



Governance and Policy Committee Agenda

GPC:006A

Wednesday, October 4, 2023

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

Trustee Members:

Yalini Rajakulasingam (Chair), Sara Ehrhardt, Liban Hassan, Patrick Nunziata, Weidong Pei,
Anu Sriskandarajah

	Pages
1. Call to Order and Acknowledgement of Traditional Lands	
2. Approval of the Agenda	
3. Declarations of Possible Conflict of Interest	
4. Delegations	
To be presented	
5. Staff Reports	
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P031, Human Rights Policy: Annual Review

To: Governance and Policy Committee

Date: 4 October, 2023

Report No.: 10-23-4602

Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the Human Rights Policy (P031), as presented in this report, be approved.

Context

The Human Rights Policy (P031) (the “Policy”) is being reviewed in accordance with the Policy Review Schedule, and the *Occupational Health and Safety Act* which requires school boards to review their policies related to human rights and occupational health and safety annually.

In accordance with the Board’s Policy Development and Management Procedure (PR501), section 6.17: “policies that are mandated by legislation to be reviewed on an annual basis may undergo a simplified review process annually and a complete process every four years (e.g., Human Rights Policy, Occupational Health and Safety Policy, Workplace Violence Prevention Policy, Workplace Harassment Prevention for Non-Human-Rights-Code Harassment Policy, etc.). Under the simplified process, the policy may be exempted from consultation requirement if no substantive changes to the policy are being proposed”. Once in 4 years such policies are still expected to undergo a

regular review process that includes public consultations. The regular review of the Human Rights Policy (P031) was completed in June 2021.

Upon reviewing the governing legislation, no substantive changes are being recommended to the current Policy (see Appendix A). It is therefore proposed that the simplified review process be applied.

In compliance with the *Ontario Human Rights Code* and the *Occupational Health and Safety Act*, the Human Rights Policy (P031) is being provided for the Committee's consideration and approval.

Action Plan and Associated Timeline

Subject to the Governance and Policy Committee's approval, the Policy will be presented to the Board of Trustees on November 1, 2023 for final approval.

Resource Implications

No additional resources will be required for revisions to this Policy.

Communications Considerations

Following Board approval, the Policy will be posted on the Board's public website. In addition, a message will be circulated to the System Leaders' Bulletin instructing site management and school principals throughout the TDSB system to post the Policy in a conspicuous location within their workplace.

Board Policy and Procedure Reference(s)

- Equity Policy (P037)
- Gender-Based Violence Policy (P071)
- Workplace Harassment Prevention for Non-Human-Rights-Code Harassment Policy (P034)
- Workplace Violence Prevention Policy (P072)
- Workplace Harassment Investigation (Non-Code) Procedure (PR740)

Appendices

- Appendix A: Human Rights Policy (P031) – tracked changes

From

Mahejabeen Ebrahim, Human Rights System Lead, at mahejabeen.ebrahim@tdsb.on.ca or 416-397-3091.

Toronto District School Board

Policy P031

Title:	HUMAN RIGHTS
Adopted:	May 3, 2000
Effectuated:	May 3, 2000
Revised:	May 19, 2004; June 30, 2021; May 25, 2022* Insert Date Here*
Reviewed:	May 19, 2004; June 30, 2021; May 25, 2022 Insert Date Here
Authorization:	Board of Trustees

1.0 RATIONALE

The Toronto District School Board (“TDSB”) acknowledges and seeks to dismantle the Board’s colonial structures and practices and recognizes the devastating and ongoing impacts of colonization on First Nations, Métis, and Inuit people.

It is recognized and acknowledged that many members of the TDSB community continue to experience exclusion and marginalization, including racism, anti-Indigenous racism, anti-Black racism, ableism, sexism, transphobia & cissexism (discrimination and prejudice on the basis of gender identity), homophobia, and other forms of marginalization and prejudice.

TDSB recognizes that sustained measures, both proactive and reactive, are required to eradicate discrimination and to ensure that all members of the TDSB community are included, welcomed, and feel valued in all TDSB environments.

The Human Rights Policy (the “Policy”) affirms and supports the TDSB’s commitment to defending, upholding and promoting human rights in all learning and working environments for the benefit of all members of the TDSB community. This Policy supports the implementation of TDSB obligations under the Ontario *Human Rights Code*, the *Education Act*, the *Canadian Charter of Rights and Freedoms*, and the *Occupational Health and Safety Act*.

2.0 OBJECTIVE

The objectives of the Policy are:

- To protect, promote and advance the human rights of all TDSB members (see definition below) to learn, function and work in an equitable, accessible, respectful and inclusive environment free of discrimination and harassment on the basis of the protected grounds of discrimination specified in this Policy and protected under the Ontario *Human Rights Code*.
- To ensure TDSB meets its positive human rights obligations, including to proactively identify, address, and prevent all forms of discrimination, including individual and systemic discrimination.

3.0 DEFINITIONS

For the purposes of this Policy:

Accommodation – see below under “Duty to Accommodate”.

Allegation means an unproven claim or assertion that someone has violated this Policy.

Board means Toronto District School Board, which is also referred to as “TDSB.”

Code means the Ontario *Human Rights Code*.

Condonation means the practice – particularly on the part of a person in a position of authority – of overlooking, downplaying, accepting and/or failing to respond to discriminatory behaviour.

Directing Minds means employees with supervisory authority who function, or are seen to function, as representatives of an organization. Persons who are not identified as supervisors *per se* may be directing minds if they have supervisory authority or have significant responsibility for the guidance of employees.

Discrimination means adverse treatment in a TDSB environment that is unfair based on one or more protected grounds; or treatment that results in disadvantage, violates dignity, or perpetuates prejudice- against a person or group in a TDSB environment in relation to one or more protected grounds. Discrimination can be direct or indirect, individual or systemic (see definition below), and need not be intended. It also includes hate activity in TDSB environments.

Intersectional discrimination is a form of discrimination that occurs based on two or more *Code* grounds that produce a unique and distinct form and experience of discrimination that cannot be reduced to any single *Code* ground. The concept of intersectional discrimination recognizes that people may have multiple

overlapping identities, and that marginalization, exclusion and discrimination may be further exacerbated because of how these identities interact or “intersect.”

Discrimination does not include the existence of measures designed to relieve disadvantage or systemic discrimination, or to assist persons or groups who experience disadvantage to achieve or attempt to achieve equal opportunity.

Duty to Accommodate means the legal obligation to make adjustments, provide support, or make exceptions in order to avoid discrimination on the basis of a protected ground so as to ensure fair and equitable access, treatment, and inclusion, and for individuals to be able to participate equally and perform to the best of their abilities in the learning environment, workplace, or other TDSB environment.

- The duty to accommodate may require making adjustments to or exceptions to policies, procedures, programs, guidelines, practices, physical settings, requirements, or criteria in keeping with the principle of the primacy of the *Code*.
- If a person in a position of authority has information or has made observations that suggests there may be a need for accommodation, that person is under a duty to make reasonable inquiries into whether an accommodation may be required.
- When there is a duty to accommodate, accommodation is required up to the point of undue hardship, which is a very high threshold.
- The procedural duty to accommodate requires that the accommodation process be transparent, collaborative and respectful. Requests for accommodation cannot be ignored.

Employee includes any person who is an “employee” under the *Code*. It also includes any person who is a “worker” under the *Occupational Health and Safety Act* including, but not limited to: full-time, part-time, regular, temporary, and probationary employees; co-op students; and contract employees.

Harassment means a course of vexatious comment or conduct in a TDSB environment, based on a protected ground, which is known, or ought reasonably to be known, to be unwelcome, and includes sexual harassment. Harassment is a form of discrimination. It is usually the result of a series of incidents (“a course” of comment or conduct) but may also result from one very serious incident. Note: non-*Code* workplace harassment, which is not based on a protected ground, is covered under the Workplace Harassment Prevention for Non-Human-Rights-Code Harassment Policy (P034).

