



Governance and Policy Committee Agenda

GPC:005A

Wednesday, May 29, 2024

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

Trustee Members:

Yalini Rajakulasingam (Chair), Sara Ehrhardt, Dennis Hastings, Patrick Nunziata, Weidong Pei, Anu Sriskandarajah, Manna Wong

	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. Community Advisory Committee Reports	
5.1 Parent Involvement Community Advisory Committee Report, April 30, 2024	1
1. School Fundraising and System Priorities Fund	
6. Staff Reports	
6.1 P029, Employment Equity Policy: Phase 5 [4721]	5
6.2 School Choice and Student Interest Program Admission Policies and Practices [4722]	27
6.3 Cell Phone/Mobile Device Use in Schools Policy: New Policy Phase 2 - Status Update [4726]	77
6.4 P096, Student Use of Services Animals in Schools Policy Review: Phase 1 [4723]	105
7. Written Notices of Motion for Consideration	
7.1 Reviewing Policies Pertaining to Political Activities of TDSB Staff and/or Educational Partners During School Hours (Trustees Pei and	119

	Hastings)	
7.2	Review of Policy P100, Student Interest Programs (Trustees Pei and Hastings)	121
7.3	Student Governance (Trustees Rajakulasingam and Sriskandarajah, on behalf of Indigenous Student Secord and Student Trustees Bell and Zhou)	123
8.	For Information Only	
8.1	PR518, Revised Admissions Eligibility Requirement Procedure [4724]	125
8.2	PR744, Mini-Drone Use Procedure [4720]	183
8.3	Community Advisory Committee Review [4725]	193
9.	Adjournment	



Community Advisory Committees

Name of Committee: Parent Involvement Community Advisory Committee (PIAC)

Meeting Date: 30 April 2024

Directed To: Governance and Policy Committee

A meeting of the Parent Involvement Community Advisory Committee (PIAC) convened on 30 April 2024 from 7:00 p.m. to 9:30 p.m. virtually via [zoom/teams/webex/etc], with Sharon G. Co-Chair & Janice B. Acting Co-Chair) presiding.

Attendance:	Erin C. (W1), Sarah A.(W2), Frances S. (W2), Jessica R.(W4), Tamasha G.(W4), Mercy C. (W6), Crystal S.(W6), Alice R. (W7), Kaydeen Bankasingh (W8), Melanie Medeiros-Sims (W9), Bruce Oyelowo (W10), Manna Begum (W10), Janice Barnett (W11), Charles Z.(W11), Jun (Janet) Z. (W13), Jenny G.(W14), Mohammad Yousuf (W15), Eden Hagos (W16) Shelley K(W16), Nicole W. (W17), Tanya Stephens(W17), Seema M. (W18), Hasiba E.(W18), Shabnam S. (W19), Shanti Chand (W19), Moosa (W19) Chris L.(W20), Geetika B. (W20), Abdul A.(W21), Nadia J. (W22), Nicole M. (W22), Sharon G.(PIAC Co-Chair)
Regrets:	Ayan K.(W7), Anshu G.(W8), Karin T.(W9), Liesha E. (W12), Susan L.(W12), Jianfen Z. (W13), Jennifer V.(W15), Tanya O. (W17), Towhid N. Toronto Bangladeshi Parents Advisory Committee, Zena S.(PIAC Co-Chair),

Part A: Recommendations

The Parent Involvement Advisory Community Advisory Committee recommends:

Whereas the report provided to the Governance and Policy Committee provided limited information on what the System Priorities Fund would be spent on, only saying “Commitment to equity through a proposed System Priorities Fund (formerly the Central Equity Fund).” With the funds coming from voluntary contributions from school councils, from their fundraised funds, there is an accountability issue and risk as it grants the authority over how the funds will be spent by TDSB staff. This will just make the funds

Note: On May 25, 2022, the [Board decided](#), inter alia, that Community Advisory Committees may “report out to any Standing Committee of the Board” with “recommendations only and all other information and activities are reported annually”.

For more information on the mandates of Standing and Permanent Committees of the Board, and to assist Staff Leads in directing Community Advisory Committee reports, please visit <https://www.tdsb.on.ca/Leadership/Boardroom/Committees>

another revenue source for staff and TDSB to address overall budget issues and not equity as stated.

Whereas the System Priorities Fund will be supported by school council fundraising, the best approach from an accountability and equity perspective, especially between school councils, is for the funds raised to be directed equitably to school councils who are unable to fundraise due to socioeconomic status. The school councils can administer the funds at the local school level for their identified priorities creating equity among school councils. The principle is that funds raised by school councils will be administered and spent by school councils and not TDSB staff.

Therefore, be it resolved that:

TDSB adopts a Fundraising Policy that contains language in the draft Policy P021 concerning a System Priorities Fund but that the Fund be directed equitably to School Councils who are unable to fundraise due to socioeconomic status instead of TDSB staff.

Example language for item 6.2.1 in the draft P021 could read:

- To facilitate improved equity of resources among schools with different socioeconomic statuses, a System Priorities Fund will be maintained for designated donations from external sources and/or voluntarily directed funds generated by school communities. The funds will be reallocated to School Councils equitably based on each School Council's ability to fundraise based on the socioeconomic status of the school communities.

The Parent Involvement Advisory Community Advisory Committee recommends:

Whereas There has been no current state analysis done by TDSB staff to understand how many school councils currently using online commerce platforms for fundraising purposes. The online commerce platforms offer many benefits including:

- Reduction in parent/caregiver volunteer administrative efforts to conduct fundraising and events
- Ability to accept credit cards/debit at in-person events via tap terminals
- Reduction in reliance on school office staff who already have large workloads due to prior years' budget decisions to cut administrative positions
- Improved Parent/Caregiver user experience when making payments for school council activities

Whereas, The TDSB has the School Cash Online platform for parents/caregivers "to pay for their children's school fees, agendas, yearbooks and class trips." School Councils are currently encouraged to use this platform for school council fundraising. However, due to TDSB procedures, the platform does not meet the needs of school councils. Specifically:

Note: On May 25, 2022, the [Board decided](#), inter alia, that Community Advisory Committees may "report out to any Standing Committee of the Board" with "recommendations only and all other information and activities are reported annually".

For more information on the mandates of Standing and Permanent Committees of the Board, and to assist Staff Leads in directing Community Advisory Committee reports, please visit

<https://www.tdsb.on.ca/Leadership/Boardroom/Committees>

- School Council members who are running school council events such as pizza lunches do not have direct access to the system to get timely reports and information such as what pizza slice each child is supposed to receive and must rely on school staff
- Donation split receipt is not possible. Frequently fundraising involves selling an item (ex pizza slice) or service (ex. attending Fun Festival) where there is a donation component the amount of the fee above the cost of providing the item or service which is eligible for tax receipt as per the TDSB School Council Financial Guide (page 25) which references

Canada Revenue Agency's views on the application of subsections 248(30) to (41) of the Income Tax Act. This has a material impact on parents/caregivers who are being denied eligible tax receipts for donations they are making to their School Councils.

Whereas, Senior TDSB staff have reported during PIAC meetings this school year (2023-2024) that there is no work planned to address the above gaps that School Councils face when using the School Cash Online platform. Banning school councils from using Online Commerce Platforms or limiting their banking preferences directly impacts school councils' ability to fulfill their purpose: "The purpose of School Council is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents." [Ontario Regulation 612/00 2. (1) made under the Education Act]. In a time before e-commerce, this ban would be equivalent to TDSB telling school councils they could only accept cheques and no cash for school council fundraising purposes. Something that would have been considered outrageous to most.

Therefore, be it resolved that:

TDSB does not adopt a Fundraising Policy that contains language in the draft Policy P021 concerning where the School Council cannot have their own external bank accounts and utilize online commerce platforms.

Example language for item 6.14.1 in the draft P021 could read:

- Fundraising by School Councils may be conducted online and using an online commerce platform. School Councils are allowed to maintain their own external bank accounts.

Part B: Staff Supplementary Information

[Staff Lead(s) to provide additional information on recommendation(s), context, or implementation, to assist Trustee decision-making]

Report Submitted by: Shirley Chan & Uton Robinson, Executive Superintendent and Michelle Munroe, Central Coordinator, Parent/Caregiver Engagement

Note: On May 25, 2022, the [Board decided](#), inter alia, that Community Advisory Committees may "report out to any Standing Committee of the Board" with "recommendations only and all other information and activities are reported annually".

For more information on the mandates of Standing and Permanent Committees of the Board, and to assist Staff Leads in directing Community Advisory Committee reports, please visit

<https://www.tdsb.on.ca/Leadership/Boardroom/Committees>

Blank Page

Note: On May 25, 2022, the [Board decided](#), inter alia, that Community Advisory Committees may “report out to any Standing Committee of the Board” with “recommendations only and all other information and activities are reported annually”.

For more information on the mandates of Standing and Permanent Committees of the Board, and to assist Staff Leads in directing Community Advisory Committee reports, please visit

<https://www.tdsb.on.ca/Leadership/Boardroom/Committees>



P029, Employment Equity Policy: Phase 5

To: Governance and Policy Committee

Date: 29 May, 2024

Report No.: 05-24-4721

Strategic Directions

- Commit to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action.
- Belong - All students belong, are engaged, and valued in an inclusive environment.
- Achieve - All students reach high levels of achievement, success, and personal development.
- Thrive - All students graduate with the confidence, skills, and knowledge to thrive.
- Revitalize - All students and staff learn and work in inclusive, safe, and modern environments.

Equity as a guiding principle: Equity is foundational to all TDSB work and will be embedded throughout the strategic directions.

Recommendation

It is recommended that:

- the revised Employment Equity Policy (P029), now retitled Equitable and Inclusive Employment Policy (the “Policy”), be approved; and
- the Teacher Hiring Policy (P098), be rescinded.

Context

The Employment Equity Policy (P029) (see Appendix A) was adopted on June 23, 2004 and most recently revised in March 2012. The Policy is being reviewed in accordance with the Work Plan and the current Policy Review Schedule. In accordance with the Work Plan, the draft Policy (see Appendix B and D) was prepared and provided to the

Governance and Policy Committee on January 17, 2024 for review and feedback. Public consultations were subsequently conducted between February 12, 2024 - April 11, 2024 for a duration of 60 calendar days.

Staff revised the Policy based on data from the Staff Census Report, the Employment Equity Report and feedback from an extended 60-day public consultation period.

Consultation Survey Results:

As part of the public consultations, the Policy was shared with various partners (e.g., community advisory committees, school councils, student senate, professional associations/unions, and the public) for input and comment. Overall, 225 individuals participated in the survey and seven individuals submitted feedback by e-mail. Survey respondents primarily identified as parents/guardians and employees and three quarters of respondents identified as a member of a Historically and Currently Disenfranchised Group and/or Community.

Key findings:

- 48% of respondents agreed or strongly agreed with the stated objectives of the policy.

Respondents provided additional feedback in the following areas:

- Considerations for the definition of Historically and Currently Disenfranchised Groups and Communities.
- Use of qualitative data to inform the composition of the Employment Equity Groups.
- Policy title suggestions congruent with objectives and guiding principles.
- Support for hiring and promotion decisions based on qualifications and relevant experiences.

The aforementioned feedback obtained through public consultations was reviewed and is reflected in the draft Policy presented for Committee's consideration.

Revisions to the Policy include:

1. new title "Equitable and Inclusive Employment Policy";
2. new objective in supporting a commitment to fair hiring and promotion practices based on qualifications and experience while fostering a workforce that reflects, understands and responds to the diversity of the students that TDSB serves;
3. new definition for Employment Equity Groups;
4. new definition for Historically and Currently Disadvantaged Groups to align with the *Ontario Human Rights Code*;
5. new guiding principles, including:
 - a. hiring practices aimed at closing gaps in representation of Employment Equity Groups;

Agenda Page 7

- b. employment practices consistent with the Ontario Human Rights Code, Canadian Charter of Rights and Freedoms, Accessibility for Ontarians with Disabilities Act, Anti-Racism Act, the Ministry of Education's Policy Program Memorandum (PPM) 165: School Board Teacher Hiring and the TDSB Equity Policy (P037);
 - c. commitment to the Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples as a framework for reconciliation; and
 - d. importance of hiring, promoting and retaining a workforce with diverse experiences and qualifications to support the diversity of the students that TDSB serves;
6. new sections on employment mobility; fairness and transparency in the hiring and promotion process; promoting diversity, equity, and human rights in employment; data collection, monitoring, reporting and evaluation; qualification and merit.

The revised and renamed draft Equitable and Inclusive Employment Policy integrates provisions from the Teacher Hiring Policy (P098) (see Appendix C). Therefore, it is recommended that the Teacher Hiring Policy (P098) be rescinded.

The revised draft Equitable and Inclusive Employment Policy was reviewed and approved by Executive Council on May 14, 2024.

The revised Policy is presented for the Committee's consideration and approval.

Action Plan and Associated Timeline

Subject to the Committees approval, the Equitable and Inclusive Employment Policy, will be provided to the Board of Trustees on June 19, 2024 for final approval. Once approved by the Board of Trustees, the newly revised Policy will come into effect immediately. Staff will develop related operational procedures to support implementation of the Policy along with the Equitable and Inclusive Employment Plan that will be provided to Trustees for information in the Fall cycle of 2024.

Resource Implications

N/A

Communications Considerations

Following Board approval, the Equitable and Inclusive Employment Policy will be communicated in accordance with the Policy Review Work Plan, including posting on the public website. The Teacher Hiring Policy (P098) will be archived and removed from the website.

Board Policy and Procedure Reference(s)

Policies:

- Employee Conflict of Interest (P057)
- Employment Equity (P029)
- Equity Policy (P037)
- Freedom of Information and Protection of Privacy (P094)
- Human Rights (P031)
- Teacher Hiring (P098)

Legislative Acts and Regulations:

- Accessibility for Ontarians with Disabilities Act (AODA)
- Anti-Racism Act
- Canadian Charter of Rights and Freedoms
- Education Act
- Municipal Freedom of Information and Protection of Privacy Act
- Ontario Human Rights Code

Other Documents:

- PPM 165: School Board Teacher Hiring Practices
- Truth and Reconciliation Commission of Canada: Calls to Action
- United Nations Declaration on the Rights of Indigenous Peoples

Appendices

- Appendix A: Employment Equity Policy (P029) - Current
- Appendix B: Equitable and Inclusive Employment Policy – Revised Clean
- Appendix C: Teacher Hiring Policy (P098) – Current
- Appendix D: Equitable and Inclusive Employment Policy – Revised Track Changes

From

Leola Pon, Associate Director, Organizational Transformation and Accountability at
leola.pon@tdsb.on.ca

Melissa Kennedy, Executive Officer, People and Culture at
melissa.kennedy@tdsb.on.ca

Krish Chakraborty, System Officer – Performance Strategy, Employee Services at
krish.chakraborty@tdsb.on.ca

Stefanie De Jesus, Research Coordinator, Research and Development at
stefanie.dejesus@tdsb.on.ca

Toronto District School Board

Policy P029

Title: **EMPLOYMENT EQUITY**

Adopted: June 23, 2004

Revised:

Reviewed: Spring 2006, March 2012

1.0 OBJECTIVE

To establish the Board's commitment to the development, implementation and maintenance of employment and promotion policies, practices and procedures that result in and sustain a workforce that, at all levels, reflects, understands and responds to a diverse population

2.0 RESPONSIBILITY

Chief Employee Services Officer

3.0 DEFINITIONS

Affirmative action means the development and implementation of positive measures with regard to all aspects of the employment of members of designated groups.

Designated groups Historically, *designated groups* refers to racial minorities, aboriginal peoples, women and persons with disabilities. For the purpose of this policy, persons who have experienced discrimination because of sexual orientation and socio-economic status are also included, as per the Board's Equity Foundation policy.

Employment equity A program designated to remove systemic barriers to equality of outcomes in all aspects of employment and which leads to equitable representation of designated groups at all levels of employment.

Equality The achievement of equal status in society in terms of access to opportunities, support, rewards and economic and social power for all without regard to age, gender, race, class, culture, faith, citizenship, disability, ethnic origin, family status, sexual orientation, gender identity, marital status or same sex partner.

Equity The provision of opportunities for equality for all by responding to the needs of individuals. Equity of treatment is not the same as equal treatment because it includes acknowledging historical and present systemic discrimination against identified groups and removing barriers, eliminating discrimination and remedying the impact of past discrimination.

4.0 POLICY

- 4.1. There shall be an ongoing commitment to the development and communication of the principles of Employment Equity throughout the Board (i.e. students, staff and community).
- 4.2. Equitable hiring, employment and promotion practices shall be applied.
- 4.3. Systemic barriers to equitable recruitment, selection, hiring, training and development, career counselling, transfer processes, performance assessment and promotion shall be identified and eliminated.
- 4.4. Outreach activities and affirmative action strategies (e.g., encouragement, mentoring, training and staff development) shall focus on designated groups in order to ensure that all levels of occupational groups within the Board achieve equitable representation.
- 4.5. Designated groups shall be the focus of employment and promotion strategies, but not to the exclusion of other groups.

5.0 SPECIFIC DIRECTIVES

The Director is authorized to issue operational procedures to implement this policy.

6.0 REFERENCE DOCUMENTS

Board Policy P.037: Equity Foundation

Commitments to Equity Policy Implementation

Toronto District School Board

Policy P029

Title: **EQUITABLE AND INCLUSIVE EMPLOYMENT**

Adopted: June 23, 2004

Effectuated: June 23, 2004

Revised: **[TBD]**

Reviewed: Spring 2006, March 2012, **[TBD]**

Authorization: Board of Trustees

1. RATIONALE

The Equitable and Inclusive Employment Policy (the “Policy”) aims to identify and remove systemic barriers in employment, including hiring, promotion, and retention. The Policy helps to achieve a diverse workforce and creates the necessary conditions for student achievement and well-being.

The Policy is aligned with the *Canadian Charter of Rights and Freedoms* (the “*Charter*”), TDSB’s Equity Policy (P037), Human Rights Policy (P031), Employee Conflict of Interest Policy (P057), and the Ministry of Education’s Policy/Program Memorandum 165 – School Board Teacher Hiring Practices (“PPM 165”).

The Policy is also consistent with the *Ontario Human Rights Code* (the “*Code*”), including provisions related to the establishment of Special Programs as defined below.

2. OBJECTIVE

- To affirm the Board’s commitment to establishing transparent and consistent employment practices while upholding human rights and based on the principles of equity, anti-racism, anti-oppression and fairness.
- To support a commitment to fair hiring, promotion and retention practices based on qualifications and experience while fostering a workforce that reflects, understands and responds to the diversity of the students that TDSB serves.

3. DEFINITIONS

Employment Equity Groups refers to a segment of historically and currently disadvantaged groups. The composition of Employment Equity Groups is

determined through analysis of data and informed by data collection efforts such as the TDSB staff and student censuses.

Employment Equity refers to a program designed to identify and remove systemic barriers in employment and which leads to equitable representation of Employment Equity Groups in the TDSB workforce.

