: **SAFE SCHOOLS, STUDENTS
AND LEARNING**

SUB-SECTION: _____

POLICY NAME: **Bullying Prevention and Intervention**

POLICY NO: **S.S. 1**

RESPONSIBLE DEPARTMENT: **Safe Schools**

Plan **and that strives to be representative of the diversity of the student population.**

2. All Board employees must treat all allegations of bullying behaviour seriously. They must act in a timely, sensitive and supportive manner when responding to students or to parents, guardians and others who disclose or report bullying incidents

3. **TCDSB** ~~employees, bus drivers, third-party service providers, and other individuals identified in the TCDSB Code of Conduct~~ **third-party operators, and any individuals who are not employees of the board and come into direct contact with pupils on a regular basis** will report to the Principal, as soon as reasonably possible, if they become aware of a **bullying incident or** learn of a student who may have engaged in bullying behaviour ~~or any other activity for which suspension or expulsion must be considered. The Safe Schools Incident Reporting Form Part I must be completed and submitted to the principal by the end of the school day.~~

4. **Bullying by students will be investigated and addressed promptly by the principal, and supports will be provided to the student(s) harmed by the bullying behaviours, the individual(s) responsible for the bullying**



POLICY SECTION: SAFE SCHOOLS, STUDENTS
AND LEARNING

SUB-SECTION: _____

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 1

RESPONSIBLE DEPARTMENT: Safe Schools

behaviours, and the witnesses and bystanders of the bullying behaviour.

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

- ~~1. The Principal will communicate the results of the investigation to the employee who made the written report. Where the principal has taken action in response to the incident of bullying, a copy of Reporting Form Part I and accompanying documentation will be filed in the student's OSR.~~
- ~~2. Principals will investigate any report of bullying and will notify the parent/guardian of the student who was harmed and provide information about the activity that led to the harm, and the steps taken to protect the student's safety. The principal will invite parents/ guardians to discuss the supports that will be provided for their child.~~
- ~~3. Principals will notify the parent/guardian of students who perpetrated the bullying behaviours and provide information about the activity that lead to~~



**POLICY SECTION: SAFE SCHOOLS, STUDENTS
AND LEARNING**

SUB-SECTION: _____

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 1

RESPONSIBLE DEPARTMENT: Safe Schools

~~the harm, the nature of the harm to the other student and the nature of any disciplinary measures taken in response to the activity. The principal will invite parents/guardians to discuss the supports that will be provided for their child.~~

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

~~5.~~ **6. The Principal will address incidents of bullying consistent**
 Consistent with progressive discipline approaches for correcting
 inappropriate behaviour **and taking into account any mitigating**
factors or other factors in the Education Act and Ontario Regulation
472/07. ; a principal shall consider suspension for a student who
 engages in bullying behaviours.

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



**POLICY SECTION: SAFE SCHOOLS, STUDENTS
AND LEARNING**

SUB-SECTION: _____

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 1

RESPONSIBLE DEPARTMENT: Safe Schools

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

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

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

8. 7. When addressing bullying involving a student with special education needs, principals will ensure that any interventions, supports and consequences for the student, are consistent with the student's strengths and needs, and with the program goals and learning expectations in the



POLICY SECTION: **SAFE SCHOOLS, STUDENTS
AND LEARNING**

SUB-SECTION: _____

POLICY NAME: **Bullying Prevention and Intervention**

POLICY NO: **S.S. 1**

RESPONSIBLE DEPARTMENT: **Safe Schools**

Individual Education Plan (IEP).

9. **8.** The Board will provide annual, **culturally responsive** professional development programs to educate teachers and other school staff about bullying prevention strategies that promote a positive school climate. Schools will provide opportunities for students **and staff** to participate in **equity and inclusive education**, bullying prevention and leadership initiatives within their own school. **Bullying prevention includes learning to recognize the various forms of bullying (for example bullying based on race, or gender, or creed or other grounds) and understanding the actions that can be taken by those witnessing the behaviour.**

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

11. **10.** Principals will support students who want to establish and lead



**POLICY SECTION: SAFE SCHOOLS, STUDENTS
AND LEARNING**

SUB-SECTION: _____

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 1

RESPONSIBLE DEPARTMENT: Safe Schools

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

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

13. **The Bullying Interventions and Prevention Policy and associated procedural guideline will be communicated to all TCDSB staff, families, Catholic School Parent Councils, other parent/guardian groups, Advisory Committees, school bus operators and drivers.**



POLICY SECTION: SAFE SCHOOLS, STUDENTS
AND LEARNING

SUB-SECTION: _____

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 1

RESPONSIBLE DEPARTMENT: Safe Schools

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

Definitions:

Bullying

Section 1 (1) of the *Education Act* defines bullying as follows:

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

- a) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of,
 - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii. creating a negative environment at a school for another individual, and
- b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social



POLICY SECTION: **SAFE SCHOOLS, STUDENTS
AND LEARNING**

SUB-SECTION: _____

POLICY NAME: **Bullying Prevention and Intervention**

POLICY NO: **S.S. 1**

RESPONSIBLE DEPARTMENT: **Safe Schools**

status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Cyber Bullying

Refers to bullying by electronic means as defined by s. 1 (1.0 0.2) of the *Education Act*, and includes:

This is a form of bullying that occurs through the use of technology **or by electronic means**, including the use of a computer, cellular phone or other electronic devices, using instant/text messaging, social networks, e-mail, websites or any other electronic activities. Cyber-bullying involves, **but is not limited to** any of the following:

- a) creating a web page, blog **or social media presence** in which the creator assumes the identity of another person;
- b) impersonating another person as the author of content or messages posted on the internet **or sent digitally;**
- c) **inappropriate digital communication including posts online or on social media platforms; and**
- d) communicating material electronically to more than one individual or posting material on a website that may be



POLICY SECTION: SAFE SCHOOLS, STUDENTS
AND LEARNING

SUB-SECTION: _____

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 1

RESPONSIBLE DEPARTMENT: Safe Schools

accessed by one or more individuals;

- e) sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages
- f) revealing information considered to be personal, private, and sensitive without consent
- g) making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others
- h) excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions

Reporting to the Principal

Individuals that report to the principal must follow this policy. These “reports” include TCDSB employees, bus drivers, third-party operators, and individuals who are not employees of the board and come into direct contact with pupils on a regular basis (e.g. volunteers).



**POLICY SECTION: SAFE SCHOOLS, STUDENTS
AND LEARNING**

SUB-SECTION: _____

POLICY NAME: Bullying Prevention and Intervention

POLICY NO: S.S. 1

RESPONSIBLE DEPARTMENT: Safe Schools

Positive School Climate

A positive school climate exists when all members of the school community respect each other and no members of the school community are discriminated against, contrary to the *Human Rights Code*, or as otherwise referenced in in this Policy. All members of school communities will value and respect the teaching that all people are created in the image and likeness of God and have infinite dignity and worth.

Safe and Accepting Schools Teams

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



POLICY SECTION: **SAFE SCHOOLS, STUDENTS
AND LEARNING**

SUB-SECTION: _____

POLICY NAME: **Bullying Prevention and Intervention**

POLICY NO: **S.S. 1**

RESPONSIBLE DEPARTMENT: **Safe Schools**

Evaluation and Metrics:

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

1. **Annual** Safe School Climate surveys administered to representative groups of TCDSB students **at least once every two years as per Ministry requirement.**
2. Anonymous school climate surveys conducted with Parents/**Guardians** and Staff at least every two years.
3. Analysis **and tracking** of Safe Schools Data **related to bullying incidents through:** Reporting Forms-Part I, Progressive Discipline Incident Logs, Suspensions and Expulsions, **and Exclusions.**

REPORT APPENDIX B

Bullying Prevention and Intervention Policy

PROCEDURAL GUIDELINE

REPORT APPENDIX B

Introduction:

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

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

Regulation	Additional Detail
1	<p>Safe and Accepting Schools Team and Safe Schools Plan:</p> <p>At TCDSB, members of the Safe and Accepting Schools Teams will have opportunities to meet, provide input into discussions, review data from the student surveys, assist in the development of the Safe Schools Plan and provide advice to the principal about school safety and Ministry of Education initiatives related to school climate and safety. Such local plans will be consistent and aligned with the Multi Year Strategic Plan (MYSP). The Safe Schools Plan will be posted on school websites. When forming the Safe and Accepting Schools Team, Principals are encouraged to consider members with previous knowledge, understanding or experience on various topics including bullying.</p>
2, 4	<p>Responding to Bullying Behaviour:</p> <p>Employees who work directly with students – including administrators, teachers, and other school staff, for example – must respond to any student behaviour that is likely to have a negative impact on the school climate if, in the employee’s opinion, it is safe to respond to it. Such behaviour includes bullying and all</p>

REPORT APPENDIX B

	<p>inappropriate and disrespectful behaviour. These behaviours may occur at any time at school and at any school-related event, in virtual learning environments or in other circumstances where the behaviour may have an impact on school climate. If the board employee feels that it is not safe to respond, they will be expected to inform the Principal orally as soon as possible. For behaviours that must be considered for suspension or expulsion under the <i>Education Act</i>, a Reporting Form-Part I must be completed.</p> <p>The Principal will ensure resources, programs, intervention, and other supports identified in the board bullying awareness and prevention plan are provided to students who have been bullied, students who have witnessed incidents of bullying (bystander) and students who have engaged in bullying behaviour to assist them in developing healthy relationships and practising pro-social behaviours. The programs, intervention and other supports will be provided by school-based employees of the board, and may be provided, at the discretion of the Board and with parental consent, by external, third-party providers as per the TCDSB Third-Party Protocol. The Principal may consult with their area Superintendent and other departments as appropriate. <u>Principals understand that addressing allegations of bullying is a priority and will begin the investigation immediately, absent exceptional circumstances. The Board will ensure that gender sensitivity is applied to its investigations as appropriate.</u></p>
3	<p>Reporting Bullying Behaviour:</p> <p>The Safe Schools Incident Reporting Form- Part I must be completed and submitted to the Principal by the end of the school day on which the person reporting became aware of the bullying incident. In urgent situations, where immediate intervention is required, a verbal report may be made to the Principal prior to submission of a Safe Schools Incident Reporting Form - Part I.</p>
5	<p>Communication with Stakeholders:</p> <p>To ensure parents/guardians have access to the Board Bullying Prevention and Intervention Policy and Plan, the TCDSB will ensure culturally relevant and accessible communication and outreach strategy.</p> <p><u>Communication with Employee who Reported:</u></p>

REPORT APPENDIX B

The Principal will communicate the results of their investigation, once completed to the employee who made the written report. Where the Principal has taken action in response to the bullying incident, they will file a copy of Reporting Form-Part I and accompanying documentation in the student's OSR. The Principal will provide the employee who reported the incident with written acknowledgment of the status of the investigation using the Safe Schools Incident Reporting Form- Part II.