Hate Activity means a hate crime or a hate incident.

Hate Incident means non-criminal conduct that is motivated in whole or in part by hatred against an individual or group on the basis of a protected ground. A hate incident can encompass situations in which the conduct is directed against people associated with individuals or groups identified with the protected grounds. The conduct can be verbal, nonverbal or written, and may manifest itself in the form of slurs, insults, harassment, abusive gestures, taunting, display of offensive materials or hate symbols, or other acts which may intimidate, degrade and/or marginalize the targeted individual or group.

Hate Crime means a criminal offence that is committed against a person or property, and which is motivated in whole or in part by hatred or bias based on race, national or ethnic origin, language, colour, creed, religion, sex, age, (mental or physical) disability, sexual orientation, gender identity, or gender expression. This includes, but is not limited to, hate-motivated violence, incitement to hate-motivated violence, and/or the display of symbols or other representations identified with groups promoting hate and violence. It also includes such crimes committed against a person who is associated, or perceived to be associated, with individuals or groups identified with one of the aforementioned Code-protected grounds.

HRO means the Human Rights Office.

Instance includes an incident, event, ongoing situation, circumstance, environment, practice, policy, procedure, rule, directive, etc. that gives rise to a breach of this Policy. The term “potential instance” refers to knowledge, including based on rumour, report, or reasonable suspicion, that warrants investigation to ascertain whether a violation of this Policy has occurred.

Learning Environment means any land, premises, location, event or thing at, upon, or in which a TDSB student or TDSB member (see definition below) learns or engages in activities connected to the learning environment (e.g., parent engagement/parent council activity etc.). This includes virtual/online environments. Conduct that has consequences for the learning environment, regardless of where it occurs, may be considered to have occurred in the learning environment.

Manager means a supervisor or a directing mind as defined in this Policy.

OHSA means the *Occupational Health and Safety Act*. The *OHSA* prohibits all workplace harassment even if not on the basis of a protected ground. This Policy implements *OHSA* requirements with regard to workplace harassment on the basis of a protected ground. The Workplace Harassment Prevention for Non—Human-Rights-Code Harassment Policy (P034) implements the *OHSA*

requirements with regard to workplace harassment that is not based on a protected ground.

Parent means a parent, guardian or any other caregiver legally recognized as acting in place of the parent.

Person in a Position of Authority means a manager, or a person with authority over students (e.g., teachers, educational assistants, school-based safety monitors, child and youth workers, designated early childhood educators, lunchtime supervisors, bus drivers, office support staff, etc.).

Poisoned Environment means a TDSB environment that is oppressive, negative, hostile, unwelcoming, or non-inclusive as a result of vexatious behavior that is based on a protected ground and that is known, or ought reasonably to be known, to be unwelcome. The vexatious behaviour or conduct does not need to be directed toward any person or group in particular. A poisoned environment may result from a series of incidents or a single serious incident, condonation of such behavior, and/or the failure to adequately remedy and restore the environment following the incident(s).

Positive Human Rights Obligations, also called “positive obligations”, mean organizational duties which entail taking active steps to safeguard and advance human rights. Examples of positive obligations include: conducting training; monitoring human rights compliance through data collection, analysis and reporting; and other affirmative measures aimed at preventing human rights violations and fostering a culture of human rights, even in the absence of complaints.

Protected Ground means the grounds upon which discrimination is prohibited under the Ontario *Human Rights Code* and this Policy. The grounds are:

- Age (an age that is 18 years or more)
- Ancestry
- Citizenship
- Colour
- Creed (includes but is not limited to religion and Indigenous spirituality)
- Disability (includes mental, physical, perceived)
- Ethnic origin
- Family status (includes child, adoptive, elder relationships)
- Gender expression
- Gender identity
- Marital status (including single, separated, widowed, common law and covers same and opposite sex relationships)
- Place of origin
- Race
- Sex (includes pregnancy and breastfeeding)

- Sexual orientation
- Socio-economic status¹
- Record of offences (in employment only)
- Association with a person identified by a ground listed above

¹Note: Socio-economic status is a protected ground under this Policy, but not under the *Code*. Treatment that occurs as a result of perceived membership in a protected group is also protected.

RBH Portal means the Racism, Bias and Hate online reporting portal, a system which enables detailed incident reporting on racism and hate incidents involving or impacting students in schools, as governed by the procedure for Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools (PR728). It also provides a record of responses to such incidents, in the form of action plans and communication strategies, while allowing for the identification of any potential lessons learned, good/best practices, future preventative measures required, and any other systemic considerations.

Reprisal means adverse action or threat of adverse action against an individual that is in retaliation:

- (a) for, in good faith, raising concerns or claiming or enforcing a right under this Policy or associated procedures or supporting or assisting someone to do so;
- (b) for participating in a process to address a matter under this Policy or associated procedures; or
- (c) on the basis of a belief that the individual has engaged in (a) or (b).

Adverse action in the above definition could include, for example:

- disciplining, suspending, dismissing, or expelling;
- intimidating or coercing someone not to report a situation;
- changing an employee's position, shift, work location, work assignments or the nature of their work;
- moving a student to a different class;
- unfair grading;
- reducing or changing an employee's hours;
- denying a promotion; or
- harassing or discriminating.

Sexual Harassment means:

- (a) engaging in a course of vexatious comment or conduct because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome;
- (b) a reprisal or a threat of reprisal for the rejection of a sexual solicitation or advance; or

- (c) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement and the person knows or ought reasonably to know that the solicitation or advance is unwelcome. This creates a higher standard for those in positions of power because the solicitation or advance does not have to be “a course of conduct” or “egregious.” Where the unwanted sexual solicitation or advance is from a person not in a position of authority, the usual test of “course of conduct” or “single egregious incident” applies.

Sexual Harassment also includes cyber sexual harassment.

Student means a person who is enrolled at TDSB and includes an adult.

Supervisor means an employee who exercises managerial/supervisory authority in relation to other employees/workers, in accordance with OHSA or volunteers.

Systemic Discrimination means patterns of behaviour, policies and/or practices that are part of administrative structures or informal culture within TDSB, and that create or perpetuate disadvantage for individuals or groups on the basis of a protected ground.

TDSB means Toronto District School Board, which is also referred to as the “Board.” TDSB is an employer as defined in OHSA.

TDSB Environment includes a TDSB learning or working environment, as defined in this Policy, and includes:

- TDSB owned or operated places, Board premises, offices, and facilities (including eating, lounge/changing areas and vehicles used for TDSB purposes or on TDSB property);
- schools and school-related activities;
- Board-related functions, activities, or events;
- online environments;
- activities, including electronic messages and postings on electronic and social media, which have significant negative consequences for the TDSB environment; and
- all applicable social areas (e.g., employment; goods, services, and facilities; and contracts) protected by the *Code*.

TDSB Member/Member of the TDSB Community means, but is not limited to, students, parents/guardians, employees, job applicants, trustees, committee members, school/parent council members, permit holders (including organizations who use Board facilities), vendors, service providers, contractors, volunteers, visitors, customers of the Board, bargaining agents and associations, and all other persons who are invited to, work in, or are permitted to attend or participate in TDSB environments.

Vexatious means comment or conduct that is inappropriate or unnecessary and that a TDSB member experiences as offensive, embarrassing, humiliating, distressing or demeaning.

Workplace/Working Environment means any land, premises, location or thing at, upon, in or near which an employee works, in keeping with the definition in the *OHSA*. For the purpose of this Policy, it also includes any place where individuals perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions comprise the workplace, as do Board offices and facilities (including eating, lounge or changing areas, and vehicles used for work purposes or on work property). Conferences, workshops, training sessions and staff functions (for example, staff parties and retirement celebrations) and job competitions also fall within the scope of this Policy. Regardless of where it occurs, conduct that has work-related consequences may be considered to have occurred in the workplace. Phone calls, electronic messages, and postings on electronic and social media may form part of the workplace.