Historically and Currently Disadvantaged Groups refers to persons or groups who have experienced, and/or, are more likely to experience, and/or, are experiencing disadvantage or discrimination based on one or more of these grounds: race, colour, Indigeneity (First Nations, Métis, and Inuit), creed, citizenship, ethnic origin, disability, age, ancestry, place of origin, sex (including pregnancy), gender identity, gender expression, sexual orientation, family status, marital status, and record of offences.

Lived Experience refers to the experiences of members of Employment Equity Groups that are relevant and beneficial for the needs of a diverse student body. TDSB values these experiences and encourages job applications from candidates with diverse backgrounds.

Special Program refers to a voluntary employment program that uses special measures, protected by the *Code*, to help create opportunities for persons who experience discrimination, economic hardship and disadvantage.

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

4. RESPONSIBILITY

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

Within the Director’s Office, the responsibility for the coordination and day-to-day management of the Policy is assigned to the Associate Director, Organizational Transformation, Accountability and Legal.

5. APPLICATION AND SCOPE

This Policy applies to all current and prospective employees of the Board. This Policy applies to all aspects of the employment process, including hiring, promotion, and retention.

6. POLICY

6.1. Guiding Principles

6.1.1. TDSB is committed to the principles of employment equity and upholding the human rights of job applicants and employees.

- 6.1.2. TDSB’s practices with respect to the hiring, promotion and retention of employees will aim to identify and address gaps in the representation of Employment Equity Groups in the TDSB workforce across all departments and all levels of employment.
- 6.1.3. TDSB will aim to identify and remove barriers for Employment Equity Groups in all aspects of the employment process.
- 6.1.4. TDSB is committed to maintaining a safe, respectful, accessible, equitable, and discrimination-free work environment for all employees in accordance with the Human Rights Policy (P031).
- 6.1.5. TDSB employment practices will be consistent with the *Code, Charter, Accessibility for Ontarians with Disabilities Act, Anti-Racism Act*, PPM 165, and the TDSB Equity Policy (P037).
- 6.1.6. This Policy supports the Board’s commitment to the Truth and Reconciliation Commission of Canada: Calls to Actions and the United Nations Declaration on the Rights of Indigenous Peoples as a framework for reconciliation.
- 6.1.7. In the event of a conflict between this Policy and a TDSB Collective Agreement, Principal/Vice Principal Terms & Conditions, or Schedule II Terms & Conditions, the TDSB Collective Agreement, Principal/Vice-Principal Terms & Conditions, and Schedule II Terms & Conditions (as applicable) will prevail unless in conflict with the *Code*, in which case the *Code* will prevail.

6.2. Employment Mobility

- 6.2.1. While TDSB recognizes the value and importance of applicants who live and work in TDSB school communities, TDSB will encourage job applications from all qualified applicants irrespective of where they were or are currently employed or reside.
- 6.2.2. TDSB recognizes the importance of opportunities for newly qualified applicants.

6.3. Fairness and Transparency

- 6.3.1. TDSB is committed to fair and transparent hiring and promotion processes.
- 6.3.2. TDSB is committed to maintaining a system-wide organizational culture that supports the well-being and success of its employees.

6.4. Diversity, Equity and Human Rights

- 6.4.1. TDSB will establish hiring, promotion and retention goals to address gaps in the representation of Employment Equity Groups between the TDSB workforce (across all departments and all levels of employment) and the TDSB student body.

- 6.4.2. TDSB will establish *bona fide* job-related criteria for consideration of applicants' experience in particular roles at schools and departments.
- 6.4.3. TDSB may develop and apply Special Programs pursuant to the *Code* to further the objectives of this Policy.
- 6.4.4. TDSB will develop an Equitable and Inclusive Employment Plan to implement this Policy.
- 6.4.5. TDSB is committed to the retention of employees identified as an Employment Equity Group member.

6.5. Data Collection, Monitoring, Reporting and Evaluation

- 6.5.1. TDSB will collect and analyze quantitative and/or qualitative data to assist with the identification and removal of employment-related barriers experienced by Employment Equity Groups.
- 6.5.2. TDSB will conduct a system-wide staff census and student census, at minimum every five (5) years. TDSB will use the data collected to identify the composition of its workforce in relation to the student body.
- 6.5.3. TDSB will provide reports to the Board of Trustees, outlining achievements with respect to equitable and inclusive employment practices.
- 6.5.4. TDSB will collect, use and retain data in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* and the Freedom of Information and Protection of Privacy Policy (P094).

6.6. Qualifications and Merit

- 6.6.1. TDSB will adhere to the qualification requirements necessary for the role, including those outlined in applicable legislation, including the *Education Act* and regulations, and Ministry of Education directives and policy/program memoranda.
- 6.6.2. TDSB will similarly consider applicants' additional experiences, lived experiences, knowledge, skills, competencies, demonstrated commitment to creating a safe, respectful, inclusive, equitable, accessible, and high-quality learning and working environment, and qualifications relevant for the specific role, in its hiring and promotion decisions.

7. SPECIFIC DIRECTIVES

The Director of Education is authorized to issue operational procedures to implement this Policy.

8. EVALUATION

This Policy will be reviewed as required, but at a minimum every five (5) years.

9. APPENDICES

- N/A

10. REFERENCE DOCUMENTS

Legislation

- *Accessibility for Ontarians with Disabilities Act (AODA)*
- *Anti-Racism Act*
- *Canadian Charter of Rights and Freedoms*
- *Education Act*
- *Municipal Freedom of Information and Protection of Privacy Act*
- *Ontario Human Rights Code*

Policies

- Employee Conflict of Interest (P057)
- Equity (P037)
- Freedom of Information and Protection of Privacy (P094)
- Human Rights (P031)

Other Documents:

- PPM 165: School Board Teacher Hiring Practices
- TDSB Collective Agreements, Principal/Vice Principal Terms & Conditions, and Schedule II Terms & Conditions
- Truth and Reconciliation Commission of Canada: Calls to Actions
- United Nations Declaration on the Rights of Indigenous Peoples

Toronto District School Board

Policy P098

Title: **TEACHER HIRING**

Adopted: April 21, 2021

Effectuated: April 21, 2021

Revised: N/A

Reviewed: N/A

Authorization: Board of Trustees

1. RATIONALE

The Teacher Hiring Policy (P098) supports implementation of the Ministry of Education's Policy/Program Memorandum (PPM) 165: School Board Teacher Hiring Practices. The Policy is aligned with the TDSB's Equity Policy (P037), Employment Equity Policy (P029), Employee Conflict of Interest Policy (P057) and supports a commitment to fair hiring practices based on qualifications and merit as well as equity and diversity.

2. OBJECTIVE

To set out requirements for fair, consistent, and transparent hiring of teachers.

3. DEFINITIONS

Board refers to the Toronto District School Board, which is also referred to as the "TDSB".

Lived Experience refers to a member of a marginalized group. TDSB considers these members to be a valuable asset and encourage applications from candidates with diverse backgrounds, including but not limited to: First Nations, Métis and Inuit peoples, and all other Indigenous peoples; members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, place of origin, sexual orientations, gender identities, and gender expressions; and persons with visible and/or invisible (physical and/or mental) disabilities.

Merit, for the purpose of this Policy, refers but is not limited to: formal qualifications and credentials, professional skills and aptitudes including lived experiences, skillsets, backgrounds and varied work experience that may be considered valuable to the position (e.g. unique perspectives of under-represented groups,

such as Indigenous peoples, Black or other racialized people, people with a disability), the ability to speak multiple languages in addition to English or French, working with diverse communities locally or abroad, ability to lead a school band, theatre arts, lead extra-curricular activities, etc., and professional experience outside of the classroom.

OCT is the Ontario College of Teachers.

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

4. RESPONSIBILITY

The Director of Education holds primary responsibility for the implementation of this Policy. Within the Director’s Office, the responsibility for the coordination and day-to-day management of the Policy is assigned to the Associate Director, Leadership, Learning and School Improvement and the Executive Officer, Employee Services.

5. APPLICATION AND SCOPE

This Policy applies to all teacher candidates and employees of the Board, including but not limited to Employee Services staff, hiring managers, superintendents, principals and teachers.

6. POLICY

6.1. General Requirements

- 6.1.1. Any assignment or appointment of a person to a teaching position will:
- (a) be in accordance with applicable laws, including the *Ontario Human Rights Code*, PPM 165, and collective agreements; and
 - (b) uphold the principles mandated in Regulation 298 of the Education Act, including those related to teacher qualifications and providing the best possible education program for students.

6.2. Qualifications and Merit

- 6.2.1. Selection and evaluation criteria for teaching positions will include:
- (a) demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment;
 - (b) demonstrated experience or time spent in a particular school;
 - (c) suitability for a particular assignment; and
 - (d) additional experience, skills, backgrounds, lived and work experience.
-

- 6.2.2. The Board recognizes the importance of supporting newly qualified teachers and is committed to supporting their career pathways.

6.3. Diversity, Equity and Human Rights

- 6.3.1. The TDSB is committed to the promotion of human rights, anti-discrimination and equity to achieve a diverse and representative teacher workforce to meet the needs of a diverse student body. The TDSB will set targets for underrepresented groups in new teacher hiring, in order to achieve a more representative teacher workforce.
- 6.3.2. The TDSB will intentionally work to identify and remove barriers for Indigenous peoples and equity-seeking groups at each stage of the hiring process. This involves examining each part of the process – from setting job requirements and employment conditions to establishing the recruitment, application, screening, interview, and selection processes so that no stage creates a barrier for candidates.

6.4. Employment Mobility

- 6.4.1. The Board will provide equal opportunity to all OCT certified teachers to apply for any position (occasional, long-term occasional, or permanent) for which they are qualified irrespective of where they are currently employed.

6.5. Fairness and Transparency

- 6.5.1. To support a fair and transparent process for candidates, the TDSB will:
- (a) adhere to the Employee Conflict of Interest Policy (P057) to ensure the entire hiring process avoids any conflicts of interest, including nepotism and favoritism;
 - (b) adhere to legitimate job requirements and qualifications, while following the requirements in Regulation 298;
 - (c) uphold a clear process and criteria for all aspects of teacher hiring, including setting job requirements, postings, outreach and recruitment, application, screening, interview, and selection process (and the communication of all aspects);
 - (d) consistently track and communicate with applicants;
 - (e) ensure demographically diverse hiring panels that draw on the different experiences, skill sets, and educational and professional backgrounds in the Board;
 - (f) use more than one source to evaluate candidates and use structured evaluation criteria, questions and tools that prevent interview and selection bias;

- (g) provide constructive interview feedback for candidates, upon request;
- (h) provide accommodation based on needs related to the Human Rights Code; and
- (i) disclose information to the appropriate bargaining units.

6.6. Data Collection and Analysis

- 6.6.1. The Board will collect and analyze teacher workforce demographic data to support implementation of this Policy.
- 6.6.2. The quantitative data will be used for regular reviews and continuous improvement of employment systems, including for identification and removal of barriers for potential candidates.

7. SPECIFIC DIRECTIVES

The Director of Education is authorized to issue operational procedures to implement this Policy.

8. EVALUATION

This Policy will initially be reviewed within the first year after the effective date, and subsequently, at a minimum every four (4) years.

9. APPENDICES

- NA

10. REFERENCE DOCUMENTS

Legislation:

- Regulation 298: Operation of Schools – General
- *Ontario Human Rights Code*

Policies:

- Employee Conflict of Interest (P057)
- Employment Equity (P029)
- Equity Policy (P037)

Procedures:

- N/A

Other Documents:

- PPM 165: School Board Teacher Hiring Practices

Toronto District School Board

Policy P029

Title: **EQUITABLE AND INCLUSIVE EMPLOYMENT EQUITY**

Adopted: June 23, 2004

Effected: June 23, 2004

Revised: **[TBD]**

Reviewed: Spring 2006, March 2012, **[TBD]**

Authorization: Board of Trustees

1. RATIONALE

The Equitable and Inclusive Employment Policy (the “Policy”) aims to identify and remove systemic barriers in employment, including hiring, promotion, and retention. The Policy helps to achieve a diverse workforce and creates the necessary conditions for student achievement and well-being.

The Policy is aligned with the *Canadian Charter of Rights and Freedoms* (the “*Charter*”), TDSB’s Equity Policy (P037), Human Rights Policy (P031), Employee Conflict of Interest Policy (P057), and the Ministry of Education’s Policy/Program Memorandum 165 – School Board Teacher Hiring Practices (“PPM 165”).

The Policy is also consistent with the *Ontario Human Rights Code* (the “*Code*”), including provisions related to the establishment of Special Programs as defined below.

1.2. OBJECTIVE

- To ~~establish~~affirm the Board’s commitment to the ~~development, implementation~~establishing transparent and maintenance of consistent employment and promotion policies, practices while upholding human rights and based on the principles of equity, anti-racism, anti-oppression and procedures that result in fairness.
- To support a commitment to fair hiring, promotion and ~~sustain~~retention practices based on qualifications and experience while fostering a workforce that, ~~at all levels,~~ reflects, understands and responds to the diversity of the students that TDSB serves.

3. DEFINITIONS

Employment Equity Groups refers to a segment of historically and currently disadvantaged groups. The composition of Employment Equity Groups is determined through analysis of data and informed by data collection efforts such as the TDSB staff and student censuses.

Employment Equity refers to a program designed to identify and remove systemic barriers in employment and which leads to equitable representation of Employment Equity Groups in the TDSB workforce.

Historically and Currently Disadvantaged Groups refers to persons or groups who have experienced, and/or, are more likely to experience, and/or, are experiencing disadvantage or discrimination based on one or more of these grounds: race, colour, Indigeneity (First Nations, Métis, and Inuit), creed, citizenship, ethnic origin, disability, age, ancestry, place of origin, sex (including pregnancy), gender identity, gender expression, sexual orientation, family status, marital status, receipt of public assistance, and record of offences.

Lived Experience refers to the experiences of members of Employment Equity Groups that are relevant and beneficial for the needs of a diverse population student body. TDSB values these experiences and encourages job applications from candidates with diverse backgrounds.

Special Program refers to a voluntary employment program that uses special measures, protected by the Code, to help create opportunities for persons who experience discrimination, economic hardship and disadvantage.

TDSB is the Toronto District School Board, which is also referred to as the "Board".

2.4. RESPONSIBILITY

~~Chief Employee Services Officer~~

3.1. DEFINITIONS

~~Affirmative action~~ means the development and The Director of Education holds primary responsibility for the implementation of positive measures with regard this Policy.

Within the Director's Office, the responsibility for the coordination and day-to-day management of the Policy is assigned to the Associate Director, Organizational Transformation, Accountability and Legal.

5. APPLICATION AND SCOPE

This Policy applies to all current and prospective employees of the Board. This Policy applies to all aspects of the employment of members of designated groups process, including hiring, promotion, and retention.

6. POLICY

~~*Designated groups* Historically, *designated groups* refers to racial minorities, aboriginal peoples, women and persons with disabilities. For the purpose of this policy, persons who have experienced discrimination because of sexual orientation and socio-economic status are also included, as per the Board's Equity Foundation policy.~~

6.1. Guiding Principles

6.1.1. TDSB is committed to the principles of employment equity and upholding the human rights of job applicants and employees.

6.1.2. TDSB's practices with respect to the hiring, promotion and retention of employees will aim to identify and address gaps in the representation of Employment equity A program designated Equity Groups in the TDSB workforce across all departments and all levels of employment.

3.1.1.6.1.3. TDSB will aim to identify and remove systemic barriers to equality of outcomes for Employment Equity Groups in all aspects of employment and which leads to equitable representation of designated groups at all levels of employment. the employment process.

~~*Equality* The achievement of equal status in society in terms of access to opportunities, support, rewards and economic and social power for all without regard to age, gender, race, class, culture, faith, citizenship, disability, ethnic origin, family status, sexual orientation, gender identity, marital status or same sex partner.~~

~~*Equity* The provision of opportunities for equality for all by responding to the needs of individuals. Equity of treatment is not the same as equal treatment because it includes acknowledging historical and present systemic discrimination against identified groups and removing barriers, eliminating discrimination and remedying the impact of past discrimination.~~

4.1. POLICY

- ~~1.1. There shall be an ongoing commitment to the development and communication of the principles of Employment Equity throughout the Board (i.e. students, staff and community).~~
- ~~1.2. Equitable hiring, employment and promotion practices shall be applied.~~
- ~~1.3. Systemic barriers to equitable recruitment, selection, hiring, training and development, career counselling, transfer processes, performance assessment and promotion shall be identified and eliminated.~~
- ~~1.4. Outreach activities and affirmative action strategies (e.g., encouragement, mentoring, training and staff development) shall focus on designated groups in order to ensure that all levels of occupational groups within the Board achieve equitable representation.~~

6.1.4. Designated groups shall be the focus of TDSB is committed to maintaining a safe, respectful, accessible, equitable, and discrimination-free work environment for all employees in accordance with the Human Rights Policy (P031).

6.1.5. TDSB employment practices will be consistent with the Code, Charter, Accessibility for Ontarians with Disabilities Act, Anti-Racism Act, PPM 165, and the TDSB Equity Policy (P037).

6.1.6. This Policy supports the Board's commitment to the Truth and Reconciliation Commission of Canada: Calls to Actions and the United Nations Declaration on the Rights of Indigenous Peoples as a framework for reconciliation.

6.1.7. In the event of a conflict between this Policy and a TDSB Collective Agreement, Principal/Vice Principal Terms & Conditions, or Schedule II Terms & Conditions, the TDSB Collective Agreement, Principal/Vice-Principal Terms & Conditions, and Schedule II Terms & Conditions (as applicable) will prevail unless in conflict with the Code, in which case the Code will prevail.

6.2. Employment Mobility

6.2.1. While TDSB recognizes the value and importance of applicants who live and work in TDSB school communities, TDSB will encourage job applications from all qualified applicants irrespective of where they were or are currently employed or reside.

6.2.2. TDSB recognizes the importance of opportunities for newly qualified applicants.

6.3. Fairness and Transparency

- 6.3.1. TDSB is committed to fair and transparent hiring and promotion strategies, but not to the exclusion processes.
- 6.3.2. TDSB is committed to maintaining a system-wide organizational culture that supports the well-being and success of its employees.

6.4. Diversity, Equity and Human Rights

- 6.4.1. TDSB will establish hiring, promotion and retention goals to address gaps in the representation of Employment Equity Groups between the TDSB workforce (across all departments and all levels of employment) and the TDSB student body.
- 4.1.1-6.4.2. TDSB will establish *bona fide* job-related criteria for consideration of other groups applicants' experience in particular roles at schools and departments.
- 6.4.3. TDSB may develop and apply Special Programs pursuant to the Code to further the objectives of this Policy.
- 6.4.4. TDSB will develop an Equitable and Inclusive Employment Plan to implement this Policy.
- 6.4.5. TDSB is committed to the retention of employees identified as an Employment Equity Group member.