Parent/Guardian Inquiries and Reporting:

Parents/Guardians are to contact the classroom teacher and/or school Principal if they have questions or concerns about bullying prevention, intervention, and reporting. If dissatisfied with the supports in place by the Principal, parents/guardians may contact the area Superintendent. If the matter remains unresolved, parents/guardians may request that the Superintendent inform and consult with the Executive Superintendent of Field Services to reach a resolution. In cases that pertain to human rights matters, the Human Rights Equity Advisor Office (HREA) may also be contacted. Additional information about addressing concerns related to bullying is in “Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns.”

Principal Notification to Parent(s)/Guardian(s):

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

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

Principals will notify the parent(s)/guardian(s) of students who engaged in the bullying behaviours and

REPORT APPENDIX B

provide information about the activity that led to the bullying incident and/or harm, the nature of the harm to the other student and the nature of any disciplinary measures taken in response to the activity. The Principal will invite parents/guardians to discuss the supports that will be provided for their child.

When Student is At Risk of Harm from a Parent(s)/Guardian(s):

A Principal will not notify a parent/guardian of a student if, in the Principal's opinion, such notification is not in the student's best interest, that is, if notification would put the student at risk of harm from a parent/guardian, The Principal must document their rationale for not notifying the parent/guardian and must also notify both the teacher who reported the incident and the appropriate Superintendent of this decision.

In these situations, Principals should refer the student to Board resources and/or a community-based service provider for confidential support when the student's parent/guardian is not called (e.g., counselling services).

Where Board employees have reason to believe that a student may be in need of protection, the Catholic Children's Aid Society must be contacted per the *Child, Youth and Family Services Act, 2017*.

6

Progressive Discipline:

Junior Kindergarten to Grade 3 - Discretionary Suspensions (S. 306, Education Act):

Principals cannot issue discretionary suspensions under Section 306, *Education Act* for students in junior kindergarten to grade 3.

Students in JK – 3 and students in 4 – 12 are subject to differentiated consideration as mandated in the Education Act and outlined in the Procedural Guideline. Incidents of bullying involving students from junior kindergarten to grade 3 should be addressed with the appropriate positive behaviour supports in the school setting.

REPORT APPENDIX B

Junior Kindergarten to Grade 3 - Suspension Pending Possible Expulsion (S. 310, *Education Act*):
Principals must suspend, pending possible expulsion, students in junior kindergarten to grade 3 for incidents of bullying if:

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

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

Grades 4 to 12:

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

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

7

Students with Special Needs:

Principals must ensure that any interventions, supports and consequences for students with special education needs, are consistent with the child's strengths and needs, and with the program goals and

REPORT APPENDIX B

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



POLICY NAME:	BULLYING PREVENTION AND INTERVENTION
POLICY SECTION:	Schools, Students and Learning
DATE APPROVED:	January 23, 2008
DATE OF NEXT REVIEW:	2029
DATES OF AMENDMENTS:	September 5, 2013; April 4, 2013; November 19, 2015; April 2, 2024
RESPONSIBLE DEPARTMENT:	Safe Schools

Policy:

Bullying, including cyberbullying, is a serious issue that adversely affects a student's well-being and ability to learn, adversely affects the school climate, including healthy relationships, and is not acceptable in the school environment (including virtual), in a school-related activity or in any other circumstances that will have an impact on the school climate.

This policy aims to provide students with a safe and supportive school climate, where school communities can respond to all forms of bullying, educate students on bullying prevention, promote healthy relationships, notice troubling changes in behaviour, address instances of bullying, and connect with students.

This policy addresses behaviours that occur at school, during school-related activities, on school buses, as well as behaviours that occur off school premises, outside schools hours, online, and in other circumstances where the behaviour will impact the school.

The policy is a requirement under Policy/Program Memorandum 144, Bullying Prevention and Intervention, is in alignment with the Toronto Catholic District School Board's (TCDSB) Multi-Year Strategic Plan (MYSP), the Ontario Human Rights Code, and reflect Catholic values rooted in the love of Christ.

Scope and Responsibility:

The policy extends to all students of the TCDSB. It assigns specific duties to all employees of the Board to ensure compliance with the Education Act, the Human Rights Code, and all legislation listed and the TCDSB's Code of Conduct.

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

Regulations:

1. Each TCDSB school will have a Safe and Accepting Schools Team. This Team will develop a local bullying awareness, prevention and intervention plan consistent with integrating local needs as part of its Safe Schools Plan and that strives to be representative of the diversity of the student population.
2. All Board employees must treat all allegations of bullying behaviour seriously. They must act in a timely, sensitive and supportive manner when responding to students or to parents, guardians and others who disclose or report bullying incidents.
3. TCDSB employees, bus drivers, third-party operators, and any individuals who are not employees of the board and come into direct contact with pupils on a regular basis will report to the Principal, as soon as reasonably possible, if they become aware of a bullying incident or learn of a student who may have engaged in bullying behaviour.
4. Bullying by students will be investigated and addressed promptly by the Principal, and supports will be provided to the student(s) harmed by the bullying behaviours, the individual(s) responsible for the bullying behaviours, and the witnesses and bystanders of the bullying behaviour.
5. When dealing with a bullying allegation, the Principal will communicate with parent(s)/guardian(s) and the employee(s) as outlined in the Procedural Guideline. Absent exceptional circumstances, Principals will contact parent(s)/guardian(s) regarding a bullying allegation by the end of the same day as the allegation is received.
6. The Principal will address incidents of bullying consistent with progressive discipline approaches for correcting inappropriate behaviour and taking into account any mitigating factors or other factors in the Education Act and Ontario Regulation 472/07.
7. When addressing bullying involving a student with special education needs, Principals will ensure that any interventions, supports and consequences for the student, are consistent with the student's strengths and needs, and with the program goals and learning expectations in the Individual Education Plan (IEP).

8. The Board will provide annual, culturally responsive professional development programs to educate teachers and other school staff about bullying prevention strategies that promote a positive school climate. Schools will provide opportunities for students and staff to participate in equity and inclusive education, bullying prevention and leadership initiatives within their own school. Bullying prevention includes learning to recognize the various forms of bullying (for example bullying based on race, or gender, or creed or other grounds) and understanding the actions that can be taken by those witnessing the behaviour.
9. The Board and Principals will identify and communicate safe reporting procedures in bullying awareness, prevention and intervention plans that allow students, parents, guardians, and others to report incidents of bullying to school staff in a way that minimizes the possibility of reprisal and that ensures incidents of bullying are addressed in a timely, sensitive, and supportive manner.
10. Principals will support students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of, and respect for, others and the creation of a positive school climate. These activities and organizations may promote gender equity; anti-racism; the awareness and understanding of, and respect for people with disabilities; or awareness and understanding of, and respect for, people of all sexual orientations and gender identities. The activity or organization must promote a positive school climate that is inclusive and accepting of all students and must be consistent with Catholic social teachings and the expectations of the Code of Conduct.
11. Anonymous surveys will be conducted at least once every two years to collect information from students, staff, parents/guardians in order to develop strategies and initiatives that promote a positive school climate and the prevention of bullying.
12. The Bullying Interventions and Prevention Policy, and associated procedural guideline will be communicated to all TCDSB staff, families, Catholic School Parent Councils, other parent/guardian groups, Advisory Committees, school bus operators and drivers.
13. The TCDSB will proclaim the week beginning on the third Sunday in November in each year as Bullying Awareness and Prevention Week.