4.0 RESPONSIBILITY

The Director of Education holds primary responsibility for implementation of this Policy.

Within the Director's Office, the responsibility for coordination and day to day management of the Policy is assigned to [System Lead, Human Rights](#). ~~he Executive Superintendent, Human Rights and Indigenous Education.~~

5.0 APPLICATION AND SCOPE

This Policy applies to all students, employees, and other members of the TDSB community in TDSB environments.

The Policy prohibits discrimination and harassment on the basis of the protected grounds and covers all *Code* protections applicable to the TDSB environment. It also prohibits hate activity.

Harassment that is not related to a protected ground does not fall under this Policy but may fall under other Board policies such as the Code of Conduct (P044). Workplace harassment that is not related to a protected ground falls under the Workplace Harassment Prevention for Non-Human-Rights-Code Harassment Policy (P034).

6.0 POLICY

6.1. Policy Statement

6.1.1. The TDSB is committed to safeguarding, advancing and proactively promoting the right of every student, employee and TDSB member to learn, function and work in an equitable, accessible, respectful and inclusive environment free of discrimination and harassment.

6.1.2. All forms of discrimination and harassment based on a protected ground are strictly prohibited in TDSB environments, in fulfillment of legal obligations under the Ontario *Human Rights Code*, the *Canadian Charter of Rights and Freedoms*, the *OHSA* and in accordance with international human rights covenants, conventions, treaties and declarations to which Canada is a signatory, including the United Nations Declaration on the Rights of Indigenous Peoples.

6.1.3. The Board will not tolerate, condone or ignore discrimination, harassment or hate activity in its schools, facilities, workplaces or other TDSB environments.

6.1.4. The Board will take every reasonable step to:

- Prevent discrimination, harassment and hate activity and to cultivate and sustain equitable, accessible, respectful and inclusive learning, working, and other TDSB environments free of discrimination and harassment.
- Treat allegations of discrimination or harassment seriously, and appropriately address them in a timely, fair, proportionate manner, in accordance with this Policy, the applicable procedures and applicable law, with the aim of preserving the dignity, respect and rights of all parties.
- Promote awareness of human rights and responsibilities.
- Restore learning, working, and other TDSB environments affected by discrimination, harassment or hate.
- Fulfill its duty to accommodate persons based on a protected ground, up to the point of undue hardship, in accordance with its legal obligations, including under the *Code*.

6.2. Principles

In fulfilling its positive human rights obligations and commitments to protect and advance human rights, TDSB will:

- (a) Recognize and give life to the primacy of the *Human Rights Code* over policy, procedure, directives, rules, practices, contractual agreements, and over other legislation as specified in s. 47(2) of the *Code*.
- (b) Function in a proactive, systemic, and informed manner (based on evidence when available) so that the Board may take necessary steps to prevent and avert violations of this Policy and be actively alert to emerging issues, systemic trends and conditions that may potentially contribute to discriminatory outcomes, rather than only waiting for breaches of human rights to occur or become apparent before being addressed.
- (c) Recognize that fostering and sustaining an equitable, accessible, respectful and inclusive environment free of discrimination and harassment is integral to the fulfillment of all TDSB roles and functions, and is a shared responsibility requiring the cooperation of all TDSB members.
- (d) Cultivate public trust and accountability, including being transparent with the communities we serve, through public reporting and engagement around human rights issues and outcomes at the Board, and other appropriate measures.
- (e) Interpret and apply this Policy harmoniously with the spirit and intent of the United Nations Declaration on the Rights of Indigenous Peoples, in recognition of Indigenous sovereignty, and in keeping with the principles set out in [What We Have Learned: Principles of Truth and Reconciliation](#) by the Truth and Reconciliation Commission of Canada.
- (f) Interpret and apply this Policy harmoniously with the spirit and intent of the Board's Equity Policy (P037), and the Board's commitments to principles of anti-racism and anti-oppression, and will not interpret or apply this Policy in a manner that undermines the values or rights reflected therein.

6.3. Policy Violations

Engaging in discrimination, harassment or hate activity of any kind is a violation of this Policy. Behaviours and practices in TDSB environments that are contrary to this Policy include, but are not limited to, the following examples:

- (a) discrimination;

- (b) harassment including sexual harassment;
- (c) creating or contributing to a poisoned environment;
- (d) hate activity;
- (e) failure of a person in a position of authority to respond appropriately and expeditiously to allegations, instances, potential instances or complaints of discrimination, harassment, poisoned environment, or reprisal;
- (f) failure of management to identify, address, or remove systemic discrimination;
- (g) interference with an investigation under this Policy, including but not limited to intimidating any person involved in the investigation, or influencing a person to give false or misleading information;
- (h) reprisal;
- (i) bad faith allegations, complaints, or accusations (e.g., submitting a complaint knowing there has been no violation of this Policy);
- (j) purposefully or recklessly providing false or misleading statements or information to an investigator investigating a matter under this Policy;
- (k) failure to adhere to the confidentiality provisions set out in the procedures made pursuant to this Policy; and
- (l) failure to fulfill the procedural or substantive duty to accommodate under the *Code*, including failure to offer effective or appropriate accommodation up to the point of undue hardship.

6.4. Consequences for Policy Violations

Action may be taken with any TDSB member who fails to abide by the requirements set out in this Policy and associated procedures, including but not limited to performance management, remedial action or discipline up to and including termination of employment, suspension or expulsion from educational services, or removal from or denial of access to TDSB institutional spaces and facilities, in accordance with applicable law, the remedial purpose of the *Code*, and where appropriate, principles of progressive discipline.

Note: Remedial action for persons who are not employees is taken after consultation with the Legal Services Department and/or Safe Schools Department and/or applicable superintendent, as appropriate. This may result

in, but is not limited to, denial of access to Board premises or issuance of trespass notices. Remedial or disciplinary action for employees must be done in consultation with Employee Services, and a disciplinary review committee as required in accordance with procedure made pursuant to this Policy.

6.5. Human Rights Organizational Change Program

6.5.1. In keeping with TDSB's positive obligations, the TDSB will create and maintain a systemically focused and proactive Human Rights Organizational Change Program that will aim to prevent discrimination and harassment and enable, support and advance the creation and preservation of a transformational culture of human rights at the TDSB in which all members of the TDSB community:

- equitably flourish with dignity and respect; and
- achieve equitable outcomes in TDSB learning and working environments, free from discrimination and harassment.

6.5.2. The program will include, but not necessarily be limited to, the following, as further specified in section 6.5.3 to 6.5.7 below:

- (a) A process to identify, remove and prevent potential systemic forms of discrimination, whether by virtue of acts of commission or omission, in TDSB policies, procedures or practices;
- (b) A performance management framework that integrates and embeds accountability for human rights across the organization, including in hiring and promotion decisions;
- (c) Data collection, analysis and reporting to measure and evaluate TDSB's progress in protecting and advancing human rights, and to inform appropriate remedial and preventive systemic interventions; and
- (d) Information, learning and awareness to ensure TDSB members are aware of their rights and responsibilities under this Policy and have the necessary knowledge, skills and competencies to exercise those rights and to fulfill those responsibilities.

6.5.3. Review of Policies, Procedures and Practices

- (a) The TDSB will review policies, procedures and practices, and revise or develop these whenever necessary to ensure compliance with this Policy.
- (b) The HRO will develop and implement a Human Rights Impact Assessment (HRIA) framework to be used in identifying, assessing,

mitigating, remedying or preventing systemic discrimination, including as this manifests in policies, practices, or procedures, or the lack thereof.