6.5. Data Collection, Monitoring, Reporting and Evaluation

- 6.5.1. TDSB will collect and analyze quantitative and/or qualitative data to assist with the identification and removal of employment-related barriers experienced by Employment Equity Groups.
- 6.5.2. TDSB will conduct a system-wide staff census and student census, at minimum every five (5) years. TDSB will use the data collected to identify the composition of its workforce in relation to the student body.
- 6.5.3. TDSB will provide reports to the Board of Trustees, outlining achievements with respect to equitable and inclusive employment practices.
- 6.5.4. TDSB will collect, use and retain data in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* and the Freedom of Information and Protection of Privacy Policy (P094).

6.6. Qualifications and Merit

- 6.6.1. TDSB will adhere to the qualification requirements necessary for the role, including those outlined in applicable legislation, including the *Education Act* and regulations, and Ministry of Education directives and policy/program memoranda.

6.6.2. TDSB will similarly consider applicants' additional experiences, lived experiences, knowledge, skills, competencies, demonstrated commitment to creating a safe, respectful, inclusive, equitable, accessible, and high-quality learning and working environment, and qualifications relevant for the specific role, in its hiring and promotion decisions.

5.7. SPECIFIC DIRECTIVES

The Director of Education is authorized to issue operational procedures to implement this ~~policy~~Policy.

8. EVALUATION

This Policy will be reviewed as required, but at a minimum every five (5) years.

9. APPENDICES

- N/A

6.10. REFERENCE DOCUMENTS

Board Policy P.037: Legislation

- Accessibility for Ontarians with Disabilities Act (AODA)
- Anti-Racism Act
- Canadian Charter of Rights and Freedoms
- Education Act
- Municipal Freedom of Information and Protection of Privacy Act
- Ontario Human Rights Code

Policies

- Employee Conflict of Interest (P057)
- Equity Foundation (P037)

Commitments to Equity Policy Implementation

- Freedom of Information and Protection of Privacy (P094)
- Human Rights (P031)

Other Documents:

- PPM 165: School Board Teacher Hiring Practices
- TDSB Collective Agreements, Principal/Vice Principal Terms & Conditions, and Schedule II Terms & Conditions
- Truth and Reconciliation Commission of Canada: Calls to Actions
- United Nations Declaration on the Rights of Indigenous Peoples

Blank Page



School Choice and Student Interest Program Admission Policies and Practices

To: Governance and Policy Committee

Date: May 29, 2024

Report No.: 05-24-4722

Strategic Directions

- Commit to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action.
- Belong - All students belong, are engaged, and valued in an inclusive environment.
- Achieve - All students reach high levels of achievement, success, and personal development.
- Thrive - All students graduate with the confidence, skills, and knowledge to thrive.
- Revitalize - All students and staff learn and work in inclusive, safe, and modern environments.

Equity as a guiding principle: Equity is foundational to all TDSB work and will be embedded throughout the strategic directions.

Recommendation

It is recommended *that*,

1. The *School Choice and Student Interest Program Admission Policies and Practices Report*, as requested by Board resolution on June 14, 2023, be received; and
2. The Board of Trustees amend the Policy Review schedule approved on November 1, 2023 by moving the review of Policy [P100 Student Interest](#)

[Programs](#) (“Policy P100”) from the 2026/27 school year to the 2024/25 school year.

Context

On June 14, 2023, the Board resolved to request a staff review of specialized program entrance policies, including lotteries, from school boards in Canada and the United States, including their outcomes. This report provides the requested jurisdictional scan (Appendix A).

In responding to the Board resolution, this report examines the landscape and literature surrounding school choice through skill-based and lottery-based admission processes. This scan provides further considerations for the implementation of Policy P100. Key reflections include:

- Neighbourhood school models limit the ability to address equity considerations in relation to specialized programs and schools (Yoon, Marmuraneau, and Brown, 2020; Lenhoff, 2020).
- Parental choice factors such as beliefs about education, socio-economic status (SES), language fluency, etc. and student needs and interests intersect with neighbourhood demographics to impact school choice (DeAngelis & Erikson, 2018; Hailey, 2021).
- Criteria included in skills-based admissions models affect student access to programs and schools, partially because of differences in access to early learning opportunities (McCoy & Major, 2007; Ayscue et al., 2016; Gorski & Swalwell, 2023).
- Skills-based admissions models in other districts that have included reserving a portion of seats for historically underserved students have not created significant changes in the demographic makeup of student populations (Hollingshead et al., 2023; Juhasz, 2023).
- Lotteries are increasingly being incorporated into school choice admissions policies to address equity of access concerns (Musset, 2012; Barrow et al., 2018; Idoux, 2022; OECD, 2019).

Admission policy examples from Canada, the United States of America, the United Kingdom, and South America showcase that although each jurisdiction has taken its own approach, there is a general move away from solely skills-based policies to incorporate mechanisms that account for the disparities in opportunities experienced by underserved, and often racialized students. In many cases, jurisdictions have included a lottery within the admissions process to address this priority.

Many school districts in the United States continue to grapple with how best to incorporate equity considerations into admissions policies/procedures. Some

jurisdictions have previously implemented a lottery mechanism and have subsequently shifted back to skills-based criteria, while others are continuing to make adjustments to a centralized lottery mechanism in response to feedback from stakeholders.

Important considerations from the Organisation for Economic Co-operation and Development (OECD) (2012), suggest the importance of plans that take parental choice into consideration along with mechanisms for balancing the demographic makeup of schools; avoiding selection bias at the school level as well as consideration of reducing financial burdens; and, targeting underrepresented groups to ensure all families have access to relevant information about available school choices.

Decisions around the development of a school/program choice admissions policy must ultimately take the local context of the TDSB into consideration.

Local Considerations for Policy P100 Evaluation

To support the implementation and monitoring of Policy P100 an analysis of demographic data of students enrolled in Central Student Interest (CSIP) is ongoing. This ongoing work will support a larger evaluation in the future as well as procedural documents outlining the decision making framework for priority groups.

Preliminary highlights include:

- After the first year of the central application process for CSIP, it is evident that racial proportions have shifted toward greater representation, when compared to the TDSB student population.
- At a more nuanced level, the overall family income distribution for students in grade 9 CSIP more closely reflects that of the TDSB overall. However, there continues to be a greater percentage of students from higher income households enrolling in some CSIP programs.
- The prioritised seats for female/girl identifying applicants continue to be important as there was little change in the percentage of girls enrolling in Math, Science and Technology CSIP programs.

These preliminary overall results, in terms of equitable access to programs, are promising. As the sample/data size is small, three years of data is important measuring equitable access at the program and school level. Additional years of data will ensure a more rigorous sample to compare the proportions of students' racial identities in CSIP to the overall TDSB student body. Continuing to monitor student identity groups and socioeconomic (SES) variables of students in the programs is a key part of the work. See Appendix B and Appendix C.

Additional Information

Agenda Page 30

A previous Literature Review examining the theoretical underpinnings of meritocracy and how merit-based practices interrupt educational learning opportunities for groups of students was corrected. This revised document is available on the [TDSB Research Department webpage](#). The Agenda and Minutes of the Board have been annotated providing this link. The original document necessarily remains part of the Board record.

On April 17, 2024, Stephen Lecce, Minister of Education, wrote a letter to the Chair of the Board setting out an expectation that the Board initiate a new, open and transparent policy review consultation regarding specialized program admissions. A copy of this letter is included at Appendix D. For the reasons set out in Appendix E, staff are recommending that the review of Policy P100, currently scheduled for the 2026-27 school year, be initiated in the 2024-25 school year.

Action Plan and Associated Timeline

Subject to the Governance and Policy Committee receipt of the report, the report will be brought to the Board of Trustees on June 19, 2024.

As requested by the Board of Trustees, an update report outlining further details about the admissions changes outlined in Policy P100 will be brought to Trustees in the winter of 2025. This update will outline the number of programs, locations and enrolments and other indicators including disaggregated demographic data from two complete admissions cycles, with students from the second admissions cycle having completed one semester of Grade 9 in their Central Student Interest Program.

Board Policy and Procedure Reference(s)

Student Interest Programs (Policy P100)

Appendices

- Appendix A: [School Choice and Student Interest Program Admission Policies and Practices: A Literature Scan](#)
- Appendix B: [Preliminary CSIP Data Analysis](#)
- Appendix C: [Implementation Update: Improving Access to Central Student Interest Programs](#)
- Appendix D: [Letter from Stephen Lecce, Minister of Education](#)
- Appendix E: [Development of Policy P100 Student Interest Programs Policy](#)

From

Louise Sirisko, Associate Director of Instructional Innovation and Equitable Outcomes at Louise.Sirisko@tdsb.on.ca

Agenda Page 31

David Cameron, Senior Manager of Research and Development at

David.Cameron@tdsb.on.ca

Mahejabeen Ebrahim, Human Rights System Lead at

Mahejabeen.Ebrahim@tdsb.on.ca

Diana Panagiotopoulos, System Superintendent, Virtual Learning, Re-Engagement and Secondary Program and Admissions at Diana.Panagiotopoulos@tdsb.on.ca

Blank Page

Appendix A: School Choice and Student Interest Program Admission Policies and Practices: A Literature Scan

Executive Summary

This literature scan aims to locate the Toronto District School Board's (TDSB) current student interest program policy within the broader context of school choice in education, through:

1. an examination of the context in which the current policy was developed;
2. an overview of the theoretical landscape regarding skills-based and lottery admissions policies in education; and
3. a discussion of different admissions practices for school choice and selective-admission programs across a sample of public education systems in Canada and international jurisdictions.

This scan will discuss a variety of considerations for skills-based and lottery-based admissions processes in comparison with the TDSB's current policy to deepen perspective of the TDSB's current Central Student Interest Program admissions process. In completing a scan of literature related to school choice and lottery admissions processes, the following key points emerged:

- Neighbourhood school models limit the ability to address equity considerations in relation to specialized programs and schools, as they are *often* impacted by racial and economic divisions within geographic areas (Yoon, Marmuraneau, and Brown, 2020; Lenhoff, 2020).
- Parental choice factors such as beliefs about education, socio-economic status (SES) (for example in relation to program or transportation costs), language fluency, etc. and student needs and interests intersect with neighbourhood demographics to impact school choice (DeAngelis & Erikson, 2018; Hailey, 2021).

- The kinds of criteria included in skills-based admissions models impact student access to programs and schools, partially because of differences in access to early learning opportunities that allow the development of skills and knowledge measured in these admissions processes, and partially due to biases embedded within the measures themselves that do not accommodate or account for differences in student needs, understandings and experiences (McCoy & Major, 2007; Ayscue et al., 2016; Gorski & Swalwell, 2023).
- Skills-based admissions models in other districts that have included reserving a portion of seats for historically underserved students have not created significant changes in the demographic makeup of student populations (Hollingshead et al., 2023; Juhasz, 2023).
- Lotteries are increasingly being incorporated into school choice admissions policies to address equity of access concerns. Literature indicates a mixed impact on achievement outcomes for marginalized students, however, positive impacts on school belonging and peer relationships coupled with a lack of negative impacts for high-achieving students suggest that the use of a lottery mechanism to increase equity of access to specialized programs may result in overall better outcomes for all students (Musset, 2012; Barrow et al., 2018; Idoux, 2022; OECD, 2019).

In addition to a discussion of theoretical considerations for school choice policies, this literature scan provides examples of school-choice/student interest program admissions policies in educational districts within Canada, America, the United Kingdom, and South America as comparisons to the TDSB's current policy. While each has taken its own approach, there is a general move away from solely skills-based policies to incorporate mechanisms that account for the disparities in opportunities experienced by underserved and often racialized students. In many cases this has meant incorporating a lottery within the admissions process.

In conclusion, the Organisation for Economic Co-operation and Development (OECD) (2012) suggests the below three factors should be considerations in the design of an equitable school choice policy (in no particular order):

1. Use of controlled choice or flexible enrolment plans which take parental choice into consideration along with mechanisms for balancing the demographic makeup of schools.
2. The centralization of admissions processes to avoid selection bias at the school level as well as consideration of reducing financial burdens on individual families and providing schools with financial incentives to enrol 'disadvantaged' students.
3. The targeting of underrepresented groups to ensure all families have access to relevant information about available school choices (OECD, 2012).

Decisions around the development of a school/program choice admissions policy must ultimately take the local context of the educational jurisdiction into consideration.

As well, beyond consideration of the different kinds of admissions policies is also the need to reflect on the point in a student's academic trajectory when different admissions mechanisms may be appropriate.

Admission to Student Interest Programs in the Toronto District School Board

Within the TDSB, students can apply to a variety of student interest programs or schools with areas of focus such as athletics, science, technology, engineering, and mathematics (STEM), the arts, and International Baccalaureate (IB). While a broad range of programming is offered to foster the talents and interests of the TDSB's diverse student population, the demand for such choices often outweighs program availability. Additionally, previous research examining the location of and enrolment in these student interest programs has shown stark differences between these programs and the general TDSB student population (James & Turner, 2017). For example, research has noted proportionally fewer students with special education needs in programs such as International Baccalaureate® (IB) and elite athletics (Parekh, 2013) and disparities in race, family income, and parental level of education between students in specialized arts programs and the overall student population (Gaztambide-Fernández & Parekh, 2017).

Collectively, this research suggests that not all TDSB students have had equitable access to its student interest programs and schools. In response to this disproportionate representation of students within student interest programs and specialized schools across the TDSB, and with the aim of ensuring equitable access, in 2022 the TDSB revised its policy for admission into student interest programs from a skills-based system to a centralized lottery process (TDSB, 2022). This policy change was pursued in adherence to the TDSB's equity policy (TDSB, 2018), which states that "the TDSB acknowledges that equity of opportunity and equity of access to our programs, services, and resources are critical to the achievement of successful outcomes for our students, employees, and parent/guardian, caregivers and community partners" (p. 2). The shift to a centralized lottery process with a proportion of spots designated to students from historically marginalized groups aims to ensure that the TDSB's specialized programs and schools more closely reflect the makeup of the broader TDSB student population, that all students and families have equitable access to information about student interest programs, and attempts to address inequities in access to resources that may advantage higher-SES students in a skills-based application process (Presley, Corso, & Rosolen, 2022).

There is preliminary evidence to suggest that this policy change is having the desired effect of creating more diverse and representative groups of students in student interest programs and schools. An implementation update presented to the Board in May 2023 revealed that with the random lottery process in place, all except four International Baccalaureate programs and one Math, Science and Technology program met the goal of filling 20% of seats with students self-identifying as Black, Middle Eastern, Latina/o/x, First Nations, Métis, and Inuit (TDSB, 2023). Representation for girls/females was also more balanced in programs where boys/males were traditionally overrepresented (TDSB, 2023). Additionally, there was an increase in overall applicants through the implementation of the centralized online admissions portal and increased participation in the application process from previously underrepresented schools and wards in the system (TDSB, 2023). However, this shift in policy remains a contentious issue within

the school system, and has led to debates around equity of opportunity and equitable access to student interest programs.

To situate the TDSB's current student interest program policy within the broader context of school choice in education, this literature scan will first examine the current theoretical landscape with regard to skills-based and lottery admissions policies in education and then provide examples of different admissions practices for school choice and selective-admission programs across a sample of public education systems in Canada and international jurisdictions. This scan will discuss a variety of considerations for skills-based and lottery-based admissions processes as well as provide points of comparison to the current TDSB student interest program policy.

Theoretical Considerations for Skills-Based vs. Lottery Admissions Processes

Considerations for Skills-Based Admissions Processes

A central tension in public education worldwide is the degree to which students and families are afforded choice in terms of schools and/or programming within systems whose mandate is equal access to quality education for all students. The aim of school choice is to promote equitable access to schools of interest by eliminating geographical barriers presented by a neighbourhood school model, to help students find schools that are a good match to their needs and interests, and to raise the overall quality of education offered by generating competition between schools in a jurisdiction (Basteck, Klaus & Kübler, 2021). DeAngelis and Erickson (2018) suggest that more choices would result in “[...] improved matches between schools and students [which] can be a good thing even if we do not observe any effects on test scores or related metrics” (p. 257). While providing choices to students and families is objectively a good thing, given capacity and resource constraints within public education (DallaZuanna, Liu, & Salvanes, 2022), as well as differences in parental choices and neighbourhood demographics, school-choice in practice can also serve to reinforce divisions along racial and socioeconomic lines (Wilson & Bridge, 2019; OECD, 2012; Mason, 2016). For example, Gold et al. (2010) found disparities in acceptance rates into selective

special admission high schools in Philadelphia based on students' demographic characteristics. Asian and White students were far more likely than Black or Latinx students to be accepted into their school of choice. Similarly, females were more likely than males to get into special admission high schools (SSAHSs) and only one in four students with special education needs was accepted (Gold et al., 2010).

Factors Related to Parent/Guardian/Caregiver Choice

The relationship between neighbourhood demographics, parent choice, and school choice policy are complex and several studies have attempted to disentangle the effects of each of these. A variety of factors play into parental decisions on school choice including beliefs and values about education, transportation costs, student needs and interests, and a desire to preserve language, culture, and community (DeAngelis & Erikson, 2018; Hailey, 2021). Due to the interaction of parental choice factors along with increasing racial and economic divisions in many urban contexts, systems with higher levels of school choice options also tend to have increased stratification across schools in terms of race, income, and other demographic factors (Hailey, 2021; Yoon and Gulson, 2010). Increased socio-economic and academic divisions between students within schools, as well as in access to school opportunities, often has the most negative impacts on the highest needs students within the system (OECD, 2019).

Factors Related to Admissions Criteria

The debate around school-choice revolves around how to fairly balance parent and student needs and interests with maintaining an equitable distribution of students and resources across the education system. The argument for utilizing skills-based policies, such as standardized test scores, portfolios, grades, entry exams, and auditions is that these methods function to ensure that students with the most aptitude, talent, interest, and skills gain admission into student interest programs and schools regardless of factors such as a student's race, economic background, sexual orientation, faith, etc. (Baruch et al., 2022). This notion of utilizing demonstrations of skills to award access to specialized learning opportunities is central to many school choice policies and many students themselves consider them the fairest method of admissions (Philippo et al.,

2021). However, this notion of fairness does not consider inequities in terms of access to learning opportunities afforded to students prior to these admissions processes, such as test or audition preparation courses (Philippo et al., 2021).

Basing admissions criteria solely on skills-based criteria presumes that students enter the admissions process on equal footing and that the measures used to demonstrate skills are not influenced by factors such as individual, systemic, and structural biases and barriers. There is ample evidence to suggest that many factors within and outside of the education system play a role in whether a student succeeds in accessing a selective-admission program. First, one must consider how a person's identity-- their beliefs, values, life experiences, demographic characteristics, social and cultural capital-- influence their perceptions of fairness and equity. As highlighted by Roda and Sattin-Bajaj (2023),

“[Views about school choice reflect parents’] positionalities related to race, gender, and socio-economic status, their moral and ethical values, past educational experiences, as well as the behaviors of like-minded parents in their social networks (Cooper, 2005; Cucchiara & Horvat, 2014; Jabbar & Lenhoff, 2019; Roda & Wells, 2013; Wilson, 2016)” (p. 4).