Cross References:

Legislation

Education Act Part XIII, Behaviour, Discipline and Safety
O.Reg 472/07 Behaviour Discipline and Safety

O.Reg 440/20 Suspension of Elementary School
Ontario Human Rights Code
Child and Family Services Act, 2017
Municipal Freedom of Information and Protection of Privacy Act

Ministry of Education Policy/Program Memorandum

PPM 119, Developing and implementing equity and inclusive education policies in Ontario schools
PPM 128, The Provincial Code of Conduct and School Board Codes of Conduct
PPM 144, Bullying Prevention and Intervention
PPM 145, Progressive Discipline and Promoting Positive Student Behaviour
PPM 149, Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Services Professionals, and paraprofessionals

TCDSB Policy /Procedure

A.33 Guidelines for Trustees, Parents/Guardians and Staff in Addressing School Related Concerns
H.M. 24 Catholic Equity and Inclusive Education Policy
S.S. 09 Code of Conduct Policy
S.S. 01 Suspension and Expulsion Policy
S.S. 01 Suspension and Expulsion Policy Operational Procedures – Section H: Principal Investigation Guidelines
S.S. 10 Progressive Discipline Policy
Police/School Board Protocol
TCDSB Anti-Sex Trafficking Protocol TCDSB Equity Action Plan
TCDSB Pastoral Plan
TCDSB Mental Health and Well-Being Strategy
A.33 Guidelines for Trustees, Parents/Guardians and Staff in Addressing School Related Concerns
H.M. 24 Catholic Equity and Inclusive Education Policy
Policy/Program Memorandum 128, The Provincial Code of Conduct and School Board Codes of Conduct
Policy/Program Memorandum 119, “Developing and implementing equity and inclusive education policies in Ontario schools,”
Program/Policy Memorandum 144, Bullying Prevention and Intervention
Program/Policy Memorandum 145, 2012 Progressive Discipline and Promoting Positive Student Behaviour
Policy/Program Memorandum 149, 2009 Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Services Professionals, and paraprofessionals
S.S. 01 Suspension and Expulsion Policy

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

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

Definitions:

Bullying

Section 1 (1) of the *Education Act* defines bullying as follows:

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

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

For the purposes of the definition of bullying above, bullying behaviour includes the use of any physical, verbal, electronic verbal or other means. The definition of bullying includes Cyberbullying.

Cyberbullying

Refers to bullying by electronic means as defined by s. 1 (1.0 0.2) of the Education Act, and includes:

A form of bullying that occurs through the use of technology or by electronic means, including the use of a computer, cellular phone or other electronic devices, using instant/text messaging, social networks, e-mail, websites or any other electronic activities.

Cyber-bullying involves, but is not limited to any of the following:

- a. creating a web page, blog or social media presence in which the creator assumes the identity of another person;
- b. impersonating another person as the author of content or messages posted on the internet or sent digitally;
- c. inappropriate digital communication including posts online or on social media platforms;
- d. communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals;
- e. sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;
- f. revealing information considered to be personal, private, and sensitive without consent;
- g. making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others; and
- h. excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions.

Reporting to the Principal

Individuals that report to the Principal must follow this policy. These “reports” include TCDSB employees, bus drivers, third-party operators, and individuals who are not employees of the board and come into direct contact with pupils on a regular basis (e.g. volunteers).

Positive School Climate

A positive school climate exists when all members of the school community respect each other and no members of the school community are discriminated against, contrary to the *Human Rights Code*, or as otherwise referenced in this Policy. All members of school communities will value and respect the teaching that all people are created in the image and likeness of God and have infinite dignity and worth.

Safe and Accepting Schools Teams

Each school must have in place a Safe and Accepting Schools Team responsible for fostering a safe, inclusive and accepting school climate. The Team must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the Principal. The team should include at least one student. The Chairperson of this Team must be a staff member.

Evaluation and Metrics:

1. Safe School Climate surveys administered to representative groups of TCDSB students at least once every two years as per Ministry requirement.
2. Anonymous school climate surveys conducted with Parents/Guardians and Staff at least every two years.
3. Analysis and tracking of Safe Schools Data related to bullying incidents through Reporting Forms-Part I, Progressive Discipline Incident Logs, Suspensions and Expulsions, and Exclusions.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

COMMUNICATION RELATED POLICIES

He indeed shall speak for you to the people; he shall serve as a mouth for you, and you shall serve as God for him.
- Exodus 4:16

Drafted	Meeting Date
March 22, 2024	April 2, 2024

Derek Luk, Senior Policy Advisor
Shazia Vlahos, Chief Communications Officer, Policy, Government Relations & Strategy

RECOMMENDATION REPORT

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

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



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

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



Brendan Browne
Director of Education

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

Derek Boyce
Associate Director of Corporate
Services and Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and Treasurer

EXECUTIVE SUMMARY

To provide the Governance and Policy Committee (GAP) with the current status and recommendations for review for communications policies and policies with communications implications.

The cumulative staff time required to prepare this report was 20 hours.

PURPOSE

Following updates at the January and February 2024 GAP meetings regarding the new policy review process, staff are providing an update on the comprehensive policy review with the focus on communications related policies.

BACKGROUND

1. As part of an ongoing review of all TCDSB policies, 8 existing communications related policies have been identified which includes Advertising, Blessings and Official Openings of Schools, Communications, Community Engagement, Good Neighbour, Logo Use, Plaques for New Schools, and School Events Communications and Invitee Protocols.
2. Of the 8 communications related policies, 5 are being recommended for review and direction from GAP. 3 are not being recommended for review at this time, (with the exception of updating to the branded template) as they have been recently reviewed.

EVIDENCE/RESEARCH/ANALYSIS

1. The chart below includes a list of the 8 communications related policies, along with date of last review, recommendation for review and rationale. A copy of the existing policy and draft workplan for each policy recommended for review is included in an Appendices as noted in the chart.

Policy	Date of Last Review	Recommendation for Review	Rationale
Appendix A - Advertising Policy and Draft Work Plan	May 2018	Yes	Requires changes related to current practice, simplification, inclusion of applicable legislation

			and part of the five-year review cycle.
Appendix B - Blessing and Official Opening of Schools Policy and Draft Work Plan	May 2019	Yes	On the pending list from December 2023 Board meeting with referral of a motion* to GAP for review.
Appendix C – Communications Policy and Draft Work Plan	April 2019	Yes	Opportunity to review as part of the five-year review cycle.
Appendix D - Good Neighbour Policy and Draft Work Plan	April 2019	Yes	Opportunity to review as part of the five-year review cycle and consideration to incorporate within Communications Policy.
Appendix E - School Events Communications and Invitee Protocols and Draft Work Plan	May 2018	Yes	On the pending list from May 2018 GAP meeting – <i>Staff was requested to add the policy to the GAP work plan for the development of an Omnibus policy.</i>
Appendix F - Community Engagement Policy	June 2023	No	Recently reviewed and updated in June 2023.
Appendix G - Logo Use Policy	November 2023	No	Recently reviewed and updated in November 2023.
Appendix H - Plaques for New Schools Policy	April 2021	No	Recently reviewed and updated in April 2021.

METRICS AND ACCOUNTABILITY

1. Staff will begin executing on the work plans for each recommended policy review, pending feedback and direction from GAP.

STAFF RECOMMENDATION

1. Staff recommend that GAP approve review of the five policies and provide direction to staff on the associated work plans, and that the three policies not recommend for review be added to the new branded policy template.

ADVERTISING POLICY & DRAFT WORK PLAN

Date: April 2, 2024

POLICY INFORMATION

Policy: Advertising

Section: Communications and Information Technology

Last reviewed: May 2018

Lead department: Communications

Phase I. INITIATE POLICY REVIEW

This workplan will be discussed at the Governance and Policy Committee (GAP) meeting on: April 2, 2024

Proposed Content Changes:

- Policy to be reformatted into the updated branded policy template
- Update scope & responsibility to include Communications Dept.
- Simplify Board related advertising from external requests to advertise
- Reflect best practices in the sector

The proposed content changes are due to the following reason(s):

- Legislation
- Government directives/policies
- Board decisions
- Operational requirements
- Simplify and/or update language
- Other

Phase II. ENGAGEMENT

Are external engagements applicable to this Policy?

- Yes
- No (*Corporate policy not requiring engagement*)

Phase III. DRAFTING, REVIEW AND APPROVAL

- Pending feedback and direction from GAP, staff will prepare a draft of the revised Advertising Policy for GAP review and approval on May 7, 2024.



POLICY SECTION: ADMINISTRATION
SUB-SECTION:
POLICY NAME: ADVERTISING
POLICY NO: A.03

Date Approved: March 28, 2007	Date of Next Review: May 2023	Dates of Amendments: May 2, 2018
<p>Cross References: Communication (A.37) Logo Use (T.16) Donation and Sponsorship (F.F.02) Purchasing Policy (F.P.01) Offering of Hospitality or Gifts (F.M.07) Fund Raising in Schools (S.M.04) Access to Students in Schools (S.S.04) <i>Ontario Regulation 298, s. 24 under the Education Act</i></p>		
<p>Appendix</p>		

Purpose:

This policy identifies parameters and acceptable best practices for advertising in schools.

Scope and Responsibility:

This policy applies to all schools and worksites of the TCDSB and third-parties wishing to partner with the TCDSB in advertising. The Director is responsible for this policy with the support of the Partnership Development Department.

Alignment with MYSP:

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

APPENDIX A

Providing Stewardship of Resources

Policy:

It is the policy of the Toronto Catholic District School Board that advertising must be consistent with Catholic Values as reflected in the Board's Multi-Year Strategic Plan and for the purposes of informing and educating the public, as well as creating awareness of education programs, services, events and community activities of specific interest or benefit to students, parents/guardians, staff, trustees, Catholic School Supporters and stakeholders.

Advertising is permitted for the on-going business functions of the Board in accordance with purchasing and procurement policies and procedures.

Regulations:

1. Advertising for the benefit of the Board shall be paid for from the approved Board's annual budget.
2. Advertising for the benefit of the Board shall be done in a cost effective manner and in accordance with the Board's purchasing policy.
3. Advertising by the Board will present objective, factual and explanatory information based on verifiable facts.
4. TCDSB will not engage in advertising where the sole objective of the advertisement is to encourage students of a coterminous board to register as a TCDSB student.
5. In accordance with *Ontario Regulation 298*, s. 24, no advertisement or announcement shall be placed in a school or on school property or distributed or

announced to the pupils on school property without the consent of the TCDSB, with the exception of announcements of school-related activities.