- (c) The HRO may initiate a Human Rights Impact Assessment of a TDSB policy, practice or procedure, or lack thereof, where it believes there may be a significant discriminatory effect. In conducting the HRIA, the HRO will consider the potential extent and depth of adverse impacts and outcomes on protected grounds, and offer recommendations to eliminate and prevent these.
- (d) TDSB members must comply with HRO requests for information for the purposes of Human Rights Impact Assessments (unless deemed legally privileged and confidential). The HRIA process may include inviting public input from affected members of the community.
- (e) The results of Human Rights Impact Assessments will be posted publicly on a Board website or referenced in the HRO's Annual Human Rights Report (see section 6.5.5.3 below).

6.5.4. Performance Management and Accountability

The following measures will be developed and implemented:

- (a) The TDSB will ensure that human rights competencies are evaluated as a standalone competency in the context of performance appraisals and in hiring and promotion decisions for system leaders, administrators, teachers, and other employees who undergo applicable performance appraisals. This competency will have increasing degrees of weight and consideration for managers, according to their power and supervisory authority, owing to their additional corporate responsibilities to protect and advance human rights in areas under their supervision. For positions involving direct responsibility for or engagement with students, it will be a primary and necessary competency and a required qualification.
- (b) Violations of human rights will be tracked and considered in employment hiring and promotion decisions.
- (c) The TDSB will incentivize system leaders to advance human rights organizational change, including by recognizing and rewarding excellence in safeguarding and promoting human rights.

6.5.5. Data Collection, Analysis and Reporting

6.5.5.1. Recognizing the value of quantitative and qualitative data for evaluating human rights compliance and progress, identifying human rights issues and trends, and informing appropriate evidence-based, remedial or preventative interventions, TDSB Senior Team members will, at least annually, analyze and review the results of relevant existing human rights data including as collected through the RBH Portal, HRO inquiry and complaint process, the Student and Parent Census, the Staff Census & Well-Being Survey, and school climate surveys.

6.5.5.2. The HRO will consider and, where appropriate, develop in collaboration with other Board departments, additional human rights data collection tools and indicators to gather the perspectives/experiences of students, parents, employees and other TDSB members.

6.5.5.3. The HRO will produce an Annual Human Rights Report for the Board of Trustees including the above de-identified data findings. The report will also include disaggregated data findings, based on the protected grounds, in order to identify inequalities and areas where concerted effort is needed to close human rights gaps. This Report will be released publicly including by posting it on a TDSB website.

6.5.6. Information, Learning and Awareness

6.5.6.1 The Board will develop and implement measures to build TDSB members' capacity to promote an equitable, accessible, respectful and inclusive environment free of discrimination and harassment including by:

- (a) Making accessible, user-friendly information and instruction available to ensure TDSB members are aware of their human rights and responsibilities, and how to fulfill them.
- (b) Requiring all employees and newly promoted managers to receive information and training on this Policy and associated procedures within their first three months.
- (c) Requiring managers (including executives) to participate in education and/or training on this Policy and associated procedures at least every five (5) years, or whenever there are significant changes to this Policy or associated procedures.
- (d) Requiring all TDSB employees to participate in education and/or training on this Policy and associated procedures at least every five (5) years.

- (e) Ensuring that age-appropriate, accessible, user-friendly information, resources, and education about student human rights and responsibilities, and associated redress processes are provided to students on an ongoing basis, and as appropriate in response to specific incidents.
- (f) Designating a staff member or staff members, who do not report to the school administration, as Student Human Rights Advocate(s) to advise, support and help students whose human rights may have been violated at TDSB.
- (g) Ensuring that accessible, user-friendly information and resources about student human rights (including the duty to accommodate as it relates to special education) in TDSB and related policies, procedures and practices are provided to all parents at the start of each school year.

6.5.6.2 The Urban Indigenous Education Centre, guided by the TDSB Council of Elders, will designate a staff member or staff members as Indigenous Human Rights Advocate(s) to support the human rights of Indigenous, First Nations, Métis and Inuit members of the TDSB community. This position will be housed within the Urban Indigenous Education Centre and will report to the Systems Superintendent of Indigenous Education or a designate.

6.5.7. Review of Human Rights Organizational Change Program

The Board will review the Human Rights Organizational Change Program at least every five (5) years, or as needed, and consult with affected TDSB community members on any changes, as part of the review process.

6.6. Roles and Responsibilities

6.6.1. All members of the TDSB community

- (a) All members of the TDSB community are responsible for adhering to this Policy and the associated procedures, and respecting the human rights and dignity of each person within their respective sphere of interaction and influence, playing their part in the creation and maintenance of TDSB environments that are free of discrimination and harassment.
- (b) All members of the TDSB community must cooperate fully in appropriate attempts under this Policy or associated procedures to

address a situation or complaint, including an investigation, to the extent of their capacity (e.g., considering age, cognitive impairment etc.) and to the extent permitted by law.

6.6.2. Employees

- (a) All employees, including those who witness incidents, should report – and in the case of situations affecting students, must report – discrimination, harassment, hate activity, and other violations of this Policy to the appropriate person (typically one’s supervisor or the next level supervisor not involved or implicated) in accordance with PR515 and PR728 and any other procedure made pursuant to this Policy.
- (b) Employees should be aware of and sensitive to issues of discrimination and harassment, and should support individuals who are, or have been, targets of discrimination and harassment.

6.6.3. Director

The Director of Education, who holds primary responsibility for implementation of this Policy, will safeguard and promote an equitable, accessible, respectful and inclusive environment free of discrimination and harassment including by:

- (a) Regularly assessing the effectiveness of measures designed to protect and advance human rights within the Board, and, when needed, revising such measures, or replacing them with new ones, in consultation with the Human Rights Office.
- (b) Taking necessary proactive steps to identify, address, and prevent systemic discrimination, and advance human rights organizational change, including by ensuring effective implementation of related program measures, as identified in section 6.5.
- (c) Ensuring the implementation of an appropriate process to identify, handle, investigate, and remedy instances, potential instances, allegations, and complaints of discrimination, harassment, poisoned environment and reprisal in a manner appropriate in the circumstances, through this Policy and the associated procedures.
- (d) Holding all TDSB members accountable for complying with this Policy and associated procedures, particularly system leaders who are directing minds of the Board.

- (e) Ensuring that the Human Rights Office is independent and impartial as it carries out its mandate, and taking reasonable measures to ensure it is seen as such by all members of the TDSB community.
- (f) Designating and preserving adequate resources for ensuring the full and proper implementation of this Policy and the associated procedures.

6.6.4. Persons in Positions of Authority

6.6.4.1 Persons in positions of authority are responsible for not only their own conduct, but also for addressing the conduct of those under their supervision. To prevent and address instances, potential instances, allegations, and complaints of discrimination, harassment, poisoned environment, hate activity, and reprisal, persons in positions of authority will:

- (a) Lead by example by not engaging in, tolerating or condoning discrimination or harassment or any other violations of this Policy.
- (b) Make all reasonable efforts to promote an environment that encourages reporting violations of this Policy.
- (c) Make all reasonable efforts to protect those under their supervision from all forms of discrimination and harassment by maintaining equitable, accessible, respectful and inclusive learning and working environments that are free of discrimination, harassment, poisoned environments, and reprisal.
- (d) Where appropriate to their position of authority, educate or provide educational opportunities for TDSB members to ensure they are aware that discrimination and harassment will not be tolerated, that they understand their rights and responsibilities as they relate to this Policy and the associated procedures, and that they understand how to report violations.
- (e) Take all instances, potential instances, and complaints of discrimination and harassment, or any other violations of this Policy, seriously, including by promptly:
 - (i) intervening when it occurs or is suspected to have occurred; and
 - (ii) making inquiries or consulting with a direct supervisor, the HRO, or other department of the Board, as appropriate, to

assist in effectively managing allegations, instances, potential instances, and complaints.