A focus on individual performance does not consider the impact of structural and systemic barriers on the opportunities available to students, which in turn impacts development of the skills and talents used to determine access to schools and programs within a selective admissions process (McCoy & Major, 2007; Gorski & Swalwell, 2023). For example, access to fee-based activities/learning opportunities such as tutoring, test preparation and specialized training varies based on factors such as a student's socio-economic status, race, and parental level of education (Gaztambide-Fernández, Saifer, & Chandni, 2013; Phillipo et al., 2021). As well, differences in educational opportunities in primary school (for example entrance into a gifted program, access to high quality educators and resources, etc.) can have significant impacts on a student's chances of acceptance into selective-admission

schools and programs at a secondary level and in many places these opportunity differences tend to map onto racial and economic divides (Ayscue et al., 2016).

Additionally, one must consider what is measured and valued as skills and knowledge using academic marks or standardized test scores and whether skills-based admissions policies that privilege grades and test scores as reflections of intelligence and achievement perpetuate societal norms in which some groups are advantaged while others are marginalized (Baruch et al., 2022). There is a well-documented relationship between standardized test scores and race (Domanico, 2018; Au, 2020). Standardized tests have historically been designed based on White, Eurocentric norms of education, thereby privileging specific forms of knowledge over others (Rucinski & Goodman, 2021). Due to bias and systemic racism, skills-based processes which include students being recommended to programs may also disproportionately exclude historically underserved students from academic programming such as gifted, International Baccalaureate (IB) or Advanced Placement (AP) programs (Chada et al., 2020; Ayscue et al., 2016). The inclusion of these kinds of metrics to measure aptitude and skill to determine entrance into a student interest program can therefore impact who is accepted and who is not.

Factors Related to Program/School Location

Further, the physical location of many selective-admission programs and schools can be a barrier for some students. For example, in a study of specialized programs and schools within the Toronto District School Board (TDSB), Yoon, Marmuraneau, and Brown (2020) found that more schools in or adjacent to affluent neighbourhoods offered specialized programs of choice such as French Immersion, arts programs, and gifted than schools in lower-income neighbourhoods. When geographic boundaries are considered as part of enrolment processes, the location of highly desirable schools and programs within more high-income neighbourhoods can then disproportionately exclude racialized and low-income individuals (Lenhoff, 2020). In conjunction with this, students choosing to travel for school outside of their area of residence tend to come from advantaged neighbourhoods (in terms of housing values, resident income, resident

education level, and proportion of residents with a European background) (Yoon et al., 2020). Affluent neighbourhoods are also generally geographically closer to public transportation and major streets, thus conferring these students with greater mobility and access to transportation, a key factor in school-choice decisions (Yoon et al., 2020).

Factors Related to Access to Information

Gold et al. (2010), Ayscue et al. (2016) and other studies suggest that another source of disparities in selective-enrolment settings is that some parents and families have less access to information about school choices/student interest programs and are therefore less able to make informed decisions about where their child should attend school (Boursiquot, 2023; Roda and Sattin-Bajaj, 2023; OECD, 2012). Wealthy families with higher levels of parental education are better able to navigate school and program information, prepare their children to meet admissions criteria and afford any associated costs with student interest programs like entrance or exam fees, transportation costs, etc. (Mason, 2016).

Considerations for Lottery-Based Admissions Processes

Another frequently used admissions mechanism within school choice is lottery or random draw. These are implemented either on their own or in conjunction with skills-based criteria to determine access to oversubscribed programs/schools or in controlled choice processes where a proportion of seats are set aside for historically underserved or marginalized students. The idea is that random assignment of students to a program promotes fairness of access. However, utilizing this mechanism for admissions brings about two questions. First, what impact will random lottery have on the standards of a program if it is no longer limited to top-performing students? Idoux (2022), for example, found that when some districts in New York shifted to a lottery process for admissions into middle schools, there was an increased percentage of White and higher-income students opting to exit the public system rather than accept an offer into one of the selective-admission schools due to academic achievement concerns.

Impact of Lottery on Student Outcomes

The second question that arises from the implementation of a lottery is what impact does random assignment have on student outcomes? Are there benefits for the students who may not otherwise have had access to these resources and/or negative impacts for the top-achieving students? There have been many attempts to study student outcomes in relation to the type of admission model used and the impact on student achievement appears to be mixed. Musset (2012) conducted a literature review on school choice and equity which included a discussion of lottery admission models. She found that multiple (primarily US) studies examining student outcomes based on those who won a lottery spot and attended a non-local school versus those who lost a lottery and remained at their local school reported no significant differences in academic achievement between the two groups. Barrow et al. (2018)'s study of Chicago's selective-enrolment high schools (SEHSs) also found that low-SES students who just missed the cutoff for SEHSs and attended regular schools performed academically as well or better than their peers who did attend SEHSs. Conversely, Domanico (2018) found that Black and Latinx students studying at charter schools (which did not screen students based on academic merit as part of the admissions process) in New York City demonstrated higher achievement than their peers in city public schools. Parrao (2020) conducted a meta-analysis of over 200 studies on the use of lottery admissions processes and impacts on academic outcomes. Their analysis also revealed small positive effects on math and reading outcomes (Parrao, 2020, p. 66).

Despite the mixed findings regarding student outcomes in the literature, is there evidence that policy changes that promote equity, such as implementing a lottery process, are beneficial for marginalized students? Studies like those by Barrow et al. (2018) in Chicago and Idoux (2022) in New York do suggest that changes to admissions policies like decreasing academic or other skills-based requirements and reserving a portion of seats for students from historically underrepresented groups serve to increase opportunities of access for more diverse groups of students. As well, Barrow et al. (2018) also found that students who won a lottery spot at a selective admission high school reported better experiences in terms of school safety and peer relationships.

Further, Musset (2012) discusses a paper by Hanushek et al. (2003), which highlights a link between student achievement and SES.

The review by Musset (2012) suggested that schools with more socio-economic integration have overall better achievement results without declines in performance for high-achieving students. A 2019 OECD report examining school choice policies and equity reiterates that finding, with evidence that in countries with high levels of stratification within their schools, low-SES students had lower scores on the Programme for International Student Assessment (PISA), while there was no significant difference in PISA scores for advantaged students (OECD, 2019, p. 12). In other words, the highest needs students were negatively impacted by high levels of stratification (i.e. when schools are divided/students are streamed into more academically homogenous groupings using skills-based testing criteria) while there were no associated disadvantages or conversely gains/benefits for advantaged students.

Impact of Lottery on Equitable Resources and Student Distribution

Studies by economists also suggest that lotteries hold promise in terms of being efficient and effective ways of ensuring a fair distribution of seats to all groups of students. Clark and Coate (2022), for example, analyzed the efficiency of a variety of methods for assigning students to public schools including prioritizing geographic criteria i.e., proximity of student's home address to a school, random lottery, and prioritizing certain groups of students based on equity considerations. They also considered factors such as transportation costs, and parental and peer preferences within their analysis. Clark and Coate (2022) concluded that barring large transportation costs, when significant differences in socio-economic levels exist between students within a school-choice setting, prioritizing students based on equity considerations becomes an optimal way of balancing parent and peer preferences and ensuring a more even distribution of students across schools. In another economic analysis, Basteck, Klaus and Kübler (2021) also found evidence to suggest that a lottery process for a proportion of seats with an immediate acceptance mechanism (as opposed to deferred) was most beneficial for students from underrepresented groups.

The tensions and complexities outlined above must be considered and weighed in the development of any admissions process model and are being navigated by education systems worldwide as they attempt to best serve the students and families in their districts. The following sections provide examples from a variety of educational jurisdictions of different admissions models for selective-admissions programs and schools, as well as discussions of the impact and outcomes of these different admissions procedures. These examples are meant to serve as comparisons to the current TDSB student interest program policy.

Examples of School Choice Admissions Policies

The next three sections will review examples of school-choice/student interest program admissions policies in educational districts within Canada, America, the United Kingdom, and South America. Each section will outline what each school district's policies are, and where research was available, what impact the policies are having on the demographic makeup of students within selective schools and programs.

Amongst countries who participate in Programme for International Student Assessment (PISA), there has been a significant decrease in the number of students being allocated to schools solely based on geographic considerations, suggesting that competition between schools and choices for parents and families have and continue to increase (OECD, 2019).

All the jurisdictions included here illustrate the variety of ways school boards are attempting to develop more equitable opportunities for all students. While each has taken its own approach, the school choice policies have generally moved away from solely skills-based policies to incorporate mechanisms that account for the disproportionalities in opportunities experienced by underserved and often racialized students. In many cases this has meant incorporating a lottery as part of the admissions process.

Examples of Admissions Policies in Canadian Educational Jurisdictions

According to 2022 PISA results, Canada is one of only ten participating countries classified as *highly equitable*, with both strong student achievement in math, science, and reading and relatively low discrepancies in achievement between socioeconomic groups (OECD, 2023). While the OECD does not rank school boards at jurisdictional levels, the TDSB, as the largest school board in Canada with 14% of Ontario's nearly 2 million students, is significantly implicated in this excellent international rating.

Like the TDSB, other educational districts across Ontario and Canada have increasingly shifted admissions policies to account for considerations of equity through implementing various combinations of skills-based and lottery admissions processes. However, few

have publicly available data on the impact these policies have had on equity of access to opportunities, the demographic distribution of students within their systems, or the impact their admissions policies have on student outcomes and achievement.

Edmonton Public Schools: The Edmonton Public School Board (EPSB) utilizes an enrolment tier system and lotteries to determine access to available schools and programs. Schools are classified into three tiers. Schools in the first tier can accept enrolment applications from students within and outside their catchment area and will allocate seats using random selection if applications outweigh available places. A student's area of residence is also considered in the process such that students living in the school's catchment area are prioritized over students applying from outside the area. In both tiers 2 and 3, schools only accept applications from within their catchment boundaries, however, those in tier 3 have reached capacity and therefore allocate any available seats through a lottery system. Similarly, there are a small number of schools, such as alternative and arts schools, with specific entrance requirements and a number of schools running student interest programs like IB and STEM. Each school runs its own admissions process and if applications exceed capacity, students within the catchment zone are prioritized and any remaining seats are allocated through random selection (Edmonton Public Schools, 2024).

While no data on the demographics of the student population across EPSB schools was available, the Board's Annual Education Results Report (2022-23) does contain information which may provide some indirect insight into the impact of their enrolment policies. The EPSB scores on the Alberta Provincial Achievement Test were comparable to the province in grades 6 and 9, while scores for First Nations, Métis, and Inuit students at the board were slightly lower than provincial results. Survey data indicated that most families and staff felt that diverse cultures were represented in their school environments, activities, and materials used in classrooms, and over three quarters of students and families stated they felt a sense of belonging at their school. Given the strong emphasis on catchment areas within their admissions policies, it is likely that the demographic makeup of their schools strongly reflects the wider demographics of the neighbourhoods they are in, which perhaps explains the high

scores for school belonging questions, however, further research is needed to probe the relationship between their admissions models and student outcomes.

Peel District School Board: At the Peel District School Board (PDSB) in Ontario, students apply to regional learning choice programs within geographic boundaries based on their home address. Students who meet the eligibility criteria for a given program, which may include a written response, audition, and/or academic skills and grades based on report cards are then entered into a centralized random-selection process (Peel District School Board, 2024). However, students self-identifying as African, Black, Afro-Caribbean, First Nations, Inuit, or Métis who meet eligibility criteria are guaranteed spaces and are not included in the random selection process (Peel District School Board, 2024).

Despite guaranteeing access to students identifying as part of underrepresented groups, African, Black, Afro-Caribbean, and Indigenous students remain underrepresented in most of the regional learning choice programs, with the exception of an overrepresentation of African, Black, Afro-Caribbean, students in sports programs and First Nations, Inuit, or Métis students in arts, sports and technology programs (Hollingshead et al., 2023, p. 6). This admissions policy has only been in place since the 2020-21 school year and it is possible that with more time there may be greater impacts on student demographics as this approach to admissions continues (Hollingshead et al., 2023, p. 46). However, while this policy does address underrepresentation of demographic groups within learning choice programs, it does not account for any disparities in earlier learning that students may have experienced in terms of accessing opportunities to develop skills and talents that are still key criteria within this admissions framework.

Examples of Admissions Policies in American Educational Jurisdictions

School choice in the United States is complex, political, and varies by state and school district. Many districts offer a variety of public schools such as magnet schools, special-admissions schools, charter schools, citywide schools, and neighbourhood schools in addition to independent and Catholic schools. Particularly contentious across the US are the existence of special or selective-admission high schools which are elite public high schools highly desired for their academic rigour. Historically in many states these schools have not reflected the diversity of students within their cities. Ongoing debate amongst politicians, school and district leaders, parents, students and community members in a variety of school districts has led to many changes in admission policies to these schools in recent years, some from skills-based criteria to lottery mechanisms, some from lottery back to skills-based criteria and some using a combination of both. Below are three examples of different kinds of admissions policies from public school districts in New York, Chicago, and Philadelphia. These three were chosen because information was available on the impact of each district's admissions policies on school demographics and due to their similar size and diversity in student populations in comparison to Toronto.

New York: As cited in Roda and Sattin-Bajaj (2023), "NYC is the largest school district with the largest school choice program, and also one of the most racially [divided] school districts in the nation (Kucsera & Orfield, 2014)" (p. 8). In particular, selective-admission schools and gifted programs with test-based admissions practices have been accused of perpetuating racial disparities, as these programs have very low numbers of Black and Latinx students despite the fact that these racial groups make up nearly 70% of NYC public school enrolments and in spite of the development of a Discovery Program in the 1970s with the aim of identifying high-achieving disadvantaged students with potential to succeed in specialized high schools (Amin and Veiga, 2021 as cited in Roda and Sattin-Bajaj, 2023; Domanico, 2019).

NYC introduced major changes to their selective middle and high schools at the start of the COVID-19 pandemic. At that time, for selective high schools, they removed

geographic considerations in applications (i.e. priority to students within a school's catchment), but continued to allow schools to screen students based on performance on the Specialized High Schools Admission Test (SHSAT) (Veiga, 2020). Reforms were even larger in middle schools, where many districts dropped academic screening altogether in favour of a lottery and in some cases created a pool of seats dedicated to low-income and minority students (Tullis, 2022).

Idoux (2022) explored how these kinds of admissions reforms amongst some New York school districts impacted the demographic characteristics of school populations. In 2019, one school district eliminated academic screening in favour of a lottery system which prioritized low-income, English-language learners, and homeless students for 52% of the seats in each school. Another district continued to use academic criteria for admission but designated 25% of seats at each school to low-income students with low academic achievement (as measured by grades and state standardized assessments) (Idoux, 2022). While these reforms did have a modest impact on improving the racial diversity of schools in these districts, there was also an increased rate of exiting the public school system for White and high-income students compared to Black, Latinx, Asian, and low-income students (Idoux, 2022).

Despite evidence that the lottery system was beginning to be effective in diversifying previously racially stratified schools (Veiga and Zimmer, 2019; Tullis, 2022), these shifts to admissions policies proved incredibly contentious amongst parents, students, and other stakeholders and as a result the middle school lottery was discontinued in 2023 with many districts once again using academic screens (Donaldson, 2022). Virtually all of the selective-enrolment high schools in NYC continue to offer admission solely based on students' scores on the Specialized High Schools Admission Test (SHSAT), whereas admission to other screened public high schools and programs is based on a combination of a student's random lottery number, grade 7 grades, whether or not they are eligible for free school meals, have an IEP, and any supplementary materials which are determined at the discretion of individual schools (i.e. essays, interviews, auditions, etc.). Applications are considered in order based on a student's randomly assigned lottery number and lottery number is used as a tie-breaker at many schools in

circumstances where there are more eligible students than available seats (Speransky, 2023).

Chicago: Barrow et al. (2018) examined the admissions process for selective enrolment high schools (SEHS) in Chicago. While these are highly sought-after and high-performing schools, there are disagreements around their existence. Some people support SEHSs as an important alternative to neighbourhood schools for high-performing students seeking a challenging academic experience. Others purport that they disproportionately serve affluent, privileged families and take away resources from local schools (Barrow et al., 2018). The admissions process for these schools involves a combination of students' grade point averages, standardized test scores, and an admissions exam. While 30% of seats are awarded to applicants solely based on these criteria, the remaining seats take a composite of socioeconomic indicators into consideration as well (Barrow et al., 2018). Applicants are divided into four tiers based on these SES indicators, and the remaining seats are awarded to the top performers within each of the four tiers. The inclusion of the socioeconomic index was found to support more inclusivity of lower-SES, Black, and Latinx students.

Chicago Public Schools continue to make changes to the admissions process in attempts to increase diversity in their selective-enrolment high schools. For the 2024-25 application process, the district has shortened the length of the admissions exam, offered the exam in multiple languages for the first time, and extended the deadline for students to re-rank their schools based on their test scores. However, they have not yet moved forward with a suggestion from the CEO of Chicago Public Schools to remove the 30% of seats awarded to students with the highest rank regardless of socioeconomic indicators and instead use those indicators as a factor for all admissions (Issa, 2023).

Philadelphia: In attempts to improve equity of access to its 22 special-admission schools, the School District of Philadelphia altered its admissions policies to incorporate a lottery in 2021. For the 2023-24 school year the admissions process involved both skills-based criteria and a lottery. Students applied centrally to special-admission

schools based on their grades, attendance, scores on the standardized Pennsylvania School System Assessment (PSSA) and/or other test scores (Juhasz, 2022). Each specialized school then held a separate lottery including any eligible students (those who qualified above cut-off points set by each school) to determine who would fill the available seats (Mezzacappa, 2023). This system replaced the previous system where principals largely held discretion over admissions into their schools (Juhasz, 2022).

Students from the six least represented zip codes were given priority within the lottery for spots available at the top magnet schools (Juhasz, 2022). However, despite this change in policy and an increase in offers of admission to eligible students from priority zip codes, so far little change has occurred in the demographic makeup of at least some special-admission schools (Juhasz, 2023). The lack of demographic shifts in the student populations at many of these schools is likely related to the continued reliance on skills-based criteria such as performance on standardized tests to determine admissions, which continues to exclude a large number of students from eligibility in the first place (Mezzacappa, para. 22). In response to ongoing feedback from stakeholders, the district continues to tweak the admissions process, adjusting cut-off scores, working to ensure better access for English-language-learners and students with disabilities, etc. While the inclusion of priority within the lottery for students from historically underrepresented zip codes remains part of the admissions mechanism for 2024-25, the need to meet standardized testing score cut-offs also continues to be a criteria (Mezzacappa, 2023).

Examples of Admissions Policies from Educational Jurisdictions Outside of North America

Many countries across the world allow some degree of school choice in public education and many are grappling with discrepancies in access to opportunities as well as differences in outcomes and achievement which correlate to racial and economic divides. The degree to which different countries utilize skills-based testing like standardized assessments and/or lottery draws to drive admissions processes also varies widely. Below are examples of different kinds of admissions policies from school districts in Chile and the United Kingdom.