6. External individuals or organizations with school-based advertising requests may approach the principal with advertising requests. All school-based requests by external individuals or organizations are to be vetted by the principal and area Superintendent.
7. External individuals and organizations with advertising requests on a board-wide basis are to be referred to the Partnership Development Department for consideration prior to seeking approval from the Board of Trustees.

Definitions:

Advertising

The activity or profession of producing information for promoting the sale of products or services, and bringing attention to a product (or service).

Advertisement

Paid, non-personal, public communication about causes, goods and services, ideas, organizations, people, and places.

School Property

TCDSB schools and other TCDSB owned buildings and land.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:
The Partnership Development Department tracks advertising agreements throughout the TCDSB.

BLESSING AND OFFICIAL OPENING OF SCHOOLS POLICY & DRAFT WORK PLAN

Date: April 2, 2024

POLICY INFORMATION

Policy: Blessing and Official Opening of Schools

Section: Communications and Information Technology

Last reviewed: May 2018

Lead department: Communications

Phase I. INITIATE POLICY REVIEW

This workplan will be discussed at the Governance and Policy Committee (GAP) meeting on: April 2, 2024.

Proposed Content Changes:

- Policy to be reformatted into the updated branded policy template
- Reference the Ministry of Educations' Communications Protocol: Public Communications, Events and Signage document
- Consider incorporation of content from School Events Communications and Invitee Protocols Policy
- Reflect best practices in the sector

The proposed content changes are due to the following reason(s):

- Legislation
- Government directives/policies
- Board decisions
- Operational requirements
- Simplify and/or update language
- Other: A motion* passed at the December 2023 board meeting referred the policy to GAP for review.

WHEREAS: Policy S.08 Blessing and Official Opening of Schools provides some funding for celebrations;

WHEREAS: A budget of \$600 per school community under 500 students and \$750 per school community over 500 students are allocated to cover some of the costs of the blessing and official opening;

WHEREAS: A maximum annual budget of \$10,000 is allocated board wide;

WHEREAS: Policy S.08 does not address school anniversaries;

WHEREAS: The Board provides schools with \$500 for milestone anniversaries including 50, 75 and 100;

WHEREAS: The Board does not provide any funding for other significant events;

APPENDIX B

WHEREAS: Costs have increased exponentially and the Policy should be revised and updated; and

WHEREAS: Policies in general should not include dollar amounts.

THEREFORE BE IT RESOLVED THAT: This motion be referred to the Governance and Policy Committee for a policy review (Consideration of Motion from Trustee Rizzo regarding Policy S.08 Blessing and Official Opening of Schools).

Phase II. ENGAGEMENT

Are external engagements applicable to this Policy?

Yes

External engagement will include:

CSPC Chairs and Principals.

Timing required for engagement:

- 1-2 months (due to nature of CSPC meeting frequency)

Phase III. DRAFTING, REVIEW AND APPROVAL

- Present engagement feedback to GAP for review & consideration; and GAP to provide staff with direction on revisions to the policy, if required on: June 4, 2024.
- Staff draft updated policy with GAP feedback, and present to GAP for review, input and approval on: September 3, 2024.



POLICY SECTION: SCHOOLS
 SUB-SECTION:
 POLICY NAME: BLESSING AND OFFICIAL OPENING OF SCHOOLS
 POLICY NO: S.08

Date Approved: October, 1967	Date of Next Review: May, 2024	Dates of Amendments: May, 2019, March, 2013, 14 Dec 92; 18 Jun 92; 19 Oct 89; 16 Oct 86, Oct.67
Cross References:		
Appendix		

Purpose:

The policy outlines the manner in which the Toronto Catholic District School Board can provide support concerning blessings and official school openings.

Scope and Responsibility:

The Director of Education with the support of the Communications Department and respective superintendents will provide support to the Principal during events celebrating official openings and blessings.

Alignment with MYSP:

APPENDIX B

Living Our Catholic Values

Strengthening Public Confidence

Providing Stewardship of Resources

Regulations:

The following procedure shall be adopted with respect to solemn blessings and official openings of new schools and sod turnings for new schools.

1. The Principal will consult with the area trustee, pastor and superintendent to determine a suitable date and time for the event. A planning committee will be established locally, including the principal, school staff, Catholic School Parent Council (CSPC) and student council, with support from the Communications Department.
2. The official guest list will include:

the Archbishop/Cardinal, Chair of the Board, local trustee, parish priest, senior board officials, architect, contractor, the Minister of Education, the Mayor (if city partnership), the local city Councillor, the local member of provincial parliament and the local member of parliament.

APPENDIX B

3. The order of speakers on the program will be as follows:
 - a. Local Trustee
 - b. Chair of the Board
 - c. Archbishop/bishop/parish priest (blessing)
 - d. Principal of the School/Director of Education (if no Principal)
 - e. Minister of Education/ member of provincial parliament designate
 - f. Local Member of Parliament (no speaking role unless project involvement)
 - g. Mayor/ Councillor designate (if city partnership)
 - h. CSPC Chair/ President of the student council (where applicable)
4. If the event is to celebrate the opening/blessing of an addition to an existing school, or the sod turning for a school addition, the official guest list will include:

The Trustee, local parish priest, area superintendent, architect, contractor, local city Councillor (if city funding) and local member of provincial parliament.

APPENDIX B

5. The order of speakers on the program for the opening of an addition to an existing school will be as follows:
 - a. Local Trustee
 - b. Chair of the Board
 - c. Pastor
 - d. Principal of the school
 - e. Local member of provincial parliament
 - f. Local member of parliament—no speaking role unless involvement in the project
 - g. Local city Councillor (no speaking role unless involvement in the project)
 - h. Superintendent
 - i. Chair of Catholic School Parent Council
 - j. President of the student council, where applicable
6. Others to be invited to attend sod turnings, openings and blessings of new schools and additions can include students, parents, pastor(s) of neighbouring parish(es), former principals of the school, principals of neighbouring

Catholic and public elementary and secondary schools and the Director of Education or designate.

7. The ceremony for the blessing of the school will be planned in consultation with the pastor.
8. An annual budget of \$600 per school community under 500 students and \$750 per school community over 500 students will be set for the costs of the blessing and official opening of schools up to a maximum of \$10,000 per year.

Definitions:

Evaluation and Metrics:

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

The Director of Education, supported by the Communications Department, shall ensure compliance with the invite protocol and overall maximum budget allocation.

COMMUNICATIONS POLICY & DRAFT WORK PLAN

Date: April 2, 2024

POLICY INFORMATION

Policy: Communications

Section: Communications and Information Technology

Last reviewed: April 2019

Lead department: Communications

Phase I. INITIATE POLICY REVIEW

This workplan will be discussed at the Governance and Policy Committee (GAP) meeting on: April 2, 2024.

Proposed Content Changes:

- Policy to be reformatted into the updated branded policy template
- Consider inclusion of content from the Good Neighbour Policy
- Consider new and simplified headings for ease of reference
- Reflect best practices in the sector

The proposed content changes are due to the following reason(s):

- Legislation
- Government directives/policies
- Board decisions
- Operational requirements
- Simplify and/or update language
- Other

Phase II. ENGAGEMENT

Are external engagements applicable to this Policy?

- No (*Corporate policy not requiring engagement*)

Phase III. DRAFTING, REVIEW AND APPROVAL

- Pending feedback and direction from GAP, staff will prepare a revised draft policy for GAP review on June 4, 2024 or September 3, 2024.



POLICY SECTION: ADMINISTRATION
SUB-SECTION:
POLICY NAME: COMMUNICATIONS POLICY
POLICY NO: A.37

Date Approved: October 23 rd , 2014	Date of Next Review: April, 2024	Dates of Amendments: April, 2019
<p>Cross References:</p> <ul style="list-style-type: none"> • A.03, Advertising Policy • A.29, Electronic Communication System- Acceptable Use Policy • A.33, Guidelines For Trustees, Parents And Staff In Addressing School Related Concerns • S.02, School Events Communications and Invitee Protocols • S. 10 Catholic School Parent Councils Policy and <i>Education Act</i> Reg. 612 • T.7, Community Engagement Policy • T.15, Provision Of Requested Information To An Individual Trustee • T.16, Logo Use • <i>Municipal Freedom of Information and Protection of Privacy Act</i> • <i>Education Act</i> • <i>Personal Health Information Protection Act</i> • <i>Child, Youth and Family Services Act</i> 		
Appendix		

Purpose:

The purpose of this policy is to ensure that communication across the Toronto Catholic District School Board (TCDSB or the Board) is well co-ordinated, effectively managed and responsive to the diverse information needs of stakeholders and supports the Board’s mission, vision and values as outlined in

the Multi-Year Strategic Plan (MYSP), promotes Catholic education and maintains high quality communications standards.

Scope and Responsibility:

This policy extends to stakeholders of the TCDSB. The Director of Education, supported by the Chief of Communications & Government Relations is responsible for this policy.

Alignment with MYSP:

Fostering Student Achievement and Well-Being

Inspiring and Motivating Employees

Strengthening Public Confidence

Living Our Values

Policy:

The TCDSB’s Communications Policy will promote and maintain open, accessible, timely and transparent internal and external communications with its stakeholders and members of the media designed to strengthen relationships, support programs and activities of the Board, and to celebrate the values of Catholic education.

Regulations:

A. External Communications

- 1) The Chair of the Board (Chair) is the official spokesperson for the Board of Trustees on matters of policy, and may make statements to the media or communicate with outside agencies on behalf of the Board of Trustees as outlined below. This authority may be delegated at the Chair’s discretion.