6.6.4.2 Managers

In addition to the above, managers will:

- (a) Be knowledgeable of this Policy and the associated procedures.
- (b) Post this Policy and associated procedures in a conspicuous location in workplaces under their supervision where it would be likely to come to employees' attention, and make the Policy and procedures available (electronically or by hard copy).
- (c) Promptly impartially investigate allegations, instances, potential instances, and complaints of discrimination, harassment, and any other violations of this Policy, in accordance with this Policy, associated procedures, the *Code*, and where applicable the *OHSA*;
- (d) Take remedial and/or disciplinary action with any person found to have engaged in conduct in violation of this Policy.

6.6.4.3 Principals

In addition to the above, principals will:

- (a) Review this Policy and the associated procedures with school staff at the start of each school year; and
- (b) Ensure that students are provided information, resources and education specified in 6.5.6.1(e) above.

6.6.5. Human Rights Office

6.6.5.1. As TDSB's centre of human rights expertise, the HRO will:

- (a) Advise members of the TDSB community about their human rights and obligations, including by producing and disseminating user-friendly materials for display in schools, workplaces, and other TDSB environments;
- (b) Impartially and fairly investigate, resolve, mediate and address human rights complaints and incidents, including in the areas of employment and education; and

(c) Proactively and systemically advance human rights organizational change including through:

- (i) identification of systemic human rights issues;
- (ii) professional development, education, and capacity building;
- (iii) policy and procedure review and development;
- (iv) outreach and engagement with school communities; and
- (v) research, data collection, analysis, reporting and evaluation of TDSB's performance in protecting and advancing human rights.

6.6.5.2. The HRO will function as the facilitative lead for the development, coordination and implementation of the Board-approved Human Rights Organizational Change program, pursuant to section 6.5., in collaboration with other Board Departments (e.g., Equity, Indigenous Education, Employee Services, Research, Special Education and Inclusion, Disability Management Office, Accessibility Office, Employment Equity, etc.).

6.6.5.3. The HRO may self-initiate inquiries, environmental scans or investigations where it reasonably believes that rights under this Policy may have been violated, including in the absence of a complaint.

6.7. The Duty to Accommodate

Members of the TDSB community should refer to the HRO website for guidelines or procedures connected to the duty to accommodate.

6.8. Addressing Policy Violations

Members of the TDSB community should refer to the procedures created pursuant to this Policy for information on addressing instances, potential instances, allegations, and complaints of violations of this Policy.

7.0 SPECIFIC DIRECTIVES

The Director has authority to issue operational procedures to implement this Policy.

8.0 EVALUATION

The Human Rights Policy will be reviewed as required, and at least annually, in accordance with the *Occupational Health and Safety Act*.

The HRO will implement a mechanism to receive feedback on this Policy, associated procedures, and human rights organizational change initiatives on an ongoing basis

In recognition of Truth and Reconciliation principles, the HRO will specifically invite feedback from: the Urban Indigenous Community Advisory Committee with the guidance of the TDSB Council of Elders; the Urban Indigenous Education Centre; and Indigenous, First Nations, Métis, and Inuit members of the TDSB community.

Appropriate Policy revisions will be considered for implementation during the yearly review process.

9.0 APPENDICES

- Not Applicable

10.0 REFERENCE DOCUMENTS

Ontario Human Rights Commission Policies

For additional information, reviewing policies developed by the Ontario Human Rights Commission is encouraged, including:

- [Policy on ableism and discrimination based on disability](#)
- [Policy on accessible education for students with disabilities](#)
- [Policy guidelines on racism and racial discrimination](#)
- [Policy on preventing discrimination based on creed](#)
- [Policy on preventing discrimination based on gender identity and gender expression](#)

Policies

- Acceptable Use of Information Technology Resources (P088)
- Accessibility (P069)
- Board Member Code of Conduct (P075)
- Caring and Safe Schools (P051)
- Dealing with Abuse and Neglect of Students (P045)
- Equity (P037)
- Gender-Based Violence (P071)
- Reporting of Suspected Wrongdoing (Whistleblowing) (P066)
- Respectful Learning and Working Environment (P073)
- Workplace Harassment Prevention for Non-Human-Rights-Code Harassment (P034)
- Workplace Violence Prevention (P072)

Procedures

- Abuse and Neglect of Students (PR560)
- Board Code of Conduct (PR585)
- Bullying Prevention and Intervention (PR703)
- Code of On-line Conduct (PR571)

Human Rights Policy

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*Denotes annual review as required by legislation

- Complaint Protocol for the Board Member of Conduct (PR708)
- E-mail Usage (PR572)
- Police-School Board Protocol (PR698)
- Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools (PR728)
- [Sexual Misconduct by Students \(PR608\)](#)
- [Workplace Harassment Investigation \(Non-Code\) \(PR740\)](#)
- Workplace Harassment Prevention and Human Rights Procedure (PR515)
[*Currently under review](#)

Legislation

- *Canadian Charter of Rights and Freedoms*
- *Education Act*
- *Occupational Health and Safety Act*
- *Ontario Human Rights Code*

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Policy Review Schedule for the 2023/2024 – 2027/28 School Years

To: Governance and Policy Committee

Date: 4 October, 2023

Report No.: 10-23-4603

Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that:

- the Policy Review Schedule for the 2023/24- 2027/28 School Years, as presented in Appendix B to this report, be approved; and,
- the policy review cycle be changed from 4 years to 5 years.

Context

Pursuant to the TDSB's Policy Framework (P001) and the Policy Development and Management governance procedure (PR501), Board policies are required to be reviewed as required but at a minimum every four years. Certain policies are legislatively mandated to be reviewed on an annual basis.

Policy reviews are carried out in accordance with the Policy Review Schedule that is approved by the Board of Trustees and updated annually upon recommendation by Executive Council and the Governance and Policy Committee.

The Board currently has 81 active policies and 168 operational and governance procedures that support implementation of the policies.

Policies and Procedures Completed in 2022/23 School Year

Last school year (September 1, 2022 – August 31, 2023), policy reviews were conducted in accordance with the Policy Review Schedule approved by the Board of Trustees on February 1, 2023. During the school year, 12 policy projects were completed, which included the development of 2 new policies and review of 10 policies. Staff also completed review and development of 22 operational and governance procedures. The list of completed policies and procedures during the 2022/23 school year is provided in Appendix A.

Challenges arising from implementation of the 4-year Policy Review Cycle

Implementation of the 4-year policy review cycle has been challenging, particularly in the last few years. Some key factors affecting progress were of an external nature, such as the COVID-19 pandemic, which resulted in the pause of policy reviews. Other difficulties associated with the review process include:

- Number of policies under review is high: With the current number of policies at 81, the expectation is to complete reviews of approximately 20 policies per year. In addition, the Board has several policies that are subject to mandatory annual and bi-annual reviews that further extend the review list.
- Number and complexity of TDSB policies is continuously growing: In 2015, the TDSB had 74 active policies. Since then, 17 new policies were developed, while 10 policies were rescinded, resulting in a total of 81 active policies.
- New policy development initiated by the Government, legislation or through Board resolutions has resulted in additional workload on the system, The current process does not have restrictions on new policies initiated during a school year.
- More time spent on policies that required little or no substantive changes resulted in less time for staff and the Board of Trustees to address key/complex policies or new policy matters.

As a result of these challenges, **the annual completion rate for policy reviews has ranged between 36% and 95%, with the average rate around 60%.**

While the Board has made significant progress in reviewing outdated policies, it still has a number of dated policies to be reviewed, as outlined below:

	Years Since Last Review	Number of Policies	Percentage of Total
1	20-25	7	9%
2	15-20	4	5%
3	10-15	11	14%
4	5-10	25	31%
5	0-5	34	42%
Total:		81	100.0%

Strategies for Improvement

In order to make improvements, staff are implementing a range of measures including introduction of a new strategic policy advisory model where Policy Services are working closely with assigned Associate Directors, Executive policy owners and the Communications department to improve the policy review and development process and eliminate the backlog of outstanding policy reviews. As part of this model, regular communications, planning and escalation protocols will be implemented with Executive policy owners. Improvements to the policy and procedure communication and implementation process will also be supported through increased policy visibility, increased policy communications exposure and enhanced communication plans for each policy under review or development.