Chile: Educational institutions in Chile have historically been deeply divided both socially and academically (Parrao, 2020). In 2015, the government introduced sweeping reforms to the education system with the aim of promoting greater equity and inclusion. These included developing a centralized admissions process for all publicly funded schools and eliminating the ability for families to top-up the funds given to the school as part of their student's voucher (Parrao, 2020, p. 70-71). Within this model, all public schools have to admit any student who applies if they have available space. In cases where applications outnumber available places, siblings of current students, children of school staff and vulnerable students (as defined by the Ministry of Education) are given priority. Any remaining seats are then allocated through random selection (Parrao, 2020, p. 18-19). Parrao (2020) analyzed admissions data and found that schools using test scores and parent interviews to select students for admission had considerably higher numbers of high-SES students as well as better academic performance. The elimination of the top-up or co-payment model for student vouchers appears to have led to a decrease in economic divisions in Chilean public schools, however, there remains opportunity for schools to exert influence on the admissions process which has meant continued economic and academic stratification (Gutierrez and Carrasco, 2021).

United Kingdom: While each country within the United Kingdom (England, Wales, Scotland, and Northern Ireland) operates slightly differently, there are similarities in school admissions policies. Many state-run schools in the UK give priority admissions to students living within defined catchment areas, however, some schools, such as grammar schools, have additional admissions criteria such as completion of an entrance exam (The Good Schools Guide, 2024). Cullinane (2020) found that comprehensive schools in England, Wales, and Scotland were socially selective in their admittance of students as evidenced by a comparison of the proportion of students eligible for free lunches within a catchment area to the proportion enrolled at schools within that catchment. The findings suggested that high achieving comprehensive schools had only about half the proportion of underserved students as other state-run schools. While the location of many top schools within wealthier neighbourhoods partially explained why fewer low-SES students were enrolled, comprehensive schools

in less affluent neighbourhoods also had lower admissions rates for disadvantaged students. England and Wales offer school choice models, and the interaction between school location, an increase in school autonomy in terms of admissions policies, parental choice factors, and neighbourhood demographics all contribute to a student's chances of admission to top-ranked schools (Cullinane, 2020). Teachers and administrators at these high-performing schools also tended to overestimate how many low-SES students were admitted compared with the actual profiles of student enrolment by SES (Cullinane, 2020). A belief in high-stakes testing as a vehicle for determining admissions also remains a key practice in many UK schools, however, some schools are responding to criticisms that students from low-income backgrounds are disproportionately excluded from attending top-ranked institutions with changes to admissions policies, such as reserving a portion of seats for economically disadvantaged students (The Good Schools Guide, 2024). Others divide their applicants into ability bands and admit a portion of students from each band to achieve a more well-rounded intake of students (The Good Schools Guide, 2024).

Conclusions

In conclusion, there is no one-size-fits-all solution to the complexities of balancing student and parent preferences in education with concerns around equity of access for all students within a public education system. Different education systems worldwide have taken a variety of approaches to resolving this tension and many have made shifts towards developing more equitable policies that promote access and opportunities for all students. The OECD (2012) provides some broad considerations for selective admissions policies. In a review of different kinds of school choice policies across participating OECD countries, they highlight three considerations for designing school choice policies in balance with equity considerations:

1. Use of controlled choice or flexible enrolment plans which take parental choice into consideration along with mechanisms for balancing the demographic makeup of schools.

2. The centralization of admissions processes to avoid selection bias at the school level as well as consideration of reducing financial burdens on individual families and providing schools with financial incentives to enrol disadvantaged students.
3. The targeting of underrepresented groups to ensure all families have access to relevant information about available school choices (OECD, 2012).

Additionally, the factors that a school system decides to utilize to determine access to scarce resources like specialized schools and student interest programs will have different impacts on different groups of students. Juhasz (2023) found that although the changes to Philadelphia's special-admission schools did modestly increase the number of offers to underrepresented students, racialized students (e.g., Black and Latinx students) still disproportionately did not meet eligibility criteria to begin with and few of those who did took up offers. The impact of prioritizing academic criteria as a central component of an admissions process, such as standardized tests designed to measure cognitive and problem-solving abilities, is not equivalent across all groups of students. Many standardized assessments have also been constructed within White, Eurocentric understandings of education and may therefore not accurately represent a student's ability to learn and thrive within a given program or the knowledges and understandings that students from diverse backgrounds and cultures bring to their educations (Ayscue et al., 2016; Fagan and Holland, 2007). Further, discrepancies along racial and economic lines exist in many educational jurisdictions in terms of access to opportunities to prepare for academically rigorous admissions tests and as a result, when test scores are used as a way of determining access to student interest programs or specialized schools, marginalized groups are disproportionately disadvantaged (Corcoran and Baker-Smith, 2015; Ayscue et al., 2016).

When geographic or catchment areas remain a consideration in allocating available seats, the realities of stratifications along racial and socioeconomic lines across neighbourhoods in many urban centres will continue to pose a barrier to increased diversity. Many cities have disproportionate numbers of racialized individuals living in lower-income areas that tend to have fewer selective-admission program and school offerings and less access to transportation than higher-income areas (Yoon,

Marmuraneau, and Brown, 2020; Idoux, 2022), thereby making these types of educational offerings less accessible to some groups of students.

These differences in geography, economic, and social capital intersect with each other within school-choice paradigms in ways that negatively impact marginalized students. As highlighted in the OECD's 2019 report on equity and school choice,

“[...] weakening the link between place of residence and school allocation is related to a higher level of school segregation by social status. Some resilient disadvantaged students may have access to schools that would otherwise be inaccessible if a strict residence-based policy were applied. But that, in itself, does not offset the social-sorting effects that result when it is mostly middle- or upper-class families that take advantage of school-choice policies” (OECD, 2019, pp. 11-12).

Lotteries are therefore often utilized either on their own or in conjunction with demonstrations of skills or other criteria to allocate spaces to avoid the impacts of the above considerations on different groups of students. However, given the variance in the literature surrounding student outcomes and lottery processes, increasing diversity within specialized programs and schools should also include considerations of how to best support marginalized students to ensure all students within a given school and program can succeed. For example, Ayscue et al. (2016) suggest the development of peer tutoring and counseling programs for disadvantaged students admitted into selective-admission schools could help to support retention and academic achievement.

Decisions around the kinds of mechanisms to employ for admissions into special interest programs/schools should be highly responsive to the local context. As DeAngelis and Erickson (2018) note, “the factors that lead to educational success likely differ across locations and students and change over time” (p. 256). Wilson and Bridge (2019) explored the relationships between parental choice and student allocation to schools in an international review. They found that school choice increased divisions between students both racially and economically regardless of location, the length of time the choice system was in place, or the type of mechanism used. However, the

reasons for this increased stratification were highly varied and specific to particular education systems. They suggest that any policy decisions aimed at improving equitable access to resources and student outcomes across schools in a system must take contextual factors into account i.e., the types of available schools and programs, composition of neighbourhoods, etc. (Wilson and Bridge, 2019). Park, Yano, and Foley (2019) describe this need for school admissions policies to be reflective of local contexts as “flexible fairness” in which fairness is defined “as it pertains to specific purposes in the context of specific institutional histories” (What Constitutes a Fair Admissions Process section, para. 6). In other words, school policies must consider the realities of a particular education district.

Beyond consideration of the different kinds of admissions policies is also the need to reflect on the point in a student’s academic trajectory when different admissions mechanisms may be appropriate. The long-term implications that the kinds of learning opportunities afforded to a student has on their future, and the disproportionate impacts that aspects of skills-based admissions processes have on historically underserved and often racialized students, suggest that utilizing this kind of mechanism during a student’s compulsory education years may unfairly disadvantage and limit certain students. Reserving skills-based admissions processes for post-secondary education or at least until the later years of high school allows students access to broader choices within the system that can have lasting effects on their trajectories (Brown, Gallagher-Mackay, & Parekh, 2020).

While outcome data from students accessing the TDSB’s student interest programs under the new admissions policy is still forthcoming, the TDSB’s current student interest program policy appears to address many of the aims and considerations discussed above.

References

- Au, W. (2020). Testing for Whiteness? How high-stakes, standardized tests promote racism, undercut diversity, and undermine multicultural education. In H.P. Baptiste & J. H. Writer (Eds.), *Visioning multicultural education: Past, present, future* (1st ed., pp. 99-113). Routledge.
- Ayscue, J. B., Siegel-Hawley, G., Woodward, B., & Orfield, G. (2016). When choice fosters inequality: Can research help? *Phi Delta Kappan*, 98(4), 49-54.
<https://doi.org/10.1177/0031721716681777>
- Barrow, L., Sartain, L., & de la Torre, M. (2018). Selective enrollment high schools in Chicago: Admission and impacts. Chicago, IL: *University of Chicago Consortium on School Research*.
<https://consortium.uchicago.edu/sites/default/files/2018-10/Selective%20Enrollm%20HS%20Snapshot-Feb%202018-Consortium.pdf>
- Baruch, A., Jetten, J., Van de Werfhorst, H., Darnon, C., & Butera, F. (2022) Belief in school meritocracy and the legitimization of social and income inequality. *Social Psychological and Personality Science*, 14(5), 621-635.
<https://doi.org/10.1177/19485506221111017>
- Basteck, C., Klaus, B., & Kübler, D. (2021). How lotteries in school choice help to level the playing field. *Games and Economic Behavior*, 129, 198-237.
[DOI:10.1016/j.geb.2021.05.010](https://doi.org/10.1016/j.geb.2021.05.010)
- Brown, R. S. (2017). *Review of alternative schools: Research analysis 2016-17* (Research Report 17/18-10). Toronto District School Board.
<https://www.tdsb.on.ca/Portals/research/docs/reports/Review%20of%20Alternative%20Schools%20Research%20of%20Analysis.pdf>
- Brown, R., Gallagher-Mackay, K., & Parekh, G. (2020). Redefining risk: Human rights and elementary school factors predicting post-secondary access. *Education Policy Analysis Archives*, 28(21), 1-25. DOI: [10.14507/epaa.28.4200](https://doi.org/10.14507/epaa.28.4200)

Boursiquot, J. M. (2023). Minority parents and school choice: A multiple case study. Selected Full Text Dissertations, 2011-. 51.

https://digitalcommons.liu.edu/post_fultext_dis/51

Chadha, E., Herbert, S., & Richard, S. (2020). Review of the Peel District School Board (p. 46). Ontario Ministry of Education.

<http://www.edu.gov.on.ca/eng/new/review-peel-district-school-board-report-en.pdf>

Clark, D., & Coate, S. (2022). *How should students be assigned to public schools? Optimal admissions criteria with peer preferences*. Unpublished manuscript.

https://www.damonclark.net/wp-content/uploads/2022/12/School_Assignment_Paper_Dec_2_2022.pdf

Corcoran, S. P., & Baker-Smith, C. (2015). Pathways to an elite education: Exploring strategies to diversify NYC's specialized high schools. Policy Brief. *Research Alliance for New York City Schools*.

<https://steinhardt.nyu.edu/sites/default/files/2021-03/PathwaystoAnEliteEducation.pdf>

Cullinane, C. (2020) Fairer school admissions: Social segregation in schools: The view from parents and teachers. Research Brief. The Sutton Trust.

<https://www.suttontrust.com/wp-content/uploads/2020/02/Fairer-School-Admissions-Polling.pdf>

DallaZuanna, A., Liu, K., & Salvanes, K. G. (2022). *Pulled-in and crowded-out: Heterogeneous outcomes of merit-based school choice*. Centre for Economic Policy Research. Labour Economics Discussion Paper Series DP16853. ISSN 0265-8003. <https://ssrn.com/abstract=4026735>

DeAngelis, C. A., & Erickson, H. H. (2018). What leads to successful school choice programs: A review of the theories and evidence. *The Cato Journal*, 38(1), 247-264.

<https://www.cato.org/sites/cato.org/files/serials/files/cato-journal/2018/2/cato-journal-v38n1-chapter-13.pdf>

Domanico, R. (2018). Closing the racial achievement gap in NYC schools: Integration is not enough. *Manhattan Institute for Policy Research*.

<https://files.eric.ed.gov/fulltext/ED594243.pdf>

Domanico, R. (2019). New York City's specialized high schools: Not the only game in town. *Manhattan Institute for Policy Research*.

<https://files.eric.ed.gov/fulltext/ED598974.pdf>

Donaldson, S. (2022, September 29). NYC overhauls controversial school admissions process for middle schools, selective high schools. *City & State New York*. [NYC overhauls controversial schools admissions process for middle schools, selective high schools - City & State New York \(cityandstateny.com\)](https://www.cityandstateny.com/news/2022/09/29/nyc-overhauls-controversial-school-admissions-process-for-middle-schools-selective-high-schools)

Edmonton Public Schools. (2023). *Annual Education Results Report 2022-23*.

<https://www.epsb.ca/media/epsb/ourdistrict/results/annualeducationresults/2022-23AnnualEducationResultsReport.pdf>

Edmonton Public Schools. (2024). *Lottery process*. <https://epsb.ca/lotteryprocess/>

Fagan, J.F. & Holland, C.R. (2007). Racial equality in intelligence: Predictions from a theory of intelligence as processing. *Intelligence*, 35(4), 319-344.

[DOI:10.1016/j.intell.2006.08.009](https://doi.org/10.1016/j.intell.2006.08.009)

Gaztambide-Fernández, R., & Parekh, G. (2017). Market “choices” or structured pathways? How specialized arts education contributes to the reproduction of inequality. *Education policy analysis archives*, 25(41), 2-31.

<https://doi.org/10.14507/epaa.25.2716>

Gaztambide-Fernández, R., Saifer, A., & Chandni, D. (2013). “Talent” and the misrecognition of social advantage in specialized arts education. *Roeper Review*, 35(1), 124-135. <https://doi.org/10.1080/02783193.2013.766964>

Gold, L., Gold, E., Evans, S.A., Haxton, C., Maluk, H.P., Mitchell, C.A., & Simon, E. (2010) *Uneven playing field: Demographic differences and high school “choice” in Philadelphia*. Research for Action.

https://www.researchforaction.org/wp-content/uploads/2021/07/Good_D_Uneven_Playing_Field_Demographic_Differences_and_High_School_Choice.pdf

The Good Schools Guide (2024). *Secondary School Admissions*

<https://www.goodschoolsguide.co.uk/choosing-a-school/state-schools/secondary-school-admissions>

Gorski, P., & Swalwell, K. (2023). *Fix injustice, not kids and other principles for transformative equity leadership*. ASCD.

Gutiérrez, G. & Carrasco, A. (2021). Chile's enduring educational segregation: A trend unchanged by different cycles of reform. *British Educational Research Journal*, 47(6), 1611-1634. <https://doi.org/10.1002/berj.3746>

Hailey, C.A. (2021) Racial preferences for schools: Evidence from an experiment with white, black, latinx, and asian parents and students. *Sociology of Education*, 95(2), 110-132. <https://doi.org/10.1177/00380407211065179>

Hanushek, E., Kain, J.F., Markman, J.M., Rivkin, S.G. (2003). Does peer ability affect student achievement? *Journal of Applied Econometrics*, 18, 527-544. DOI: [10.1002/jae.741](https://doi.org/10.1002/jae.741)

Hollingshead, L., Smith, B., & da Silva, P. (2023). *Annual Equity Accountability Report Card, Fall 2023*. Peel District School Board.

<https://www.peelschools.org/documents/458485c9-030d-45a6-a769-2e6e7adee921/15.1a%20Directive%209%20%E2%80%93%20Annual%20Equity%20Accountability%20Report%20Card.pdf>

Idoux, C. (2022). Integrating New York City schools: The role of admissions criteria and family preferences, *MIT Blueprint Labs Discussion Paper No. 2022.14*.

https://blueprintcdn.com/wp-content/uploads/2021/05/Blueprint-Labs-Policy-Brief_Integration-NYC_2023.pdf

Issa, N. (2023, September 14). CPS shortens high school admissions test but pauses plan that would have diversified selective schools. *Chicago Sun Times*.

<https://chicago.suntimes.com/education/2023/9/14/23873801/cps-selective-enrollment-applications-open-shorter-high-school-admissions-test>

James, C.E. & Turner, T. (2017). *Towards Race Equity In Education: The Schooling of Black Students in the Greater Toronto Area*. Toronto, Ontario, Canada: York University.

<https://edu.yorku.ca/files/2017/04/Towards-Race-Equity-in-Education-April-2017.pdf>

Juhasz, A. (2022, August 17). Philly public schools drop writing sample, add standardized tests back to selective admissions process. *Why News*.

<https://why.org/articles/philadelphia-public-schools-selective-admissions-process-changes/>

Juhasz, A. (2023, January 17) Lottery results for Philly's special-admissions schools to come by month end. *Why News*.

<https://why.org/articles/philly-special-admissions-schools-lottery/>

Lenhoff, S. W. (2020). Unregulated open enrollment and inequitable access to schools of choice. *Peabody Journal of Education*, 95(3), 248-271.

<https://doi.org/10.1080/0161956X.2020.1776072>

Mason, A. (2016). Fair equality of opportunity and selective secondary schools. *Theory and research in education*, 14(3), 295-312.

<https://doi.org/10.1177/1477878516676707>

McCoy, S.K., & Major, B. (2007). Priming meritocracy and the psychological justification of inequality. *Journal of Experimental Social Psychology*, 43, 341-351.

<https://doi.org/10.1016/j.jesp.2006.04.009>

Mezzacappa, D. (2023, August 4). Philadelphia revises selective admissions process after uproar from students, educators. *Chalkbeat Philadelphia*.

<https://www.chalkbeat.org/philadelphia/2023/8/4/23820647/philadelphia-selective-admissions-schools-changes-lottery-test-scores-students-equity-teachers/>

- Musset, P. (2012). *School choice and equity: Current policies in OECD countries and a literature review*. OECD Publishing. <https://doi.org/10.1787/19939019>
- OECD. (2012). *Equity and quality in education: Supporting disadvantaged students and schools*, OECD Publishing. <http://dx.doi.org/10.1787/9789264130852-en>
- OECD. (2019). *Balancing school choice and equity: An international perspective based on PISA*, OECD Publishing. <https://doi.org/10.1787/2592c974-en>
- OECD. (2023). PISA 2022 Results (Volume I): The State of Learning and Equity in Education. OECD Publishing. <https://doi.org/10.1787/53f23881-en>
- Parekh, G. (2013). Selected In-School programs: An overview (Fact Sheet 8). Toronto, Ontario, Canada: Toronto District School Board.
https://www.tdsb.on.ca/Portals/research/docs/reports/In-SchoolProgramsAnOverview%20FS_%20FINAL.pdf
- Park, J.J., Yano, C. R., & Foley, N. F. (2019). *What makes a fair college admissions process?* JSTOR Daily.
<https://daily.jstor.org/what-makes-a-fair-college-admissions-process/>
- Parrao, M. C. G. (2020). *Do school admission policies provide equal opportunities? Three empirical studies on educational inequality* (Doctoral dissertation, UCL (University College London)). <https://discovery.ucl.ac.uk/id/eprint/10096351/>
- Peel District School Board. (2024). *Secondary Regional Learning Choice Programs*.
<https://www.peelschools.org/secondary-regional-learning-choice-programs#Application-Process>
- Phillippo, K., Griffin, B., Del Dotto, B. J., Lennix, C., & Tran, H. (2021). Seeing merit as a vehicle for opportunity and equity: Youth respond to school choice policy. *The Urban Review*, 53, 591-616. [DOI:10.1007/s11256-020-00590-y](https://doi.org/10.1007/s11256-020-00590-y)
- Presley, A., Corso C., & Rosolen, L. (2022). Toronto District School Board, Student Interest Policy: Community Consultation. Toronto, Ontario, Canada: Toronto

District School Board

<https://www.tdsb.on.ca/Portals/0/HighSchool/docs/Student%20Interest%20Programs%20Policy%20Community%20Consultation.pdf>

Roda, A., & Sattin-Bajaj, C. (2023). Meritocracy and advantaged parents' perceptions of the fairness of school choice policies. *Educational Policy*, 1-3.