APPENDIX C

- a) The Chair may address the media or public on matters pertaining to Board policy decisions or when a matter is deemed to be politically sensitive.
 - b) When there is doubt as to the interpretation of Board policy, or where there is no established Board policy, the Chair shall seek direction from the Board of Trustees regarding the substance and manner in which the matter is to be communicated to the public.
 - c) Trustees may address the media on local issues specific to their Ward, or as an individual trustee representing their own independent viewpoints on matters of public concern.
- 2) The Director of Education (or his/her designate) will be the official spokesperson of the Board during crisis situations, and on matters of academic program, administrative, human resource, and educational (pedagogical) matters, and in the application of a Catholic lens to all educational issues.
 - 3) The Chief of Communications & Government Relations will be the official spokesperson on daily school or Board related issues, or as assigned by the Director of Education, and has the overall responsibility for all internal and external communications of the Board.
 - 4) The Communications Department shall develop and implement plans, briefing notes and strategies on a proactive basis to promote awareness in support of TCDSB programs and priorities, address potential issues and oversees all other communication activities as determined by the Director of Education.
 - 5) The Communications Department shall handle all inquiries from the media.
 - a) Requests that come through the Communications Department, whether

general or specific in nature will be handled by the Communications Department in a timely manner. Communications staff will seek direction or expertise from the appropriate TCDSB staff when required. Requests that come through the Board of Trustees, shall be handled directly by the Trustee that has received the request with support from the Communications Department.

- b) TCDSB staff and Trustees will inform the Communications Department of all media requests received, so that Communications personnel may provide direction and/or a timely response as appropriate, and monitor any resulting media coverage.
- 6) Staff designated to speak on behalf of the Board will confine their remarks to facts and shall refrain from expressing any personal opinions.
- 7) The Communications Department has the responsibility to issue news releases and official statements to the media on behalf of the Board.
 - a) The Director of Education and the Chair shall be consulted on all news releases and official statements related to Board policies or initiatives.
 - b) Individual Trustees shall be consulted with the Communications Department on news releases involving schools, programs or local issues in their ward.
- 8) The Communications Department is responsible for managing the Board's social media (ie. Twitter, Instagram, YouTube) and website, as well as supporting the maintenance and updating of individual school websites to enhance TCDSB profile, reputation and reach.

B. Internal Communications

APPENDIX C

- 1) The Communications Department shall be responsible for the maintenance of effective internal communications practices and protocols designed to ensure mutual awareness among Trustees, senior administrators, and school administrators on important issues impacting staff, schools and the community.
 - a) A Communications webpage shall be maintained on the staff intranet including template letters for school use and provided to all school administrators in electronic format on an annual basis.
 - b) Regular communications shall be delivered through all available modalities, as appropriate, with a commitment for translated materials to parents/guardians for whom English is a second language or English proficiency is limited.
 - c) Parents/ guardians seeking translated materials for whom English is a second language or English proficiency is limited may do so by reaching out to the Community Relations Office, Interpreter Services or by visiting the TCDSB website, select Translate.
 - d) Communications will adhere to confidentiality and privacy with respect to staff matters in accordance with all relevant legislative requirements.
- 2) The Director of Education or designate shall establish administrative processes to communicate and advise the Chair/Vice-Chair of the Board of Trustees on matters requiring the attention, understanding and deliberation of the Board of Trustees.
- 3) Superintendents of Education shall maintain ongoing communication with Trustees and notify the Trustees of school issues including, but not limited to: significant parental concerns; Catholic School Parent (CSPC) concerns; school related incidents including injuries requiring medical services;

APPENDIX C

bereavements of staff, students or parents; significant safe school concerns (lockdown, hold and secures, trespass notices, shelter in place, bullying, extreme acts of violence, police being called to schools, and police investigations); community concerns (i.e. busing, boundaries).

- 4) School Administrators shall maintain ongoing and timely communication with their Superintendent and School Trustee on matters that impact the school and the community; and with the Communications Department on matters that may become issues or may garner media interest.
 - a) The Superintendent and School Trustee shall be provided with copies (preferably electronically) of school newsletters, CSPC minutes, community letters, etc. on an ongoing and timely basis.
 - b) Parental concerns shall be referred back to the School Superintendent (Cross reference: A.33, Guidelines For Trustees, Parents And Staff In Addressing School Related Concerns)
 - c) The School Trustee shall be informed and invited to attend all school events which are open to parents/community (Cross reference: S.02, School Events Communications and Invitee Protocols).

- 5) In accordance with Policy T. 15 *Provision of Requested Information To An Individual Trustee*, all requests for information shall be submitted and provided through the Office of the Director of Education.
 - a) School Trustees shall communicate with Superintendents on regular basis to discuss school related issues of mutual concern.
 - b) School Trustees will respond to invitations from a school to special events in a timely manner.

- 6) Staff and Trustees shall be governed by A.29, Electronic Communication System- Acceptable Use Policy, when publicizing or

responding to, or promoting any school or Board event.

- 7) Parental involvement and engagement initiatives shall be guided by the Board's Community Engagement Policy (Cross reference: T.7, Community Engagement Policy, and S. 10 Catholic School Parent Councils Policy and Education Act Reg. 612).

Definitions:

Stakeholder: A person, group of people or an organization that holds a vested interest in the TCDSB community, including, but not limited to students, parents, staff, Trustees, parishes, the Archdiocese of Toronto, community and education partners, Catholic ratepayers.

School Administrator: Principal or his/her designate

Evaluation and Metrics:

The effectiveness of this policy will be evaluated on an as needed basis. The highlights, analysis and findings will be presented to the Board of Trustees in September of each year for review.

APPENDIX D: GOOD NEIGHBOUR POLICY & DRAFT WORK PLAN

Date: April 2, 2024

POLICY INFORMATION

Policy: Good Neighbour
Section: Capital & Facilities
Last reviewed: April 2019
Lead department: Capital

Phase I. INITIATE POLICY REVIEW

This workplan will be discussed at the Governance and Policy Committee (GAP) meeting on: April 2, 2024.

Content Changes:

- Policy to be reformatted into the updated branded policy template
- Consider consolidating into the Communications Policy

The proposed content changes are due to the following reason(s):

- Legislation
- Government directives/policies
- Board decisions
- Operational requirements
- Simplify and/or update language
- Other

Phase II. ENGAGEMENT

Are external engagements applicable to this Policy?

X Yes

External engagement will include:

X CSPC Chairs and Principals.

Timing required for engagement:

APPENDIX D

- 1-2 months (due to nature of CSPC meeting frequency)

Phase III. DRAFTING, REVIEW AND APPROVAL

- Present engagement feedback to GAP for review & consideration; and GAP to provide staff with direction on revisions to the policy, if required on: June 4, 2024.
- Staff draft updated policy with GAP feedback, and present to GAP for review, input and approval on: September 3, 2024.



POLICY SECTION: Schools
SUB-SECTION:
POLICY NAME: Good Neighbour
POLICY NO: S. 25

Date Approved: Dec 11 th , 2014	Date of Next Review: April, 2024	Dates of Amendments: April, 2019
<p>Cross References</p> <ul style="list-style-type: none"> • Community Engagement Policy T. 07 • Facilities Management BB.01 • Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns A.33 • School Events Communications and Invite Protocols S.02 		
<p>Appendix Appendix A – Operational Procedures</p>		

Purpose

The Good Neighbour Policy recognizes the importance of communicating board information to neighbours located near a school, with regard to construction work, as well as major events, that may impact the neighbourhood.

Scope and Responsibility

This policy extends to all schools within the TCDSB. The Director is responsible for implementation of this policy.

Alignment with MYSP:

Enhancing Public Confidence

Policy

Upon undertaking planning for a new school initiative, including construction of a new building or addition, as well as any significant school community event that will impact the immediate neighbourhood, communication shall be offered in a timely manner to the immediate local school community.

Regulations

1. The principal in conjunction with relevant staff, up to and including, communications department, school superintendent and superintendent of facilities, shall determine the structure and content of all communication to all immediate neighbours regarding the specific initiative.
2. In the event of new construction, a building addition, a site modification, additional portables, major new program changes and/or a large special event, a communication strategy will be developed to encompass the various stages of the process. Specific guidelines for each are found within the Operational Procedures.
3. All school/community meetings and all communications with local politicians shall be done in collaboration with the school trustee and school superintendent.

Definitions

Local School Community: Students who attend the school, parents, staff and immediate surrounding neighbours and stakeholders, (e.g., *Before and After School Program* providers).

Evaluation and Metrics

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

1. The success of the policy is anticipated to be a stronger community connection between the school and the surrounding neighbours. Fewer complaints received by school and board staff, as well as the local trustee would also be anticipated.
2. The majority of telephone and email inquiries/complaints will be more efficiently directed to the appropriate department or staff person and Trustees for a response.

SCHOOL EVENTS COMMUNICATIONS AND INVITEE PROTOCOLS POLICY & DRAFT WORK PLAN

Date: April 2, 2024

POLICY INFORMATION

Policy: School Events Communications and Invitee Protocols

Section: Communications and Information Technology

Last reviewed: May 2018

Lead department: Communications

Phase I. INITIATE POLICY REVIEW/NEW POLICY DEVELOPMENT

This workplan will be discussed at the Governance and Policy Committee (GAP) meeting on: April 2, 2024.

Content Changes:

- Policy to be reformatted into the updated branded policy template
- Consider incorporating content into Blessing and Official Opening of Schools Policy, to be reflective of school events, major milestones, celebrations, etc.
- Ensure consistency with order of speakers in Blessing and Official Opening of Schools Policy

The proposed content changes are due to the following reason(s):

- Legislation
- Government directives/policies
- Board decisions
- Operational requirements
- Simplify and/or update language
- Other: May 2018 GAP request to add the policy to the Governance and Policy Committee work plan for the development of an Omnibus policy (Update to School Events Communications and Invitee Protocols Policy (S.02).