Staff is also reviewing the Policy Development and Management Procedure (PR501) and will be presenting recommendations for streamlining and improving efficiency of the policy review process to an upcoming Committee meeting in early 2024.

In addition, staff recommends adopting a 5-year policy review cycle, consistent with best practices of multiple school boards including TDSB's coterminous board (e.g., Toronto Catholic DSB). The potential benefits of the 5-year cycle are outlined below.

Policy Review Schedule for the 2023/24-2026/27 School Years

In preparation for the next review cycle, staff developed the Policy Review Schedule for the 2023/24-2027/28 School Years (Appendix B). The Policy Review Schedule is consistent with the priorities identified in the Multi-Year Strategic Plan, legislative requirements, directives of the Ministry of Education, and the Board's decisions.

Beginning in the 2023/24 school year, staff is proposing to shift the policy review cycle from 4 years to 5 years, with the ability to prioritize key or emerging policies on a shorter cycle. Staff expect that this adjustment will improve the ability to meet policy targets.

A 4-year minimum review cycle was initially put in place to align with the term of the Board of Trustees. In recognizing that a term of the Board generally does not coincide with the overall policy review timeline, staff is recommending a 5-year minimum review cycle. It is important to note that policy reviews could still be conducted on an as required basis and shorter cycles. The 5-year cycle establishes the *minimum* review period for all policies. The criteria for reduced/shorter cycles for certain policies will be developed as part of the review of PR501, Policy Development and Management Procedure and presented to the Committee for consideration and approval.

The benefits of the 5-year review cycle are as follows:

- establishing more manageable and realistic policy review expectations;

- achieving review targets established in the Policy Review Schedule;
- reducing and eliminating the backlog of outstanding policy reviews;
- expediting review and development of operational and governance procedures to support implementation of governing policies;
- responding more effectively to the Board's policy priorities and better managing expectations.

A scan of 13 Ontario school boards indicated that majority of reviewed school boards operate on a 5-year or longer cycle (TCDSB, Peel DSB, Simcoe DSB, Durham DSB, Upper Grand DSB, Ottawa-Carleton DSB, Thames Value DSB). Other scanned boards follow the 4-year review cycle (Halton DSB, Waterloo Region DSB, Hamilton Wentworth DSB, York Region DSB, Greater Essex County DSB).

The Policy Review Schedule was considered by Executive Council on September 26, 2023 and is being recommended for Committee's approval.

Action Plan and Associated Timeline

Subject to Committee's approval, the Policy Review Schedule for the 2023/24-2027/28 School Years will be submitted to the Board of Trustees for final approval.

In the meantime, staff will be preparing a report with recommendations on other process improvements and a revised policy development procedure for the Committee's consideration and approval, targeting early Spring 2024 for completion.

Resource Implications

No additional resources will be required for implementation of the Policy Review Schedule.

Communications Considerations

Following approval by the Board of Trustees, the Policy Review Schedule will be communicated to the system and posted on the Board's public website.

Board Policy and Procedure Reference(s)

- Policy Framework (P001)
- Policy Development and Management (PR501)

Appendices

- Appendix A – List of Completed Policies and Procedures in 2022/23 School Year
- Appendix B – Policy Review Schedule for the 2023/24-2027/28 School Years

From

Leola Pon, Associate Director, Organizational Transformation and Accountability, at 416-395-3903 or leola.pon@tdsb.on.ca

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LIST OF COMPLETED POLICIES AND PROCEDURES

(2022-2023 school year)

	Title	No.	Type of Document	Active / Archived	Adoption Date	Latest Review Date
1	Accessibility	P069	Policy	Active	23-Sep-09	8-Mar-23
2	Alternative Schools	P062	Policy	Active	27-Jun-07	26-Oct-22
3	Caring and Safe Schools	P051	Policy	Active	23-Jun-99	28-Sep-22
4	Communications (new policy)	P104	Policy	Active	28-Sep-22	N/A
5	Electronic Participation in Board/Committee Meetings	P039	Policy	Active	28-Jun-00	15-Nov-22
6	Honoraria for Trustees	P074	Policy	Active	7-Sep-10	28-Sep-22
7	Naming Schools, Teams and Special Purpose Areas	P047	Policy	Active	29-Aug-01	14-Jun-23
8	Occupational Health and Safety	P048	Policy	Active	26-Aug-98	8-Mar-23
9	Sexual Misconduct (new policy)	P105	Policy	Active	8-Mar-23	N/A
10	Trustee Constituency Communications	P018	Policy	Archived	24-Feb-99	28-Sep-22
11	Workplace Harassment Prevention for Non-Human-Rights-Code Harassment	P034	Policy	Active	7-Nov-02	14-Jun-23
12	Workplace Violence Prevention	P072	Policy	Active	23-Jun-10	8-Mar-23
13	Advertising and Distribution of Materials	PR507	Operational Procedure	Active	12-Jun-02	31-Jan-23
14	Board Code of Conduct	PR585	Operational Procedure	Active	25-Jun-08	6-Sep-22
15	Bullying Prevention and Intervention	PR703	Operational Procedure	Active	7-May-13	20-Sep-22
16	Delegation	PR718	Governance Procedure	Active	7-Dec-16	8-Mar-23
17	Disconnecting from Work	PR737	Operational Procedure	Active	27-Sep-22	N/A
18	Distribution and Display of Materials for Students and Parents From External Groups	PR565	Operational Procedure	Archived	28-Apr-99	31-Jan-23
19	Electronic Monitoring	PR738	Operational Procedure	Active	10-Jan-23	N/A

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LIST OF COMPLETED POLICIES AND PROCEDURES
(2022-2023 school year)

APPENDIX A

	Title	No.	Type of Document	Active / Archived	Adoption Date	Latest Review Date
20	Employee Expense	PR582a	Operational Procedure	Active	27-Mar-07	26-Oct-22
21	French Immersion/Extended French	PR597	Operational Procedure	Active	14-Dec-09	27-Sep-22
22	Kindergarten to Grade 2 - New Student Registration: Developmental History Form	PR512	Operational Procedure	Active	31-May-03	7-Mar-23
23	Out-of-Area Attendance (formerly Optional Attendance)	PR545	Operational Procedure	Active	27-Oct-99	7-Jun-22
24	Progressive Discipline and Promoting Positive Student Behaviour	PR702	Operational Procedure	Active	7-May-13	20-Sep-22
25	Promoting a Positive School Climate	PR697	Operational Procedure	Active	15-Mar-04	20-Sep-22
26	Promoting Respect in the Workplace Procedure	PR739	Operational Procedure	Active	18-April-23	N/A
27	Promotion, Transfer and Retention: Grades 1 to 8	PR548	Operational Procedure	Archived	1-Sep-02	28-Feb-23
28	Severe Weather: Schools and Administrative Offices/Sites	PR519	Operational Procedure	Active	1-Oct-01	10-Jan-23
29	Student Attendance, Safe Arrival and Safe Departure (Elementary)	PR707A	Operational Procedure	Active	17-Jun-14	24-Jan-23
30	Student Attendance, Safe Arrival and Safe Departure (Secondary)	PR707B	Operational Procedure	Active	17-Jun-14	24-Jan-23
31	Threats to School Safety	PR695	Operational Procedure	Active	8-Nov-05	8-Nov-22
32	Transitions: Kindergarten - Grade 12	PR543	Operational Procedure	Active	17-Oct-00	28-Feb-23
33	Trustee Expense	PR582b	Governance Procedure	Active	14-May-14	26-Oct-22
34	Workplace Harassment Investigation Procedure (Non-Code)	PR740	Operational Procedure	Active	18-April-23	N/A