<https://doi.org/10.1177/08959048231174878>

Rucinski, M. & Goodman, J. (2021). Racial diversity and measuring merit: Evidence from Boston's Exam School admissions. *Education Finance and Policy*, 1–43.

https://doi.org/10.1162/edfp_a_00343

Speransky, L. (2023, April 21). How to get into NYC public high school in 2024. *Ivy Tutors Network*.

<https://ivytutorsnetwork.com/blog/how-to-get-into-nyc-public-high-school-2023>

Toronto District School Board. (2018). *Equity Policy P037*.

<https://ppf.tdsb.on.ca/uploads/files/live/97/200.pdf>

Toronto District School Board. (2022). *Student Interest Programs Policy P100*.

<https://ppf.tdsb.on.ca/uploads/files/live/97/2275.pdf>

Toronto District School Board. (2023) *Central Student Interest Programs: Implementation Update*.

https://drive.google.com/file/d/1fywmuUSy4P1l_SmwRG92K0TB-L9bEgm_/view

Tullis, T. (2022, November 14). A Brooklyn middle school integration plan shows some patterns are hard to break. *Chalkbeat New York*.

<https://www.chalkbeat.org/newyork/2022/11/14/23453347/nyc-middle-school-admissions-selective-lottery-district-15-diversity-plan-integration/>

Veiga, C. (2020, December 18). NYC announces sweeping changes to middle, high school application process. *Chalkbeat New York*.

<https://www.chalkbeat.org/newyork/2020/12/18/22188384/changes-nyc-school-application-process/>

- Veiga, C. and Zimmer, A. (2019, November 14). A push to integrate Brooklyn middle schools is starting to show results, according to new data. *Chalkbeat New York*. <https://www.chalkbeat.org/newyork/2019/11/14/21121770/a-push-to-integrate-brooklyn-middle-schools-is-starting-to-show-results-according-to-new-data/>
- Wilson, D., & Bridge, G. (2019). School choice and the city: Geographies of allocation and segregation. *Urban Studies*, 56(15), 3198-3215. <https://doi.org/10.1177/0042098019843481>
- Yoon, E. S., & Gulson, K. N. (2010). School choice in the stratilingual city of Vancouver. *British Journal of Sociology of Education*, 31(6), 703-718. <https://doi.org/10.1080/01425692.2010.528871>
- Yoon, E. S., Marmureanu, C., & Brown, R. S. (2020). School choice and the polarization of public schools in a global city: A Bourdieusian GIS approach. *Peabody Journal of Education*, 95(3), 229-247. [DOI:10.1080/0161956X.2020.1776071](https://doi.org/10.1080/0161956X.2020.1776071)

Appendix B: Preliminary CSIP Data Analysis

Context

Historically, when compared to the TDSB secondary school student population as a whole, there is notable disproportionality in terms of student demographic representation in TDSB's secondary Central Student Interest Programs (CSIP) ([TDSB, 2022](#)). As per [policy P100](#), to increase the access to opportunities and resources for students who have been systemically underserved and underrepresented in such programs, priority seating spaces were established for CSIP applicants in 2022.

Admissions processes for CSIP are operationalized through Board policies and procedures. These policies strive to ensure equitable access, inclusive and barrier-free admissions, and opportunities for all students in alignment with the priorities of the Multi-Year Strategic Plan.

Developing an Understanding of “Underserved and Underrepresented”

The TDSB strives for “substantive equality” which means *“understanding and meeting the needs of disadvantaged persons or groups using historical, legal and social contexts”* (also known at TDSB as historically and currently disadvantaged/ underserved/ underrepresented). *“It takes into account discriminatory barriers in their many forms, not all of which are obvious or intended”* (Source: [OHRC, A Guide to Special Programs](#))

“Under Section 14 of the Ontario Human Rights Code, it is not discrimination to put in place a program/special program if it is designed to achieve substantive equality such as:

- *Relieve hardship or economic disadvantage*
- *Help disadvantaged people or groups to achieve, or try to achieve, equal opportunity or*
- *Help eliminate discrimination”*

(Source: [OHRC, A Guide to Special Programs](#))

Enrollment: Demographic Analysis

To support the implementation and monitoring of [Policy P100](#) an analysis of demographic data of students' enrolled in Central Student Interest Programs is

ongoing. This work will support a larger evaluation after three years of the policy implementation/student placements in programs, as well as a procedural document outlining a decision making framework for priority groups.

Priority seating is allocated to self-identified applicants with the goal of attaining a student population that is more reflective of the broader demographic composition of the TDSB, and redressing systemic underservice by the TDSB.

The information uses:

- CSIP secondary application data from 2022 and 2023
- Secondary student enrollment data captured as of October 31, 2023
- Enrollment data matched with Student Census, 2023 demographic responses (*50% match rate to the overall enrollment file, less inside each variable*)
- Income information from Environics Analytics
- To protect individual privacy and ensure rigorous statistical analysis, due to small numbers, elementary CSIP student enrollment and application data is not presented in this Appendix. This data will be included, where possible, in subsequent reports when the sample becomes larger

Demographic variables that were analysed for this report include:

- Gender
- Race
- Median Household Income

Key Highlights

After the first year of the central application process for secondary CSIP, it is evident that racial proportions have shifted toward greater representation across the TDSB student body.

At a more nuanced level, students' in grade 9 CSIP programs, income distribution more closely reflects the TDSB overall. However, there continues to be a greater percentage of students from higher income households enrolling in some CSIP programs (e.g., especially in Arts, High Performing Athlete, and Integrated Technology programs).

There continues to be more applications for Math, Science and Technology programs from non-female identifying applicants (Table 3a). As a result of the prioritised seats for female identifying applicants, there was little change in the percentage of girls enrolling in Math, Science and Technology CSIP programs (Table 3b).

TDSB's overall results are promising and provide early evidence suggesting that the policy has "opened doors" that were previously closed.

A three-year data cycle is vital to a meaningful evaluation process and will allow us to see the policy’s impact. This will enable communities to see progress in the policy’s goal of achieving a more representative demographic balance in the CSIPs compared to the TDSB student population.

Central Student Interest Programs, Student Identity Patterns

Currently, students enrolled in secondary CSIP programs represent approximately 12% of TDSB secondary students. This is consistent with baseline data (13%) from 2019. In 2023, priority groupings made up 23% of all CSIP applications.

Table 1: 2022-23 Application Data and Priority Groups (all grades)

Application data	Indigenous	Black	Latino	Middle Eastern
# Applications	99	713	267	558
% Applications	1%	10%	4%	8%
Total Acceptances*	58	411	143	291
Acceptance Rate	59%	58%	54%	52%

* note that additional applicants were offered seats that were either declined by the applicant or expired.

Table 2: 2023-24 Application Data and Priority Groups (all grades)

Application data	Indigenous	Black	Latino	Middle Eastern
# Applications	113	567	274	426
% Applications	2%	9%	4%	7%
Total Acceptances*	92	376	172	225
Acceptance Rate	81%	66%	63%	53%

* note that additional applicants were offered seats that were either declined by the applicant or expired.

In both tables, there were additional self-identifying applicants who had been offered seats. Like all applicants, some may have declined their offers; others may not have responded in time and the offer would have expired.

In 2022 the First Nations, Métis and Inuit applicants were included in the 20% of prioritised seats along with applicants self-identifying as Black, Latina/o/x and Middle Eastern. In 2023, First Nations, Métis and Inuit applicants were seated before all others, including applicants identifying as Black, Latina/o/x and Middle Eastern, wherever seats were available.

Gender Identity in Math, Science and Technology Programs (see Tables 3a and 3b)

Table 3a shows the portion of Grade 9 applications to Math, Science and Technology programs coming from female/girl identifying applicants. In both years, girls made up less than 50% of the applicant pool. Through the placement process, 50% of seats in

these programs were allocated for female/girl-identifying applicants. Several schools had processes in place prior to P100 to help ensure gender balance in their programs.

Table 3b shows the proportion of students in Math, Science and Technology programs, taken from the School Information System, that are female/girl. As a result of the prioritised seats for female/girl identifying applicants, there was little change in the percentage of girls enrolling in Math, Science and Technology CSIP programs (Table 3b).

Not all programs had sufficient female-identifying applicants and unfilled seats were reallocated to non-female identifying applicants on the waitlist.

Table 3a: MST Program Applicants' Gender Identity

	November 2022	November 2023
Grade 9 MST applicants	3,067	2,804
Grade 9 MST applicants identifying as Female/girl	1,272	1,222
% applicants identifying as Female/girl	41%	44%

Table 3b: Student Gender Identity (reported in SIS)

	Percentage of girls in MST programs	Percentage of boys and non-binary gender identities in MST programs
CSIP Gr 9 2023-24	47%	53%
CSIP Gr 10-12	47%	53%
*TDSB Sec Total	48%	52%

*total enrollment in TDSB by gender identity

Students' Racial Identity (see Table 4)

Table 4 presents students' racial identity matched with CSIP enrollment data. Note, current grade 9 students (in 2023-24) were the first cohort of students to take part in the central application process. To compare the differences between policy years, the data has been grouped by grade cohorts: grade 9 and grade 10 to 12.

Based on year 1 of the central application process, secondary CSIP programs have seen a shift in demographics when we compare grade 9 students and grade 10 to 12 students - with the biggest shift being with students who identify as Black. Within the priority groups, grade 9 CSIP students more closely resemble TDSB demographics with the exception of Middle Eastern students. As the grade 10 to 12 students in

CSIP programs are pre-Policy P100, grade 10 to 12 CSIP enrollment data shows underrepresentation of Black and Middle Eastern students.

Percentages of Indigenous students should be viewed with caution. It is important to note, the actual number of Indigenous students in the TDSB is likely much higher than what is reported in the Census. It is estimated that “Toronto’s Indigenous population is approximately 2-4 times larger than estimates reported by Statistics Canada” (Smylie et al., 2022). While the 2016 federal Census reported an Indigenous population of 23,065, it is estimated the actual population in 2016 was closer to 75,005, growing to 88,397 in 2021 (Smylie et al., 2022). This difference is due in part to data collection processes that were more responsive to community members.

Racial group and program analysis cannot be completed as numbers are too small at the program and school level. The “*” in the table indicate the priority groups.

Table 4: Students Racial Identity, Student Census 2023¹

2023-24 Enrollment	Total Responses	*Black	East Asian	*Indigenous	*Latino/a/x	*Middle Eastern	Southeast Asian	South Asian	White
CSIP Gr 9	756	12%	18%	1%	5%	5%	7%	26%	36%
CSIP Gr 10-12	2662	7%	24%	2%	4%	6%	6%	24%	45%
CSIP Overall	3418	8%	23%	2%	4%	6%	7%	25%	43%
TDSB Sec Total	24,934	14%	20%	1%	5%	9%	8%	21%	36%

Students’ Median household Income, based on postal code data (see Table 5 and 6)

Figure 1 and Table 5 present students’ median household income matched with CSIP enrollment data. Students from higher income households are enrolled in the grade 10 to 12 population of secondary CSIP programs. Students’, in grade 9 CSIP programs, income distribution more closely reflects the TDSB overall.

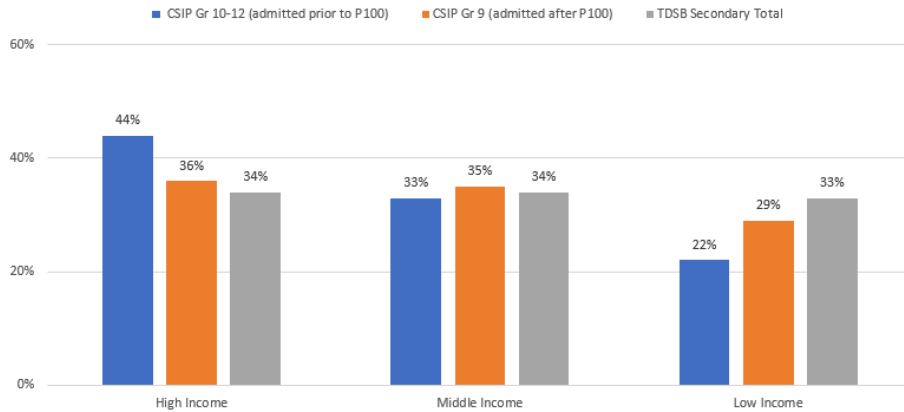
At the program level, students in all grade 9 CSIP programs except STEM, Cyber Arts, and Leadership programs have higher proportions of students from high income households. The highest proportion being Elite Athlete (51%) and Integrated Technology (47%). The same pattern exists for students in the grade 10 to 12 CSIP

¹ Please note, this report uses the 2023 Student Census data which uses a different methodology for reporting race from past Census administrations. In 2023, the race question was a multiple response question. This meant that students could select multiple racial identities. And instead of reporting these students as ‘mixed race’, all responses have been captured within their respective racial category. [Please see the report](#). As baseline disproportions are based on an old methodology, further comparisons and calculations will be explored as the CSIP sample becomes larger over the three year evaluation period.

programs, however, slightly greater proportions: Elite Athlete (60%), Integrated Technology (54%), Arts Focus (50%).

A program comparison can be made as the data for income is matched to student postal code. As such, the sample is much larger.

Figure 1: CSIP Median Household Income²



*Source: Environics Data (average income for postal code area)

Table 5: CSIP Median Household Income, By Program

Programs 2023-24	Grade 9 (2023-24)				Grade 10 to 12			
	Total	High Income	Middle Income	Low Income	Total	High Income	Middle Income	Low Income
Arts Focus	761	42%	34%	24%	2140	50%	30%	20%
Cyber Arts	165	28%	39%	32%	399	36%	38%	27%
Elite Athl	133	51%	31%	18%	327	60%	27%	13%
IB	388	39%	33%	28%	837	41%	34%	25%
Integ. Tech	102	47%	30%	23%	384	54%	29%	17%
Leadership	116	34%	27%	39%	374	41%	36%	23%
STEM	737	27%	39%	34%	1685	37%	38%	25%
Secondary Overall	73,746	34%	34%	33%	73,746	34%	34%	33%

*Source: Environics Data (average income for postal code area)

The above shifts in SES distribution occurred without any explicit prioritisation based on SES. The data from the second year of implementation will include students attending the two new Arts programs and eight new Math, Science and Technology programs, all of which are located in areas of the city without prior access to Central Student Interest Programs.

² Note the income ranges: Low income: \$6607.92 to \$79,889.19, Middle income \$80,000 to \$112,346.76, and High income \$112,369.65 to \$1,738,956.81.



Toronto District School Board

Appendix C - Implementation Update: Improving Access to Central Student Interest Programs

P100 - Student Interest Program Policy (TDSB, 2022)

RATIONALE: This Student Interest Programs Policy (the “Policy”) was developed to support the Board’s ongoing commitment to improve access to special programs based on student interest, and to support its commitment to offer a range of program opportunities for all learners.

OBJECTIVE: To affirm the Board’s commitment to providing strong programming in local schools and to ensure equitable educational access, experiences, and opportunities for all students.

Early Shifts in Representation

After the first year of the central application process for secondary CSIPs, it is evident that racial proportions have shifted. Of the four priority groupings, students’ racial identity more closely aligns with TDSB student body, with the biggest shift being with students who identify as Black.

In both 2022 and 2023, applicants from the priority groupings made up 22% of all Grade 9 CSIP applications. Larger numbers of First Nations, Métis, Inuit and Latino/a/x students have been seated for September 2024 entry than were seated in September 2023 though the overall number of applications was smaller.

The TDSB is permitted to gather personal information, including racial identity for “legitimate, limited and specific purposes” (Source: [IPC, Your Privacy Rights](#)). Racial backgrounds other than the four priority groups were not used in the seating process, and therefore the information was not requested.

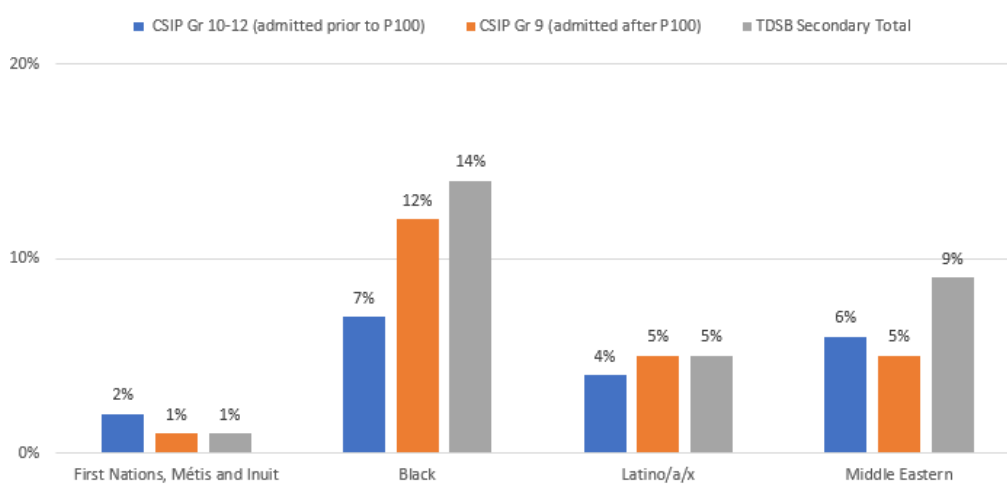
Improved Access and Opportunities for Students

The intention of P100 was to increase equitable access and opportunities for all students. There were two significant shifts in practice made to achieve this goal:

- The removal of admissions processes that prevented access and opportunities for some
- The prioritization of applicants from disadvantaged racial groups as described below.