Phase II. ENGAGEMENT

Are external engagements applicable to this Policy?

X Yes

External engagement will include:

X CSPCs and Principals.

APPENDIX E

Timing required for engagement:

- 1-2 months (due to nature of CSPC meeting frequency)

Phase III. DRAFTING, REVIEW AND APPROVAL

- Present engagement feedback to GAP for review & consideration; and GAP to provide staff with direction on revisions to the policy, if required on: June 4, 2024.
- Staff draft updated policy with GAP feedback, and present to GAP for review, input and approval on: September 3, 2024.



POLICY SECTION:	SCHOOLS
SUB-SECTION:	
POLICY NAME:	SCHOOL EVENTS COMMUNICATIONS AND INVITEE PROTOCOLS
POLICY NO:	S.02

Date Approved: December 6, 2006	Date of Next Review: May 2023	Dates of Amendments: November 9, 2012 May 17, 2018
Cross References: S. 08 Blessing and Official Opening of Schools <i>T. 06 consolidated</i>		
Appendix		

Purpose:

This Policy provides direction on how to communicate school events to various stakeholder groups and identify common standards of practice for who should be invited to these events.

Scope and Responsibility:

The policy governs communication of school events and who must be invited to various events held at the school or by the school. The school Principal will be responsible to follow the policy as they support the planning of school functions.

Alignment with MYSP:

Strengthening Public Confidence
Achieving Excellence in
Governance

Policy:

As a Catholic community, we seek to share our good news and school celebrations with our local community.

Regulations:

The following procedure shall be adopted with respect to school events and celebrations of significance:

1. Trustees, in whose ward the school is located, shall be invited to attend school functions to which the school community has been invited, and will be consulted prior to setting the date of the event.
2. Where appropriate, the Principal/designate should notify the Communications department of the TCDSB of the date, time and details of such event. The Communications department will report this in its listing of school events taking place.
3. In agreement with the Principal, a media release will be prepared and sent out to appropriate local print, television and radio outlets, city councillors, Trustees and senior TCDSB officials. Information about the event will also be placed on the home page of the TCDSB portal and communicated through electronic and social media.
4. The area Superintendent and local Trustee should always be invited to special events held at the school. Where a politician has been invited into a school the Superintendent and Trustee must be invited. The Catholic School Parent Council Chair and/or Vice Chair and local Parish priests should also

be notified and invited to special school events.

5. Depending on the nature of the event, schools may also wish to invite the Director of Education, Associate Director(s), and the Chair and Vice-Chair of the Board. Local City Councillor, Provincial MPP, Federal MP, local community representatives and all applicable current and former TCDSB senior staff could also be included on the guest list.
6. The order of speakers for school events shall be consistent with Blessing and Official Opening of Schools Policy (S.08), Regulation 3:

Order of Speakers at TCDSB School Events

- Principal of the School
- Chair of the Board (Vice-Chair or designate)
- Archbishop/Bishop (Archdiocese Representative)
- Minister of Education
- Appropriate Trustee
- Local Member of Provincial Parliament
- Local Member of Parliament
- Representative of the Municipality
- Director of Education
- Chair of Catholic School Advisory Council
- Parish Priest
- President of the Student Council, where applicable

Definitions:

School event

At the TCDSB, school events consist of, but not limited to:

New School Openings/Blessings, School Anniversaries, School Graduations (Elementary and Secondary), Ground Breaking Ceremonies, Celebrations or Initiatives organized jointly with National, Provincial, Municipal, local and community partners.

Evaluation and Metrics:

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

- Through the Communications department, Trustees will be surveyed about their experience.
- One month prior to the date of review, schools will report on implementation of this policy.



APPENDIX F

POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: COMMUNITY ENGAGEMENT

POLICY NO: T. 07

<p>Date Approved: December 13, 2012- Board</p>	<p>Date of Next Review: November 2022 June 2028</p>	<p>Dates of Amendments: November 16, 2017 June 15, 2023</p>
<p>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</p>		
<p>Appendix A – Community Engagement Handbook, revised September 2012</p>		

Purpose:

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

Scope and Responsibility:

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



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: COMMUNITY ENGAGEMENT

POLICY NO: T.7

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

Alignment with MYSP:

Learning – Growing in Knowledge

Continue to develop a Christ-centered learning organization in pursuit of knowledge, innovation, and responsiveness.

Equity – Growing in Knowledge with Justice

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

Well-Being – Growing in Knowledge With Justice and Hope

Strengthen an environment rooted in Gospel values that nurtures hope and well-being.

Policy:

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.

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,



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: COMMUNITY ENGAGEMENT

POLICY NO: T.7

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.

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



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: COMMUNITY ENGAGEMENT

POLICY NO: T.7

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.

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.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: COMMUNITY ENGAGEMENT

POLICY NO: T.7

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.

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, parent(s)/guardian(s), Catholic ratepayers, Staff, Trustees, and the Catholic Church.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: COMMUNITY ENGAGEMENT

POLICY NO: T.7

General Public

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

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 parent(s)/guardian(s) 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.

This Community Engagement Policy T.07 may be reviewed earlier than the regular five-year cycle upon the request of the Board of Trustees.



APPENDIX G

POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: LOGO USE
POLICY NO: T.16

Date Approved: January 29, 1977 November 19, 1987	Date of Next Review: May 2023 December 2028	Dates of Amendments: November 19, 1987 October 25, 2012 May 31, 2018 November 7, 2023
Cross References: Copyright Act R.S.C.1985 c. C042 Advertising (A.03) Political Activities and Campaigning Policy (A.40)		
Appendix Corporate Logo Use Guidelines		

Purpose:

This Policy provides direction on the use of the Toronto Catholic District School Board’s corporate logo.

Scope and Responsibility:

The policy governs all internal and external uses of the Board’s corporate logo. The Director of Education is responsible for this policy. The Communications Department is authorized to ensure adherence to the policy.

Alignment with MYSP:

Learning – Growing in Knowledge

Continue to develop a Christ-centered learning organization in pursuit of knowledge, innovation, and responsiveness.

Equity – Growing in Knowledge with Justice

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



APPENDIX G

POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: LOGO USE

POLICY NO: T.16

Well-Being – Growing in Knowledge With Justice and Hope

Strengthen an environment rooted in Gospel values that nurtures hope and well-being.

Policy:

The Toronto Catholic District School Board mandates the use of a logo which identifies it as a public, Catholic educational institution, distinguishable from other corporations.

As Canada's largest Catholic school board, the TCDSB corporate logo is integral to the Board's brand as a leader in building communities of faith, anchored in hope with heart and charity. The TCDSB corporate logo combines the cross, the anchor and the heart, representing the three theological virtues of faith, hope and charity, symbols used by the early Christians in the catacombs.

Regulations:

1. The use of the TCDSB corporate logo shall be affixed to the following:
 - a. Official Board communications materials, publications and documents in both print, and web-based digital formats;
 - b. social media platforms;
 - c. Board property;
 - d. Signs on construction sites;
 - e. Business cards for trustees and employees;
 - f. Official Board and trustee stationery; and
 - g. Other Board materials as authorized by the Board of Trustees, Director of Education or the Director's designate (Board Communications Department).
2. Trustees shall be authorized to use the logo on material they distribute to their ratepayers, outside of a municipal election period.



APPENDIX G

POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: LOGO USE

POLICY NO: T.16

3. Use of Board logo by any candidate during an election period on written, printed or electronic formats, websites and social media platforms is strictly prohibited. Use of Board logo cannot be used without TCDSB authorization.
4. Any requests for approval to use the TCDSB corporate logo other than what this Policy shall be made to the TCDSB Communications Department in writing. If the TCDSB grants approval to use the TCDSB logo, the use of the logo must comply with the TCDSB Corporate Logo Use Guidelines.
5. Action shall be taken against any person(s) or corporation(s) not authorized to use the TCDSB logo.
6. The TCDSB Communications Department will develop and maintain the TCDSB Corporate Logo Use Guidelines.

TCDSB Corporate Logo Approved for Use:





APPENDIX G

POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: LOGO USE

POLICY NO: T.16

Definitions:

Social media platform

Websites and applications that enable users to create and share content or to participate in social networking on computer-based and other communications devices.

Evaluation and Metrics:

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

- The Communications Department will monitor and track appropriate use to ensure the TCDSB brand is maintained.
- The Communications Department will assess the effectiveness of the Board logo in extending the TCDSB's brand awareness among its ratepayers, school community and public as part of the annual Communications and Community Engagement Report to the Board of Trustees.



APPENDIX H

POLICY SECTION: BUILDINGS/PLANT/GROUNDS-PLANT

SUB-SECTION:

POLICY NAME: PLAQUES FOR NEW SCHOOLS

POLICY NO: B.P.02

Date Approved:	Date of Next Review:	Dates of Amendments:
	April 2026	April 22, 2021 BM p 34, 22 Jan 87; BM p 126, 19 Jun 86; BM,79.

Purpose:

To establish guidelines for consistent, cost effective and aesthetically suited plaques to commemorate the opening and blessing of new schools.

Scope and Responsibility:

It has been customary to commemorate the opening of a new building with the creation of a perpetual plaque to be mounted to the interior of the school wall near the front entrance. This policy outlines the design of the plaques, as well as the material used, to ensure a cost effective and attractive product at all TCDSB school sites. The Communications Department will ensure that all new plaques are consistent with the TCDSB's corporate branding strategy.