TOTAL: 34

- 2027/28 school years

	Title	No.	Latest Review Date	Current Status	Review Cycle	New Proposed Schedule for 2023/24 - 2027/28
1	Accountability for Student Achievement	P040	26-Aug-98	In Progress, Phase 2		2023/24
2	Recognition of Culturally Significant Observances	NEW	N/A	In Progress, Phase 2		2023/24
3	Human Rights	P031	25-May-22		Annual	2023/24
4	Indigenous Self-Identification (TBC)	NEW	N/A			2023/24
5	Disconnecting from Work	P102	25-May-22	In Progress, Phase 3	Annual (first year only)	2023/24
6	Employment Equity	P029	31-Mar-12	In Progress, Phase 2		2023/24
7	Flexible Working Arrangements	P103	29-Jun-22	In Progress, Phase 3	Annual (first 4 years only)	2023/24
8	Teacher Hiring	P098	21-Apr-21	In Progress, Phase 4		2023/24
9	Workplace Harassment Prevention for Non-Human-Rights-Code Harassment Policy	P034	14-Jun-23		Annual	2023/24
10	Dealing with Abuse and Neglect of Students	P045	14-May-14	In Progress, Phase 5		2023/24
11	Learning Opportunities Index (LOI)	P067	17-Jun-15	In Progress, Phase 2		2023/24
12	Architect Selection	P026	26-Oct-16	In Progress, Phase 5		2023/24
13	Budget Approval	P012	29-Mar-00	In Progress, Phase 2		2023/24
14	Executive Signing Authority	P082	13-Nov-13	In Progress, Phase 3		2023/24
15	Fair Dealings (Copyright)	P079	12-Dec-12	In Progress, Phase 2		2023/24
16	Fundraising	P021	26-Jun-03	In Progress, Phase 4		2023/24
17	Honoraria for Trustees	P074	28-Sep-22		Annual	2023/24
18	Occupational Health and Safety	P048	8-Mar-23		Annual	2023/24
19	Purchasing	P017	17-Jun-15	In Progress, Phase 5		2023/24
20	Workplace Violence Prevention	P072	8-Mar-23		Annual	2023/24
21	Community Engagement	P078	20-Jun-12			2024/25

- 2027/28 school years

	Title	No.	Latest Review Date	Current Status	Review Cycle	New Proposed Schedule for 2023/24 - 2027/28
22	Homework	P036	16-Apr-08			2024/25
23	Pre-Examination Moratorium On Major Assignments and Activities	P063	27-Jun-07			2024/25
24	Performance Management: Director of Education	P049	11-Mar-15			2024/25
25	Gender-based Violence	P071	14-Apr-10			2024/25
26	Voluntary First Nation, Métis And Inuit Self-Identification	P077	5-Oct-11			2024/25
27	Employee Conflict of Interest	P057	30-Jan-08			2024/25
28	Hiring of Students	P015	1-Jan-13			2024/25
29	Arts Foundation	P005	4-Oct-00			2024/25
30	Student Leadership	P070	31-Mar-12			2024/25
31	Student Trustee and SuperCouncil Communications	P053	14-Feb-01			2024/25
32	Communications	P104	28-Sep-22		2 years	2024/25
33	Leasing of Surplus School Properties	P010	28-Nov-01			2024/25
34	Nutrition Foundation	P035	4-Oct-00			2024/25
35	Students Without Legal Immigration Status	P061	16-May-07			2024/25
36	The Environment	P028	1-Mar-12			2024/25
37	Early Learning and Care	P022	7-Feb-18			2025/26
38	Equity	P037	18-Apr-18			2025/26
39	French as-a-Second Language Programs	P080	17-Apr-13			2025/26
40	Governance Policy	P086	10-Feb-15			2025/26
41	Professional Development for Trustees	P090	7-Feb-18			2025/26
42	Educational Programming Partnerships	P024	26-Oct-16			2025/26

- 2027/28 school years

	Title	No.	Latest Review Date	Current Status	Review Cycle	New Proposed Schedule for 2023/24 - 2027/28
43	Policy Framework	P001	17-Jun-15			2025/26
44	Reporting of Suspected Wrongdoing (Whistleblowing)	P066	22-Jun-16			2025/26
45	Selection, Promotion and Placement of School Principals and Vice-principals	P052	27-Jan-15			2025/26
46	Staff Changes	P014	18-Oct-17			2025/26
47	Supervisory Officer Selection	P055	18-Oct-17			2025/26
48	Continuing Education	P019	28-Feb-13			2025/26
49	Acceptable Use of Information Technology Resources	P088	22-Mar-17			2025/26
50	Community Planning and Partnerships	P076	20-Apr-16			2025/26
51	Employee and Trustee Expenses	P016	14-May-14			2025/26
52	External Auditor Independence	P089	17-Jun-15			2025/26
53	Home Instruction	P060	19-Jun-19			2026/27
54	Parent and Caregiver Engagement	P023	22-Jun-22			2026/27
55	Board Member Code of Conduct	P075	22-May-19			2026/27
56	Mission, Values and Goals	P002	28-Nov-18			2026/27
57	Trustee Pregnancy and Parental Leave	P093	20-Mar-19			2026/27
58	Student Dress	P042	22-May-19			2026/27
59	Freedom of Information and Protection of Privacy	P094	17-Apr-19			2026/27
60	Concussions	P087	5-Feb-20			2026/27
61	Student Health Support	P092	24-Oct-18			2026/27
62	Student Interest Programs	P100	25-May-22			2026/27
63	Open Data	P091	20-Jun-18			2026/27

- 2027/28 school years

	Title	No.	Latest Review Date	Current Status	Review Cycle	New Proposed Schedule for 2023/24 - 2027/28
64	Accommodation and Program Review	P068	28-Nov-18			2026/27
65	Anti-Fraud Measures	P081	28-Nov-18			2026/27
66	Community Use of Board Facilities	P011	24-Oct-18			2026/27
67	Enterprise Risk Management	P101	25-May-22			2026/27
68	Restrictions on Alcohol, Drug and Tobacco Use	P095	17-Apr-19			2026/27
69	Sexual Misconduct	P105	8-Mar-23			2027/28
70	Electronic Participation in Board/Committee Meetings	P039	15-Nov-22			2027/28
71	Caring and Safe Schools	P051	28-Sep-22			2027/28
72	Student Use of Service Animals	P096	30-Oct-19			2027/28
73	Accessibility	P069	8-Mar-23			2027/28
74	Alternative Schools	P062	26-Oct-22			2027/28
75	Anti-Sex Trafficking	P099	02-Feb-22			2027/28
76	Excursions	P033	19-Jun-19			2027/28
77	Out of Area Admissions (formerly Optional Attendance)	P013	24-May-23			2027/28
78	Student Attendance, Safe Arrival and Safe Departure	P085	29-Jun-22			2027/28
79	Transforming Student Learning in Literacy and Mathematics	P038	30-Oct-19			2027/28
80	Advertising and Distribution of Materials	P006	10-Mar-21			2027/28
81	Naming Schools, Teams and Special Purpose Areas	P047	14-Jun-23			2027/28
82	Records and Information Management	P097	3-Feb-21			2027/28
83	Transportation of Students	P020	1-Jun-22			2027/28

TOTAL:

83

Acknowledgement of Traditional Lands

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

Reconnaissance des terres traditionnelles

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

Funding Information Requirement

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

[1]Closing of certain committee meetings

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board

Acknowledgement of Traditional Lands

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Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