The TDSB strives for “substantive equality” which means “*understanding and meeting the needs of disadvantaged persons or groups using historical, legal and social contexts*” (also known at TDSB as *historically and currently disadvantaged/ underserved/ underrepresented*). It takes into account *discriminatory barriers in their many forms, not all of which are obvious or intended*” (Source: [OHRC, A Guide to Special Programs](#))

Figure 1: Students’ Racial Identity for CSIP Priority Groupings, Student Census 2023 Data

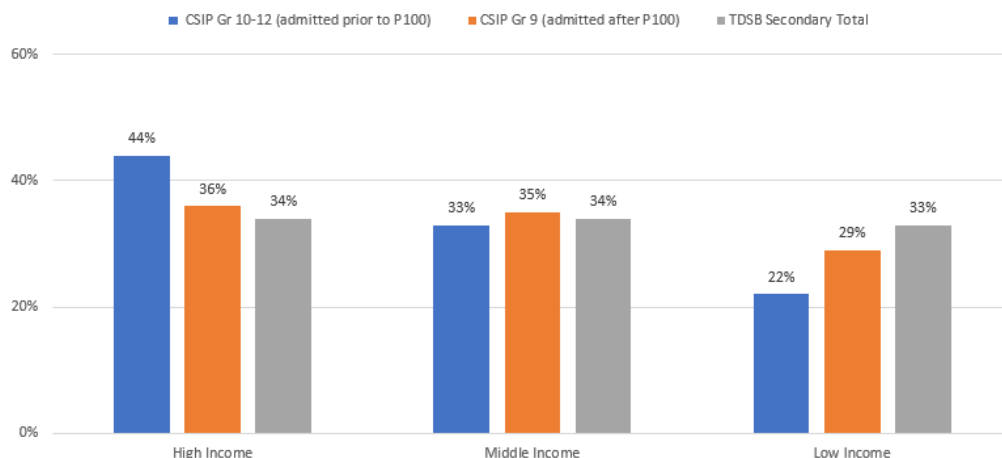


Percentages of Indigenous students should be viewed with caution. It is important to note, the actual number of Indigenous students in the TDSB is likely much higher than what is reported in the Census. It is estimated that “Toronto’s Indigenous population is approximately 2-4 times larger than estimates reported by Statistics Canada” (Smylie et al., 2022).

Early Shifts in SES Distribution

Though family income was not used to prioritize applicants, early evidence positively shows that students in grade 9 CSIP programs, more closely reflects the TDSB population overall.

Figure 2: CSIP Median Household Income



Note the income ranges: Low income: \$6607.92 to \$79,889.19, Middle income \$80,000 to \$112,346.76, and High income \$112,369.65 to \$1,738,956.81.

Increase in CSIP Seats

TDSB has increased in the number of seats available in Central Student Interest programs.

- 2,315 Grade 9 seats were filled in September, 2022 (not including Elite Athlete programs)
- 2,576 Grade 9 seats allocated for September 2023 (increase of 261 seats or 11%)
- 2,785 Grade 9 seats allocated for September 2024 (increase of 209 seats or 8%)

Summary: TDSB’s overall results are promising and provide early evidence suggesting that the policy has “opened doors” that were previously closed.

A three-year data cycle is vital to a meaningful evaluation process and will allow us to see the policy’s impact. This will enable communities to see progress in the policy’s goal of achieving a more representative demographic balance in the CSIPs compared to the TDSB student population.

Blank Page

Ministry of Education

Minister

315 Front Street West
Toronto ON M7A 0B8**Ministère de l'Éducation**

Ministre

315, rue Front Ouest
Toronto ON M7A 0B8

April 17, 2024

Rachel Chernos Lin
Chair of the Board
Toronto District School Board
5050 Yonge St
Toronto, ON M2N 5N8

Email: Rachel.ChernosLin@tdsb.on.ca

Dear Chair Chernos Lin:

I write with serious concern about the state of specialized program admissions at the Toronto District School Board.

Since 2018, our government has been committed to a modern, twenty-first century education system focused on academic excellence, underpinned by transparency and accountable governance.

However, evidence would suggest that the TDSB is not meeting this expectation. In the weeks leading up to the spring 2022 vote on the new admissions policy, students, parents and educators raised issues about data omissions and the lack of a transparent consultation process.

Alarming, in response, a report on the admissions policy was presented to trustees leading to publicly raised concerns with regards to its credibility. Despite these concerns, this report has yet to be retracted.

In order to effectively support the communities you serve, it is my expectation that you review these changes made to specialized program admissions and initiate a new, open, and transparent policy review consultation.

TDSB families and the people of Ontario expect nothing less.

Sincerely,

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

Hon. Stephen Lecce
Minister of Educationc. Colleen Russell-Rawlins, Director of Education
TDSB Trustee

APPENDIX E

Development of Policy P100 Student Interest Programs Policy

Context

On April 17, 2024, the Chair of the Board received a letter from Stephen Lecce, Minister of Education, regarding Policy [P100 Student Interest Programs](#) (“Policy P100”) raising concerns about the “data omissions and the lack of a transparent consultation process”. The letter sets out the Minister’s “expectation that you [the Board] review these changes made to specialized program admissions and initiate a new, open, and transparent policy review consultation.”

This appendix provides information to address the issues raised in the correspondence.

Background

On May 25, 2022, the Board of Trustees approved Policy P100. A motion to reconsider this Board decision was defeated by Trustees on October 26, 2022.

Policy P100 was developed pursuant to Policy Framework (P001) and Policy Development and Management Procedure (PR501). It was prepared following a review of best practices, system data, and enrollment trends, in addition to extensive consultation and feedback from students, parents/guardians/caregivers, staff, TDSB Community Advisory Committees, and the broader community. This included for example:

- over 15,000 visits to the Specialized Program Public Consultation website;
- 7,800 individuals who accessed the feedback survey;
- over 3,500 individuals who completed the entire feedback survey; and
- nearly 1,500 individuals who registered to participate in one of three public consultation webinar presentations.

Policy P100 supports the Board’s commitment to providing equitable access to learning opportunities for all students, including the Board’s ongoing commitment to Truth and Reconciliation, human rights, equity, and anti-racism. It strives to ensure that the admissions practices and program components of Central Student Interest Programs are inclusive, reduce barriers and do not reinforce or increase marginalization of any individual or group. Policy P100 is consistent with section 14 Special Programs of the Ontario *Human Rights Code* and TDSB’s Multi Year Strategic Plan.

Policy P100 follows the Ministry of Education's [Considerations for Program Planning](#) guide which states that "Ontario schools aim to improve the academic outcomes and experiences of students who have traditionally not benefited from the promise of public education". The Ministry states that, "Ontario's education system, at all levels, **must respect diversity, promote inclusive education, and work towards identifying and eliminating barriers to equal treatment in education that limit the ability of students to learn, grow, and contribute to society.**" Policy P100 is just one of the ways the Board is implementing principles of inclusive education to align with Ministry guidance for program planning.

Implementation and Reporting

The new admission process for Central Student Interest Programs was first implemented in the 2023/24 school year.

A year after Policy P100 was approved by the Board of Trustees, staff provided an implementation update report on Central Student Interest Programs to the Planning and Priorities Committee. The report shared progress to date, data, and addressed questions and concerns related to the new admissions process. The report included 14 appendices, among them a Literature Review examining the theoretical underpinnings of meritocracy and how merit-based practices interrupt educational learning opportunities for groups of students.

Regrettably, the Literature Review contained multiple citations that were incorrect or, in some cases, missing entirely. This was a serious departure from the professional research standards and academic integrity of the Research Department. The Literature Review contained information from dozens of reputable sources, including leading academic researchers in the field of education. The serious citation errors distracted from the important concepts summarized in the review and the successes highlighted in the report itself. Staff have prepared a revised Literature Review with corrected citations. This revised document is available on the [TDSB Research Department webpage](#). The Agenda and Minutes of the Board have been annotated providing this link. The original appendix necessarily remains part of the Board record.

The Literature Review was prepared **one year after** the Board passed Policy P100 (May 25, 2022) and was not relied upon in the development or passing of Policy P100.

Next Steps

Despite the factual inaccuracies in the Minister's letter, staff recommend that the Board of Trustees approve an amendment to the Policy Review Schedule approved on November 1, 2023 by moving the review of Policy P100 from the 2026/27 school year to the 2024/25 school year.



Cell Phone/Mobile Device Use in Schools Policy – New Policy Phase 2: Status Update

To: Governance and Policy Committee

Date: 29 May, 2024

Report No.: 05-24-4726

Strategic Directions

- Commit to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action.
- Belong - All students belong, are engaged, and valued in an inclusive environment.
- Achieve - All students reach high levels of achievement, success, and personal development.
- Thrive - All students graduate with the confidence, skills, and knowledge to thrive.
- Revitalize - All students and staff learn and work in inclusive, safe, and modern environments.

Equity as a guiding principle: Equity is foundational to all TDSB work and will be embedded throughout the strategic directions.

Recommendation

It is recommended that the status update for the Cell Phone/Mobile Device Use in Schools Policy, as presented in this report, be received.

Context

On January 31, 2024, the Board of Trustees passed a resolution (refer to Appendix A) to support student success and well-being by developing a Cell Phone/Mobile Device Use Policy informed by research, best practice, and public consultation; and build on the requirements established by Policy/Program Memorandum No. 128: The Provincial

Code of Conduct and School Board Codes of Conduct (PPM No. 128), and the Board Code of Conduct (PR585).

This report provides a status update on the development of the Cell Phone/Mobile Device Use in Schools Policy (the “Policy”), as well as a proposed approach to maintain compliance with PPM No. 128.

Revision of Policy/Program Memorandum No. 128: The Provincial Code of Conduct and School Board Codes of Conduct

On April 28, 2024, the Ministry of Education issued a revised PPM No. 128 (refer to Appendix B), which takes effect on September 1, 2024, and directs school boards to:

- “Develop a local policy to enforce the restrictions on student use of personal mobile devices at schools”; and
- “Restrict access to all social media platforms on school networks and school devices”, among other changes.

PPM No. 128 establishes minimum requirements related to student use of cell phone/mobile devices, including those that apply to:

- All members of the school community
- Students in Grades 7 to 12
- Students in Grades 6 and below.

The list of minimum requirements is available as Appendix C.

Proposed Approach to the Implementation of Policy/Program Memorandum No. 128

The following procedures will be revised to reflect the minimum requirements and maintain compliance with PPM No. 128 in advance of the effective date.

- PR585: Board Code of Conduct
- PR571: Code of Online Conduct
- PR735: Social Media and Online Content Procedure.

The purpose of the proposed Policy extends beyond the minimum requirements of PPM No. 128. Rather, the Policy will establish cell phone/mobile device standards and practices which foster the success and well-being of TDSB students; and are informed by current research, a jurisdictional scan of district school boards, and extensive stakeholder consultations.

It is expected that the Policy will also focus on the areas that are not explicitly covered by PPM128, such as clear rules and expectations related to learning application of mobile devices for educational purposes; reduction of negative impacts of screen time on students’ mental health, particularly in elementary schools; professional development and training requirements for staff; fair and equitable implementation and enforcement

Agenda Page 79

of the rules applicable to members of the school community, including students, staff, volunteers and school visitors; exception protocols for the use of social media for pedagogical or work-related purposes.

The release of a revised Ministry of Education Policy Program Memorandum 128 (PPM128) on April 28, 2024, was significant. Some of the new directives likely duplicated key components of what the TDSB Cell Phone/Mobile Device Use in Schools Policy could have covered following consultation, in the areas of both policy and operating procedure. PPM128 provides a minimum standard for mobile device use in schools. The policy, with consultation feedback, has the potential to go beyond the standard. There are also areas, as outlined in the Policy Development Work Plan, where a Board policy provides the opportunity to explore areas which were either not covered in PPM128 or require further depth of understanding, learning and guidance. Below are examples of how a Board policy (and subsequent operating procedure), following significant consultation, could benefit TDSB students and staff:

- While there are restrictions in PPM128 relating to social media use and mobile device access, there is also reference to exemptions in these areas. How do students, staff and families use social media?
- What impact would restrictions on mobile device and social media use have on communication during the school day for families where English is not the first language spoken at home?
- What impact would limiting mobile device use have on staff who want to communicate with their families during the school day?
- What impact would limiting mobile device use have on students who have addiction issues relating to screen time and how will they be supported?
- PPM128 makes no reference to staff training and professional learning in the revisions. How could a policy prioritize staff learning about the benefits and concerns regarding mobile device, screen time and social media use so that this can be shared in the classroom with students? How can staff training support understanding of progressive discipline to ensure that students are treated fairly and equitably when there is an incident relating to mobile devices?
- The policy could differentiate application of PPM128 between staff, students and community, based on feedback from the consultations.
- How would a policy define a mobile device? PPM128 provides the minimum standard for this definition.
- What are best practices regarding mobile device use and how can they be shared with educators? Consultation on the policy will seek feedback from students, staff, expert and reference panels as well as a jurisdictional scan to inform this key area of learning.

The Policy will reflect the continued advocacy of the Board of Trustees for student success and well-being, in close connection with students, parents/guardians/caregivers, staff, and members of the school community. The Policy

will also align with legislative acts and government directions, including the *Ontario Human Rights Code* and the *Education Act*.

Other Impacts of the Revised Policy/Program Memorandum No. 128

The revised PPM No. 128 also expands provisions related to behavioural expectations which promote safe learning and teaching environments in schools. PPM No. 128 requires school boards to revise their codes of conduct by September 1, 2024, and implement requirements outlined by the Ministry. In developing and reviewing codes of conduct, school boards are required to seek input from school community partners and stakeholders including students, teachers, principals, other staff of the board, volunteers working in the schools, parents of the students, school councils, and the public. Note that in order to comply with direction from the Ministry of Education that consultation must take place on the revised codes of conduct under PPM No. 128 prior to September 1, 2024.

In view of the new requirements under the PPM No. 128, staff intend to update the Board Code of Conduct (PR585) by September 1, 2024, and continue development of the Cell Phone/Mobile Device Use in Schools Policy, in accordance with the approved Policy Development Work Plan on May 22, 2024 and the Revised Critical Pathway and Benchmarks (Appendix D). For that purpose, staff are recommending the use the pre-consultation phase to support both development of the proposed Policy and to inform revisions to the Board Code of Conduct (PR585) under PPM No. 128.

During the pre-consultation phase from end of May to end of June 2024, staff will engage with the stakeholders identified in PPM No. 128 and the Policy Development Work Plan through two specific consultation methods: focus groups and a survey.

As part of the pre-consultation, staff will use a survey to gather feedback from the various consultation participants. The survey will provide respondents with the necessary resources, guidelines, information and prompts to engage in a constructive dialogue and address any questions or concerns related to the development of Cell Phone/Mobile Device in Schools Policy and revision of the Board Code of Conduct (PR585). To support system-wide stakeholder engagement, the Parent and Community Engagement department will utilize Community Support Workers to connect with Model Schools for Inner Cities school communities to support feedback through the survey.

Focus groups will utilize open-ended questions from the survey to seek feedback from a range of stakeholder groups, largely using a virtual platform to maximize outreach. These sessions will delve deeper into stakeholder's feedback on key issues relating to the Policy's development.

Action Plan and Associated Timeline

The following procedures will be revised to reflect the minimum requirements and maintain compliance with PPM No. 128 in advance of the effective date.

- PR585: Board Code of Conduct
- PR571: Code of Online Conduct
- PR735: Social Media and Online Content Procedure.

Pre-consultations are expected to be conducted between end of May-June 2024. After pre-consultations have ended staff will analyze feedback and information collected, will develop the draft Policy, and will present it to the Governance and Policy Committee and the Board of Trustees in September 2024 for receipt prior to initiating public consultations on the proposed draft Policy. Public consultations will be conducted between November 2024-January 2025. It is expected that the draft Policy will be presented to the Governance and Policy Committee and then to the Board of Trustees in February 2025 for final approval.

In addition, the revised Board Code of Conduct (PR585) will be presented to the the Board of Trustees in July 2024 for information.

Resource Implications

No additional resources will be required for the development and implementation of the Policy at this time.

Communications Considerations

Following Board approval, the Policy will be communicated to the public in accordance with the Policy Development Work Plan.

Board Policy and Procedure Reference(s)

- Acceptable Use of IT Resources Policy (P088)
- Board Code of Conduct (PR585)
- Code of Online Conduct (PR571)
- Communications Policy (P104)
- Equity Policy (P037)
- Social Media and Online Content Procedure (PR735)

Appendices

- Appendix A: Resolution of the Board of Trustees, January 31, 2024
- Appendix B: Policy/Program Memoranda No. 128: The Provincial Code of Conduct and School Board Code of Conduct

Agenda Page 82

- Appendix C: Minimum Requirements for Cell Phones/Mobile Device Usage under PPM No. 128
- Appendix D: Revised Critical Pathway and Benchmarks

From

Colleen Russell-Rawlins, Director of Education, at Colleen.Russell-Rawlins@tdsb.on.ca or 416-397-3190

Louise Sirisko, Associate Director, Instructional Innovation and Equitable Outcomes, at Louise.Sirisko@tdsb.on.ca or 416-397-3187

Jack Nigro, Executive Superintendent, Learning Centre 4, at Jack.Nigro@tdsb.on.ca or 416-395-3903

RESOLUTION OF THE BOARD OF TRUSTEES

16. Governance and Policy Committee, Report No. 1, January 17, 2024 **(see page 37)**

Item 4, Policy on Cell Phone/Mobile Device Use in Schools to Ensure Student Achievement and Well-Being (see page 38)

Trustee Chernos Lin, seconded by Trustee Ehrhardt, moved:

Whereas, in August 2019, the Ministry of Education issued PPM128 regarding revisions to the provincial Code of Conduct and requirement for updating the school board codes of conduct; and

Whereas, the revised provincial Code of Conduct included a restriction on the use of personal mobile devices during instructional time, as follows: “The use of personal mobile devices during instructional time is permitted under the following circumstances:

- **for educational purposes, as directed by an educator**
- **for health and medical purposes**
- **to support special education needs”;** and

Whereas, in accordance with PPM128, the TDSB revised PR585, Board Code of Conduct, and included the following provision in s. 6.2 (a) outlining expectations for members of school community:

respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for education purposes, as directed by an educator, for health and medical reasons and to support special education needs;

and

Whereas, the landscape of social media and smartphone use has changed dramatically in recent years; and

Whereas, we now have a successful 1:1 device program ensuring equity of access to electronic devices in theTDSB; and

Whereas, research shows that cell phone use is not beneficial to learning, and in fact appears to be creating significant harm to children and teens, in terms of mental health, well-being and academic success;¹²³⁴

Therefore, be it resolved:

- (a) That the 2023-2024 policy review schedule be amended to accommodate the development of a new cell phone/mobile device policy to support student success and well-being;**
- (b) That the new policy build on the Ministry of Education’s PPM128 and PR585, Board Code of Conduct and be based on the growing body of research on cell phone use and child development, as well as a jurisdictional scan of how school boards and individual schools are approaching this challenge to determine the most productive way forward to support student academic success, mental health and well-being, including considerations of social media restrictions.**

The motion was carried.

17. Finance, Budget and Enrolment Committee (Special Meeting), Report No. 2, January 29, 2024 (see page 95)

Item 1, 2022-23 Annual Report: Reconciliation of Prior Year Actual Results to Budget [4652] (see page 95)

Trustee Laskin, seconded by Trustee Li, moved: **That the report be received.**

The motion was carried.