Alignment with Multi Year Strategic Plan:

Living Our Catholic Values

Enhancing Public Confidence

Fostering Student Achievement and Well-Being

Achieving Excellence in Governance

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy:

A suitable plaque shall be installed in all new schools within construction costs.



APPENDIX H

POLICY SECTION: BUILDINGS/PLANT/GROUNDS-PLANT

SUB-SECTION:

POLICY NAME: PLAQUES FOR NEW SCHOOLS

POLICY NO: B.P.02

Regulations:

1. In the year that a school begins operation, a plaque, in a standard form, shall be erected inside the front door. It shall be inscribed with the following information:
 - a) TCDSB logo
 - b) Name of school
 - c) Text: Dedicated to witness, faith, innovation and action through Catholic Education
 - d) All trustees on the Board, at the time, beginning with the Chair and Vice-Chair
 - e) Director of Education
 - f) Year of new school opening
2. The plaque shall remain on display for the lifetime of the school.
3. Plaques must be consistent with the TCDSB's corporate branding strategy, see Appendix A for instructions and example.
4. Plaque material of choice will reflect a contemporary and economical option that will be consistent with TCDSB corporate branding.

Evaluation and Metrics:

The effectiveness of the policy will be determined by a review and inspection of new school plaques to take place at each new school/facility opening to ensure TCDSB branding has been accurately reflected.



APPENDIX H

POLICY SECTION: BUILDINGS/PLANT/GROUNDS-PLANT

SUB-SECTION:

POLICY NAME: PLAQUES FOR NEW SCHOOLS

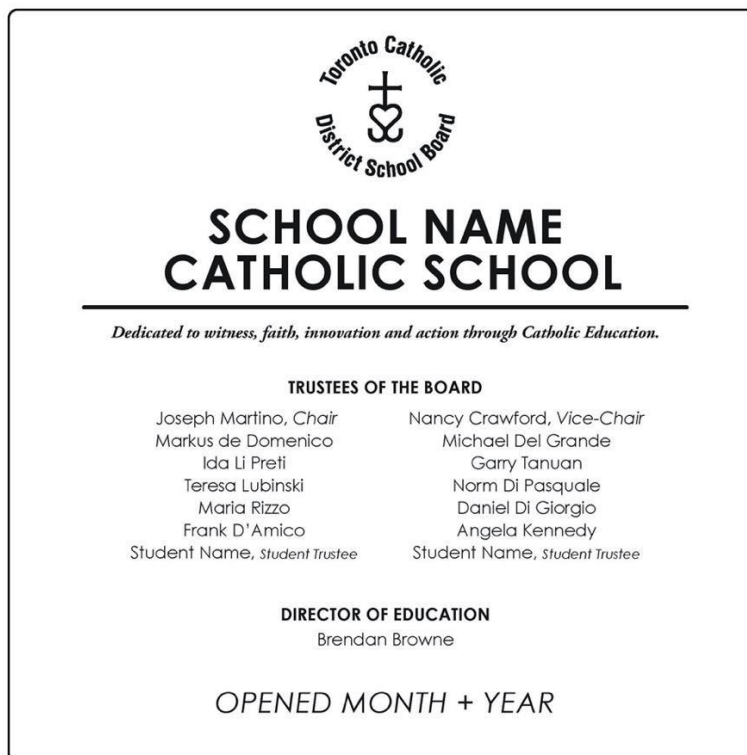
POLICY NO: B.P.02

Figure A

In order to remain consistent with TCDSB's corporate branding strategy, plaques shall:

- Include the TCDSB logo
- Use variations of the font Century Gothic ONLY
- Include School Name
- Include "Opened [month] [year]"
- Include text: Dedicated to witness, faith, innovation and action through Catholic Education
- List all trustees on the Board, at the time, beginning with the Chair and Vice-Chair; and the Director of Education

Content and design should align with the following style:





CATHOLIC
PARENT
INVOLVEMENT
COMMITTEE



Toronto Catholic Parent Involvement Committee

CEC • 80 Sheppard Avenue East • North York, ON • M2N 6E8 • www.tcdsb.org/cpic

March 26, 2024

TO: Governance & Policy Committee

At our February meeting, CPIC approved producing a "plaque" for each school corridor highlighting the Parent Charter of Principles. It was agreed to have Communications confirm the latest version of the Parent Charter and design a coloured plaque (similar example to a conflict resolution plaque produced & distributed in the past)

We have since received a response back from Communications (a month later after the original referral) they are not taking an action given a number of policies are under planned review by the Governance & Policy Committee.

We have responded the Parent & Student Charter of Principles are not policies, they are decrees from the Board of Trustees after many rounds of review and stakeholder engagement. Our understanding is no direction has been given by the Board of Trustees nor staff, have raised any issues requiring a review.

We would like to get confirmation from the Governance & Policy Committee, that it has no plans to review these Charters so that we can proceed with providing this information to parents in schools (as well as drawing down from our surplus).

A handwritten signature in black ink, appearing to read "John Del Grande".

John Del Grande
CPIC Chair

**GOVERNANCE AND POLICY COMMITTEE
PENDING LIST TO APRIL 2, 2024**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1.	Mar-2017 Governance and Policy	May 2024	Governance and Policy	Report regarding consultations with CLSIT and conversations with the Archdiocese in regards to the content of the policy (Update to Chaplaincy Program Policy)	Superintendent Caccamo
2.	May-2018 Governance and Policy	April 2024	Governance and Policy	Staff was requested to add the policy to the Governance and Policy Committee work plan for the development of an Omnibus policy (Update to School Events Communications and Invitee Protocols Policy (S.02)).	CCO Vlahos
3.	Jan-2019 Governance and Policy	June 2024	Governance and Policy	That all existing and new policies be reviewed to reflect the Ontario Human Rights Commission (OHRC) Accessible Education for Students with Disabilities Policy Document and that once completed, that they be brought back to GAP Committee; and That staff develop a policy reflective of the OHRC Accessible Education for Students with Disabilities Policy Document (SEAC Minutes, 2018-09-19, Item 9g) Ontario Human Rights Commission (OHRC) Policy Document Article on Special Education Inclusion)	Superintendent Fernandes/EGC Cedia

4.	August 2020 Regular Board	Under review at By-Law Committee	Governance and Policy	That the draft documents in Appendix A and Appendix B of the report be referred to the Governance Committee and Policy Committee and the By-Law Committee for their consideration (Revision of Toronto Catholic District School Board (TCDSB) By-Law #175 to Include the Authority of the Integrity Commissioner in the Governance Model)	EGC Ceddia
5.	June 2021 Corporate Services	June 2024	Governance and Policy	<p>WHEREAS: Notices of motions/motions and amendments are used to bring proposals for consideration by Trustees;</p> <p>WHEREAS: Notices of motions/motions and amendments are submitted in writing;</p> <p>WHEREAS: Preamble clauses are whereas explanatory notes that precede the be it resolved clauses;</p> <p>WHEREAS: Using a preamble or whereas explanatory notes gives the mover to list the reasons for the resolution;</p> <p>WHEREAS: Preamble clauses (whereas) should support the resolved statement(s);</p> <p>WHEREAS: Comments made in the preamble should be factual and verifiable;</p> <p>WHEREAS: Preambles must be as specific as possible about the issue and demonstrate the relevance of the resolution;</p>	EGC Ceddia

WHEREAS: Commentary in the whereas paragraphs exemplify why action should be taken;

WHEREAS: The TCDSB recently adopted a revised Trustee Code of Conduct that states in part:

Trustees have a duty to treat members of the public, one another and staff appropriately and without abuse, bullying or intimidation;

WHEREAS: Trustees should be committed to performing their functions with integrity, impartiality and transparency;

WHEREAS: Trustees shall be respectful of the role of staff to advise based on political neutrality and objectivity and without undue influence from any individual Trustee or faction of the Board;

WHEREAS: Trustees as leaders of the community, are held to a higher standard of behaviour and conduct;

WHEREAS: Trustees shall not maliciously or falsely impugn or injure the professional or ethical reputation or the prospects or practice of staff, and all Trustees shall show respect for the professional capacities of the staff of the Board;

WHEREAS: Trustees share a common basis and understanding for acceptable conduct of Trustees,

in concert with and beyond the minimum standards of behaviour set out in the existing legislative framework;

WHEREAS: Negative preambles should be avoided;

WHEREAS: Members are not endorsing whereas comments when voting for a resolution; and

WHEREAS: Negative motions or resolutions should not be considered.