Committee Mandate

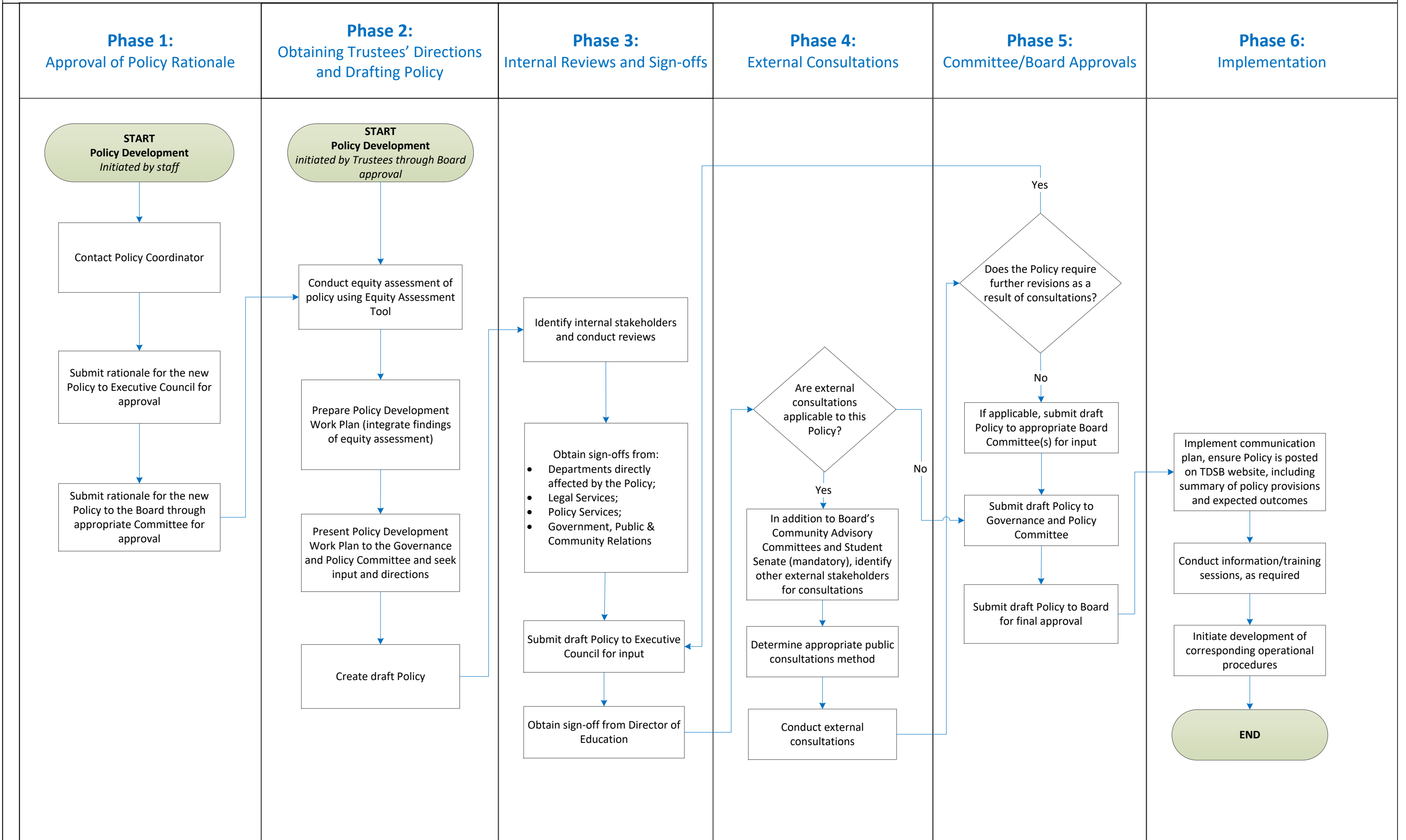
The Governance and Policy Committee's mandate will be to consider and make recommendations to the Board on governance and policy matters referred to it for consideration, including review of Board governance practices and the ongoing development and review of the Board's policies.

For Information Only Items

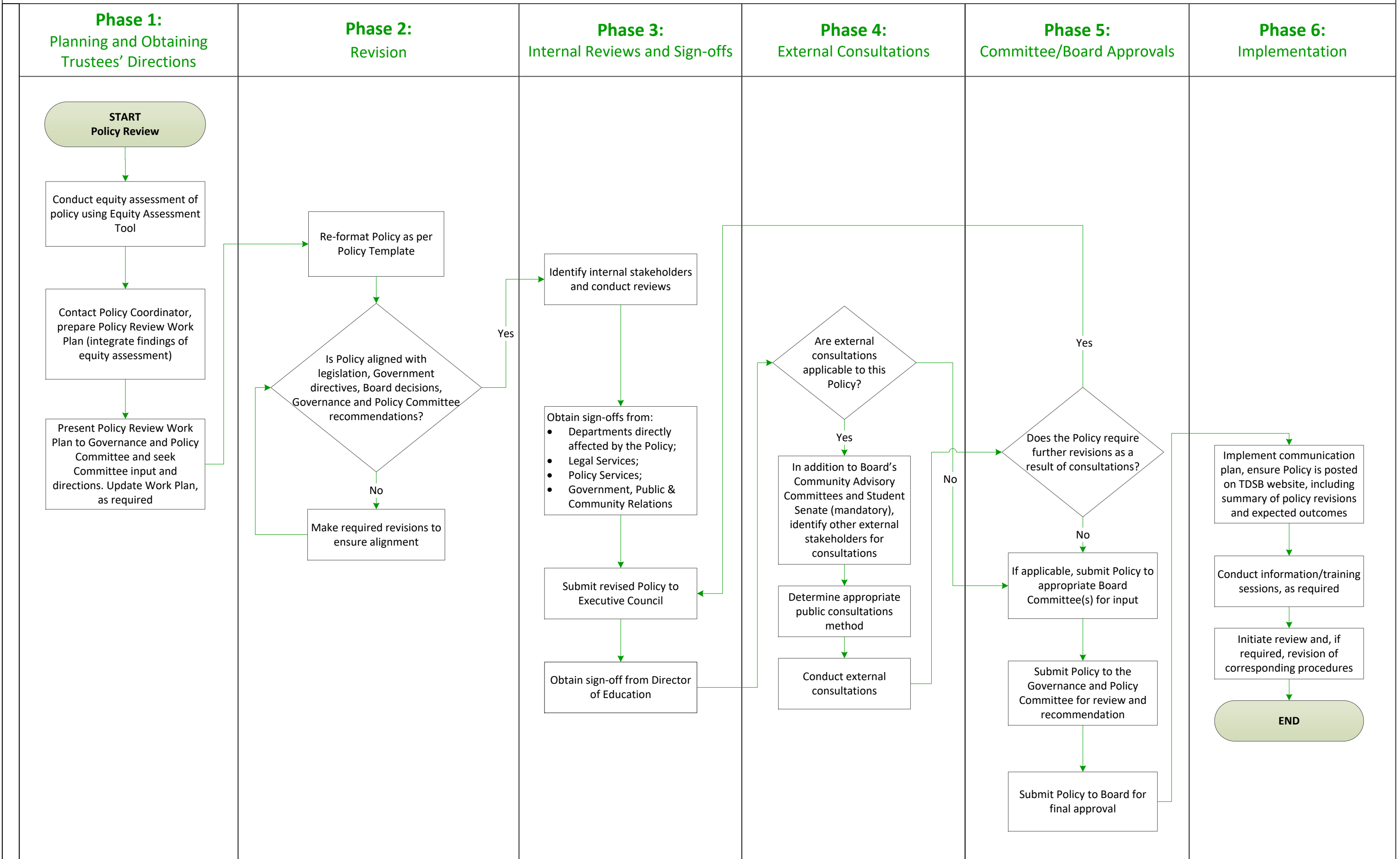
On November 10, 2021, the Board decided:

- (a) That operational procedures be included in the committee agenda package for information only and would not be presented by staff during the meeting, with questions and discussion held until the end of the meeting, as required;
- (b) That procedures for information be included in Trustees' Weekly as a reminder only.

POLICY DEVELOPMENT PROCESS



POLICY REVIEW PROCESS





Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

Our Goals

Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.