THEREFORE BE IT RESOLVED THAT:

Trustees in presenting notices of motions, motions and amendments adopt the following principles effective immediately:

- a) preambles will be factual and verifiable;
- b) preambles will be as issue specific as possible;
- c) negative preambles to notices of motions, amendments and resolutions will be avoided;
- d) resolutions and preambles to notices of motions/motions or amendments will not maliciously or falsely impugn the professional or ethical reputation of staff or trustees; and
- e) resolutions and preambles to notices of motions/motions or amendments will respect the professional Board staff and trustees

			<p>FURTHER BE IT RESOLVED THAT: The aforementioned be referred to the Governance and Policy Committee and to staff for necessary amendments to the present policies.</p> <p>(Consideration of Motion from Trustee Rizzo regarding Notice of Motions)</p>	
6.	June 2021 Regular Board	Connected to 7 & 16 – Will go to By-Laws Review Ad Hoc Committee first	<p>Governance and Policy</p> <p>That the revised Terms of Reference for the 2SLGBTQ+ Advisory Committee (Appendix A of the report) be approved.</p> <p>Staff was directed to refer the matter of having consistency with respect of determining Terms of Reference before approval of Committee membership and meetings to the Governance and Policy Committee (Approval of 2SLGBTQ+ Advisory Committee Terms of Reference)</p>	ECG Ceddia
7.	December 2021 Governance and Policy	Connected to 6 & 16 – Will go to By-Laws Review Ad Hoc Committee first	<p>Governance and Policy</p> <p>That the Update to Operational Procedures on Selection Process for Community and Parent/Guardian Membership on Advisory/Ad Hoc Committees be referred back to staff to incorporate all the amendments and to provide a comprehensive policy on recruitment processes for all types of Board Committees involving community members including Advisory, Ad hoc and Statutory Committees (Update to Operational Procedures on Selection Process for Community and Parent/Guardian Membership on Advisory / Ad Hoc Committees)</p>	EGC Ceddia
8.	April 19, 2022 Governance and Policy	May 2024	<p>Governance and Policy</p> <p>Received and referred to staff to come back with a Policy:</p>	CCO Vlahos

			<p>1. Be It Resolved That: This report be referred to the Governance and Policy Committee to be used in the formation of a draft policy on days and months of recognition, dedication and/or commemoration in the TCDSB; and</p> <p>2. Be It Resolved That: Staff provide a summary of the dates and months of dedication to the Governance and Policy Committee (Days of Recognition).</p>		
9.	October 2022 Governance and Policy	Fall 2024	Governance and Policy	That this Item be referred to the Sweatshop Free Committee for any input by February 2023. (Sweatshop Free Purchasing Policy F.P. 04 (Rescind)).	Superintendent Putnam
10.	February 2023 Governance and Policy	April 2024	Governance and Policy	That the revised Bullying Prevention and Intervention Policy SS.11 provided in Report Appendix A, and the accompanying Procedural Guidelines found in Report Appendix B, be sent out for consultation with Parent groups such as Catholic Parent Involvement Committee (CPIC), Special Education Advisory Committee (SEAC), Ontario Association of Parents in Catholic Education (OAPCE) and Catholic School Parent Councils (CSPCs) (Bullying Prevention and Intervention Policy S.S.11 Update Due To Revisions To P.P.M. 144 and Governance and Policy Recommendations)	Superintendent Caccamo
11.	March 2023 Regular Board	May 2024	Governance and Policy	That the discussion on Policy A.33 Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns be received, and that the following be referred back to the Board of Trustees and Staff for consideration in the next scheduled policy review through the Governance and Policy	Superintendent Campbell

			<p>Committee:</p> <p>1. In the Guiding Principles section on page 5 of 8 Item d) “procedural fairness” be fleshed out with more description; and</p> <p>2. That access to the Human Rights (HR) Equity Advisor and other Staff identified by the HR and Equity Advisor be considered so that parents experiencing discrimination have a resource person to consult for counsel and/or resources;</p> <p>That the Ontario Ombudsman be included as a resource; and</p> <p>That under “Guidelines for Principals” page 38, that guideline h) be added to read: <i>Ensure that parents and stakeholders are aware of the A.33 Policy and the resources available to support them. (Recommendations to Board from the Special Board Advisory Committee on Race Relations: Community Engagement and Review/Modify Applicable Board Policies: Review Policy A.33 – Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns)</i></p>	
12.	May 2023 Regular Board PUBLIC	Verbal update - March 20, 2024 Corporate Services Committee meeting	Governance and Policy That 1.5 km distance be changed to 1.6 km for next school year, September 2024, following consultation and that schools with special circumstances be exempt (for e.g. safety, hazards) and that it be referred to the Governance and Policy Committee (2023-2024 Budget Estimates – Overall)	Superintendent Loberto

13.	June 2023 Governance and Policy	Verbal update – May 2024	Governance and Policy	<p>That the Update to Alcohol, Cannabis and Other Drugs Policy S.S.03 be referred back to Staff to include immediate communication to parent(s)/guardian(s) throughout the Policy; and</p> <p>That Staff explore language that will address expectations of Staff that can be embedded in Policy (Update to Alcohol, Cannabis and Other Drugs Policy S.S.03)</p>	Superintendent Caccamo
14.	December 2023 Regular Board PUBLIC	April 2024	Governance and Policy	<p>WHEREAS: Policy S.08 Blessing and Official Opening of Schools provides some funding for celebrations;</p> <p>WHEREAS: A budget of \$600 per school community under 500 students and \$750 per school community over 500 students are allocated to cover some of the costs of the blessing and official opening</p> <p>WHEREAS: A maximum annual budget of \$10,000 is allocated board wide;</p> <p>WHEREAS: Policy S.08 does not address school anniversaries;</p> <p>WHEREAS: The Board provides schools with \$500 for milestone anniversaries including 50, 75 and 100;</p> <p>WHEREAS: The Board does not provide any funding for other significant events;</p> <p>WHEREAS: Costs have increased exponentially and the Policy should be revised and updated; and</p>	CCO Vlahos

				<p>WHEREAS: Policies in general should not include dollar amounts.</p> <p>THEREFORE BE IT RESOLVED THAT: This motion be referred to the Governance and Policy Committee for a policy review (Consideration of Motion from Trustee Rizzo regarding Policy S.08 Blessing and Official Opening of Schools)</p>	
15.	January 2024 Governance and Policy	May/June 2024	Governance and Policy	<p>That Catholicity and School Support Policy H.M.08 and Qualifications and Catholicity Policy H.T.01 be referred back to Staff for consideration of the following:</p> <ul style="list-style-type: none"> i. That “guaranteed in Section 93” be added after “Constitution Act, 1867”, Purpose, line 3, page 26; ii. That “Roman” be inserted before “Catholic”, Regulation 1, line 2, page 27; <p>Regulation 2b), page 28:</p> <ul style="list-style-type: none"> iii. That "priest" be replaced with "Roman Catholic Priest", line 3; iv. That "on the prescribed form," be inserted after "provided", line 4; v. That "and will be in the prescribed form” be deleted, line 5; and 	L. Coulter

				vi. That the prescribed form be attached to the Policy in an appendix. (Catholicity and School Support Policy H.M.08 and Qualifications and Catholicity Policy H.T.01)	
16.	February 2024 Regular Board	Connected to #6 & 7 – Will go to By-Laws Review Ad Hoc Committee first	Governance and Policy	<p>Whereas: The Race Relations Committee was the earliest advisory Committee created more than two decades ago at the Toronto Catholic District School Board (TCDSB);</p> <p>Whereas: The Race Relations Committee was the foundation upon which all the TCDSB Advisory Committees have been built;</p> <p>Whereas: The Race Relations Committee is like the trunk of the tree from which all the Advisory Committees have grown and developed over time like branches on a tree;</p> <p>Whereas: TCDSB can be proud of the work each of the Advisory Committees perform;</p> <p>Whereas: In the context of our Catholic values, racism violates the fundamental dignity of the human person who is made in the image and likeness of God;</p> <p>Whereas: TCDSB has a Department devoted to Indigenous Education and Equity; adopted an Equity Plan and has several Advisory Committee representing Indigenous, African Canadian, 2SLGBTQ+, Filipino, Ukrainian and Spanish;</p>	EGC Ceddia

			<p>Whereas: The Equity Action Plan (2023-2026) focuses on Indigenous Education, Anti-Black Racism and Support for LGBTQ+ community;</p> <p>Whereas: Duplication and limited resources should be averted;</p> <p>Whereas: The structure of the Advisory Committee engages members to share their lived experiences in order to inform system wide documents and strategies;</p> <p>Whereas: Black History Month is celebrated February 1st to 29th and honours the legacy of Black people in Canada and in our school communities; and</p> <p>Whereas: TCDSB has made significant strides in improving racial injustice it has not resulted in the eradication of either individual, or systemic racism. Some progress is not absolute progress.</p> <ol style="list-style-type: none">1. Be It Resolved That: The TCDSB continue to adopt a Zero-Tolerance Attitude Towards Racism and ensure everyone learns the Catholic language of inclusion;2. Be It Further Resolved That: The Governance and Policy Committee review all Advisory Committees to address issues identified in this motion;	
--	--	--	---	--

			<ol style="list-style-type: none">3. Be It Resolved That: The existing Advisory Committees should independently and regularly report to the Board so that trustees can develop policies needed to address all forms of systemic equity issues;4. Be It Further Resolved That: The Special Board Advisory Committee on Race Relations be discontinued at this time in this form;5. Further Be It Resolved That: The members of the Special Board Advisory Committee on Race Relations be thanked for their contribution and service to the TCDSB; and6. Further Be It Resolved That: Special thanks be extended to the Trustees, community members and Staff of the Special Board Advisory Committee on Race Relations for their passion and leadership on this file (Special Board Advisory Committee on Race Relations)	
--	--	--	--	--

Governance and Policy Priority List 2023-24		
GAP Date	Policy or Procedure	Policy #
November 7, 2023	School Names	S.07
	Logo Use	T.16
	Copyright	A.11
January 9, 2024	Catholicity and School Support	H.M.08
	Qualifications - Catholicity	H.T.01
	School Names	S.07
February 6, 2024	Board Recognized Charitable Foundations	A.09
	Fund Raising Policy	S.M.04
	Donation & Sponsorship	FF.02
March 5, 2024	Policy Framework (former Meta Policy) , Policy Development and Review Process, and Policy Template	M.01
April 2, 2024	Advertising	A.03
	Blessing and Official Opening of Schools	S.08
	Bullying Prevention and Intervention	S.S.11
	Communications Policy	A.37
	Good Neighbour	S.25
	School Events Communications and Invitee Protocols	S.02

May 7, 2024	<u>Alcohol, Cannabis and Other Drugs</u>	
	<u>Guidelines For Trustees, Parents and Staff in Addressing School Related Concerns</u>	
June 4, 2024	Human Rights Policy	