¹<https://unesdoc.unesco.org/ark:/48223/pf0000385723>

²<https://carleton.ca/economics/2023/associate-professor-louis-philippe-beland-quoted-in-article-from-the-conversation-about-smartphone-use-in-classrooms/>

³<https://research.chusj.org/en/Media/News/2023/Screens-and-adolescents-different-impacts-on-beha#:~:text=MONTR%C3%89AL%2C%20October%2027%2C%202023%20%2D,researcher%20and%20Universit%C3%A9%20de%20Montr%C3%A9al>

⁴<https://www.theguardian.com/society/2022/mar/12/restrict-phones-to-improve-child-social-mobility-in-uk-says-commission-chair>

Previous (<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-129>)

Next (<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-124>)

Policy/Program Memorandum 128

Date of Issue: April 28, 2024

Effective: September 1, 2024

Subject: The Provincial Code of Conduct and School Board Codes of Conduct

Application: Directors of Education

Supervisory Officers and Secretary-Treasurers of School Authorities

Principals of Elementary Schools

Principals of Secondary Schools

Principals of Provincial and Demonstration Schools

Reference: This memorandum replaces Policy/Program Memorandum No. 128, August 29, 2019.

Introduction

The purpose of this memorandum is to communicate to school boards^[1] the revised Provincial Code of Conduct and to provide direction on the authority and responsibility of boards to develop, implement, enforce, review, and assess codes of conduct for their school communities.

Context

This memorandum is made pursuant to subsection 301(1) of Part XIII of the *Education Act* which states that “the Minister may establish a Code of Conduct governing the behaviour of all persons in schools.”

This memorandum is to be understood in the context of other policies, particularly Policy/Program Memorandum (PPM) No. 119, *Developing and implementing equity and inclusive education policies in Ontario schools*, PPM No. 120, *Reporting violent incidents to the Ministry of Education*, PPM No. 144, *Bullying prevention and intervention*, and PPM No. 145, *Progressive discipline and promoting positive student behaviour*.

Once implemented, this memorandum will help create a positive school climate that supports the achievement and well-being of all students^[2] in Ontario and respects all human rights.^[3]

The Provincial Code of Conduct

Purposes of the Provincial Code of Conduct

Subsection 301(2) of Part XIII of the *Education Act* sets out the purposes of this Provincial Code of Conduct, as follows:

1. to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity
2. to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
3. to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
4. to encourage the use of non-violent means to resolve conflict
5. to promote the safety of people in the schools
6. to discourage the use of alcohol, illegal drugs and, except by a medical cannabis

user^[4], cannabis

7. to prevent bullying in schools

Those governed under the Provincial Code of Conduct:

The Provincial Code of Conduct applies to the entire school community. This means that, within the publicly funded school system, the Provincial Code of Conduct applies to all individuals:

- on school property
- on school buses
- at school-related events or activities
- in other circumstances that could have an impact on the school climate
- in a virtual learning environment

Standards of Acceptable Behaviour

Respect, civility, and responsible citizenship

All members of the school community must:

- comply with all applicable federal, provincial, and municipal laws
- comply with all Ministry of Education, school board and school policies
- demonstrate honesty and integrity
- treat one another with dignity and respect, both in person and online, especially when there is disagreement or difference
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability
- respect the rights of others
- show proper care and regard for school property and the property of others
- take appropriate measures to help those in need
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully

Agenda Page 88

- refrain from using abusive language or swearing at another person
- respect the needs of others to work in an environment that is conducive to learning and teaching
- not use personal mobile devices^[5] during instructional time except under the following circumstances^[6]:
 - for educational purposes, as directed by an educator^[7]
 - for health and medical purposes
 - to support special education needs

Safety

All members of the school community must not:

- engage in bullying behaviours, including cyberbullying^[8]
- commit sexual assault or sexual harassment
- traffic in weapons or illegal drugs
- commit robbery or theft
- be in possession of any weapon, including firearms
- threaten or intimidate another person
- be in possession of alcohol, cannabis,^[9] and illegal drugs
 - for students, this would also include being in possession of electronic cigarette^[10], tobacco and nicotine products
- use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products^[11]
- provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products
- inflict or encourage others to inflict bodily harm on another person
- engage in hate propaganda and other forms of behaviour motivated by hate or bias

- commit an act of vandalism that causes damage to school property, to property located on the premises of the school or to the property of a member of the school community
- record, take or share non-consensual recordings or photos of members of the school community

Application of the Code

This Provincial Code of Conduct lays out a foundation for school boards to use in order to help create a positive school climate that supports the achievement and well-being of all students and respects all human rights.

School boards must put this Code into action as per the requirements below, understanding how the Code applies to different members of their school communities, including students, staff, volunteers and visitors.

Requirements for School Boards

School Board Codes of Conduct and Related Policies

School boards must develop and update their own codes of conduct to implement, at minimum, standards consistent with this Provincial Code of Conduct. School board codes of conduct must link locally developed standards to the relevant provincial standards.

School boards must ensure that opportunities which promote the standards of the Provincial Code of Conduct are made available for all members of the school community. This includes promoting the knowledge, skills, and attitudes relevant to it. This is the first part of implementing the Provincial Code of Conduct.

School boards may require principals to develop codes of conduct to address specific local school-related needs. Where local codes have already been developed, they must be updated to be consistent with the Provincial Code of Conduct and address requirements specified by the board.

School boards should assist principals in developing or reviewing their local codes of conduct by creating clear guidelines for the development of such codes, in accordance with this memorandum.

Procedures for School Board Codes of Conduct and Related Policies

Beyond a promotion of the standards, an appropriate implementation of the Provincial Code of Conduct also requires that school boards ensure that the standards of the Provincial Code of Conduct are enforced. As a result, school boards must:

- develop procedures that set out how their schools will implement and enforce their codes of conduct and all other rules that they develop that are related to the Provincial Code of Conduct standards.
- ensure these procedures distinguish between staff, students and other members of the school community:
 - PPM 145 addresses how unacceptable student behaviour is to be addressed by boards.
 - For staff, any disciplinary policies and procedures to address unacceptable behaviour would need to be established and applied in a manner consistent with local collective agreements.
 - School boards must develop, implement and enforce procedures that address unacceptable behaviour of other persons, such as, volunteers and visitors^[12].
- ensure that each step in addressing identified unacceptable behaviour be noted in a documentary record.
 - Boards must follow direction in the *Provincial Model for a Local Police/School Board Protocol, 2015* and PPM 145 *Progressive Discipline and promoting positive student behaviour* when reporting and documenting a violent incident involving a student, as defined in PPM 120.

A school board's code of conduct can only be successfully implemented if members of the school community are aware of and understand its policies and procedures. As a result, school boards must:

- Establish a process that clearly communicates the codes of conduct policies and procedures to all parents, students, principals, teachers, other school staff,^[13] and other members of the school community in order to obtain their commitment and support.

Agenda Page 91

- This must include communication of how all members of the school community would appropriately report unacceptable behaviour.
 - This must include an annual notification to parents and students reminding them of the restrictions and requirements for student personal mobile device use and the consequences for non-compliance.
 - This process must consider and include parents whose first language is a language other than English or French.
- Post signage in school entrances and other visible places that reflects the behavioural expectations of the Provincial Code of Conduct. The required content of the sign will be set out in a separate ministry memo.
 - Make the codes of conduct policies and procedures available to the public, either on the school board's website or, if the board does not have a website, in another accessible manner.
 - If the board enters into an agreement with another person or entity, other than a board, respecting the use of a school operated by the board, the board shall include in the agreement a requirement that the person or entity follows the standards that are consistent with the board's code of conduct and related policies^[14].

School boards are reminded of their obligations to report concerning conduct to the relevant regulatory colleges (e.g., the Ontario College of Teachers, the College of Early Childhood Educators, etc.) under applicable legislation.

Enforcement Relating to Alcohol, Tobacco, Electronic Cigarettes, Recreational Cannabis and Related Products and Illegal Drugs

School board local codes of conduct must set out enforcement mechanisms to address the possession, use and provision of tobacco, electronic cigarettes, nicotine products, recreational cannabis, alcohol and illegal drugs. The enforcement must comply with the board's obligations under the *Education Act* and other applicable legislation and provincial policies, including PPM 145 *Progressive discipline and promoting positive student behaviour*.

Boards must also follow the direction in *Provincial Model for a Local Police/School Board Protocol*^[15] regarding mandatory and discretionary notification of incidents to the police.

School board codes of conduct must also remind the school community that:

- The *Smoke-Free Ontario Act, 2017* (<https://www.ontario.ca/laws/statute/17s26>) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act, 2017*.
 - The *Smoke-Free Ontario Act, 2017* also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act, 2017*.

At minimum, in the case of these substances being found in the possession of students, parents must be notified, and the student must surrender the item(s) to the educator or administrator.^[16] As per PPM 145, it is expected that students involved in these incidents would receive support to learn from inappropriate behaviours and make choices that support continuing their learning.

School boards must develop a local policy on how surrendered items, including personal mobile devices, will be handled in compliance with applicable provincial policy and legislation, including the *Education Act* and the *Smoke-Free Ontario Act, 2017*.

School Board Policy on Enforcement of Restrictions to Student Personal Mobile Device Use

School boards must develop a local policy setting out how they will enforce the restrictions on student use of personal mobile devices at school. The policy must comply with the board's obligations under the *Education Act* and other relevant provincial policy and legislation. The policy must, at minimum, align with the following direction provided in this memorandum:

- All members of the school community must not use personal mobile devices ^[17] during instructional time except under the following circumstances^[18]:
 - for educational purposes, as directed by an educator^[19],
 - for health and medical purposes
 - to support special education needs

Agenda Page 93

At minimum the local policy must require that for grades 7 to 12 students' personal mobile devices are stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined above.

- If the educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional period and the device must be placed, by the student, in a storage area in a location in the classroom designated by the educator.

For students in grade 6 and below, at minimum the local policy must require that students' personal mobile devices are stored out of view and powered off or set to silent mode through out the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined above.

- If an educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional day and the device must be placed, by the student, in a storage area in a location designated by the principal.

The student is responsible for their personal mobile device, how they use it and the consequences of not following the school board's policy on personal mobile device use.

If the student does not hand in their personal mobile device when required, they must be sent to the Principal's office. Principals have discretion under PPM No. 145, *Progressive discipline and promoting positive student behaviour*, to consider a range of responses to address this behaviour including suspension^[20]. To support the implementation of the above, the local policy must include:

- An approach to enforcement of the restrictions that includes clear expectations of responsibility for students, educators, principals and superintendents.
- Best practices for educators on classroom management related to responsible use of technology.
- A requirement for schools to have an annual notification sent to parents and students reminding them of the policy, its requirements and consequences for non-compliance.
- A requirement that the expectations and responsibilities under the local policy, the best practices for educators and the annual notifications for parents be shared

with all educators and principals.

Restricting Access to Social Media on School Networks

School boards are required to restrict access to all social media platforms on school networks and school devices.

Social media platforms can only be used by students at school for educational purposes, directed by an educator. School boards can determine exception protocols for the use of social media for pedagogical or work-related purposes^[21].

Development and Revision of School Board Code of Conduct and Related Policies and Procedures

In developing and reviewing these policies, boards must seek input from:

- students, teachers, principals, other staff of the board, volunteers working in the schools, parents of the students, school councils, and the public.

Boards should also seek input from:

- their Parent Involvement Committee, Special Education Advisory Committee, Indigenous Education Advisory Council^[22], social service agencies, mental health agencies and other appropriate community partners.

Reviews of the school board code of conduct policies and procedures should occur at least every three years or more often if necessary.

Reviews must assess the content of both the policies and procedures, ensuring they meet the requirements and expectations laid out in this document.

All communications with parents must be accessible and be made available in English and French and other languages based on the needs of each school community.

Expectations

It is critical that in the implementation of the Code of Conduct and related policies and procedures that the authority and expectations for all parties are understood.

Principals

It is expected that Principals:

- demonstrate care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment
- hold everyone under their authority accountable for their own behaviour and actions
- empower students to be positive leaders in their school and community
- communicate regularly and meaningfully with all members of their school community
- model the standards of respect, civility and responsible citizenship.

Teachers and other school staff

It is expected that teachers and staff:

- help students work to their full potential and develop their sense of self-worth
- empower students to be positive leaders in their classroom, school, and community
- communicate regularly and meaningfully with parents
- maintain consistent and fair standards of behaviour for all students
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community
- prepare students for the full responsibilities of citizenship, in particular the skill of respectful communication, both in person and online
- model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

Students

It is expected that students:

Agenda Page 96

- come to school prepared, on time, and ready to learn
- show respect for themselves, and for others, and for those in positions of authority
- refrain from bringing anything to school that may compromise the safety of others
- follow the established rules and take responsibility for their own actions

Parents

It is expected that parents:

- are engaged in their child's schoolwork and progress
- communicate regularly with the school
- help their child be appropriately dressed and prepared for school
- ensure that their child attends school regularly and on time
- promptly report to the school their child's absence or late arrival
- become familiar with the Provincial Code of Conduct, the board's code of conduct, and, if applicable, the school's Code of Conduct
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues involving their child

Community partners

Partnerships with members of the community and community-based service providers should be developed and enhanced. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. These partnerships must respect all applicable collective agreements.

Police

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board and applicable legislation. These protocols are based on the *Provincial Model for a Local Police/School Board Protocol, 2015*, developed by the Ministry of the Solicitor General and the Ministry of Education.

Footnotes

- [1] ^ In this memorandum, *school board(s) and board(s)* refer to district school boards and school authorities.
- [2] ^ In this memorandum, *student* refers to pupil, as used in the *Education Act*.
- [3] ^ All school boards must ensure that their codes of conduct are compliant with the Ontario *Human Rights Code* and the *Occupational Health and Safety Act*.
- [4] ^ As defined in the *Education Act*, a *medical cannabis user* is a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law.
- [5] ^ In this memorandum, *personal mobile device* refers to any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone, tablet, laptop or smartwatch.
- [6] ^ School boards have a duty under the Ontario *Human Rights Code* to provide appropriate accommodations to students and employees of the board, including educators. If a student or other person employed by the board requires the use of a personal mobile device as an accommodation under the *Human Rights Code*, school boards are obligated to allow such accommodation.
- [7] ^ In this memorandum, *educator* refers to teachers regulated under the *Ontario College of Teachers Act, 1996*, and early childhood educators regulated under the *Early Childhood Educators Act, 2007*.
- [8] ^ In this memorandum, *cyberbullying* refers to bullying by electronic means as defined in subsection 1(1.0.0.2) of the *Education Act*.
- [9] ^ Individuals may possess, use and be under the influence of cannabis if they have been authorized for medical purposes.
- [10] ^ <https://www.ontario.ca/laws/statute/17s26>
(<https://www.ontario.ca/laws/statute/17s26>)

Agenda Page 98

- [11] ^ <https://www.ontario.ca/laws/statute/17s26>
(<https://www.ontario.ca/laws/statute/17s26>)
- [12] ^ Consistent with existing authorities under s. 265 (1)(m) of the *Education Act*.
- [13] ^ *Other school staff* includes, but is not limited to, staff in areas such as social work, child and youth work, psychology, and psychological services; early childhood educators; educational assistants; attendance counsellors; and Indigenous education counsellors. Even though the term *school staff* is used in this memorandum, it is understood that staff at the school are employed by the board.
- [14] ^ Subsection 301(3.1) of Part XIII of the *Education Act*
- [15] ^ *Provincial Model for a Local Police/School Board Protocol, 2015*, p. 12-13.
- [16] ^ Subsection 300.3(3) of the *Education Act* provides that a Principal “shall not notify a parent or guardian of a pupil if in the opinion of the principal doing so would put the pupil at risk of harm from a parent or guardian of the pupil, such that the notification is not in the pupil’s best interests.” In addition, students who are 16 or 17 years old may have withdrawn from parental control.
- [17] ^ In this memorandum, *personal mobile device* refers to any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone tablet, laptop or smartwatch.
- [18] ^ School boards have a duty under the Ontario *Human Rights Code* to provide appropriate accommodations to students and employees of the board, including educators. If a student or other person employed by the board requires the use of a personal mobile device as an accommodation under the *Human Rights Code*, school boards are obligated to allow such accommodation.
- [19] ^ In this memorandum, *educator* refers to teachers regulated under the *Ontario College of Teachers Act, 1996*, and early childhood educators regulated under the *Early Childhood Educators Act, 2007*.
- [20] ^ “The purpose of responding to incidents that can have a negative impact on school climate (i.e., inappropriate and disrespectful behaviour) is to stop and correct it immediately so that the students involved can learn that it is unacceptable. “Behaviour that is not addressed becomes accepted

Agenda Page 99

behaviour.” <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-145>
(<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-145>)

- [21] ^ This ban should not block SMS.
.....
- [22] ^ Indigenous Education Advisory Councils are composed of members from First Nation, Métis, and Inuit communities and Indigenous organizations.

Previous (<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-129>)

Next (<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-124>)

Updated: April 28, 2024

Published: May 10, 2021

Minimum Requirements for Cell Phones/Mobile Device Usage under PPM No. 128

All Members of the School Community

All members of the school community must not use personal mobile devices during instructional time except under the following circumstances:

- for educational purposes, as directed by an educator,
- for health and medical purposes
- to support special education needs.

Personal mobile devices refer to any personal electronic device that can be used to communicate or to access the internet, such as a cellphone, tablet, laptop or smartwatch.

Students in Grades 7 to 12

At minimum the local policy must require that for grades 7 to 12 students' personal mobile devices are stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined above.

- If the educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional period and the device must be placed, by the student, in a storage area in a location in the classroom designated by the educator.

Students in Grades 6 and Below

For students in grade 6 and below, at minimum the local policy must require that students' personal mobile devices are stored out of view and powered off or set to silent mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined above.

- If an educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional day and the device must be placed, by the student, in a storage area in a location designated by the principal.

Responsibility, Progressive Discipline and Best Practices

The student is responsible for their personal mobile device, how they use it and the consequences of not following the school board's policy on personal mobile device use.

If the student does not hand in their personal mobile device when required, they must be sent to the Principal's office. Principals have discretion under PPM No. 145, *Progressive discipline and promoting positive student behaviour*, to consider a range of responses to address this behaviour including suspension <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-128>. To support the implementation of the above, the local policy must include:

- An approach to enforcement of the restrictions that includes clear expectations of responsibility for students, educators, principals and superintendents.
- Best practices for educators on classroom management related to responsible use of technology.
- A requirement for schools to have an annual notification sent to parents and students reminding them of the policy, its requirements and consequences for non-compliance.
- A requirement that the expectations and responsibilities under the local policy, the best practices for educators and the annual notifications for parents be shared with all educators and principals.

Restricting Access to Social Media on School Networks

- School boards are required to restrict access to all social media platforms on school networks and school devices.
- Social media platforms can only be used by students at school for educational purposes, directed by an educator. School boards can determine exception protocols for the use of social media for pedagogical or work-related purposes.
- The social media ban should not block SMS (text) messages.

Revised Critical Pathway and Benchmarks (May 23, 2024)**Development of Cell Phone and Mobile Device Use in Schools Policy****(Changes in blue)**

April 2024

- Initiate jurisdictional scan for draft Policy
- Policy development work plan presented to Academics Vetting Committee for input and feedback
- Policy development work plan presented to Executive Council for feedback and approval
- GPC agenda posted publicly
- Policy development work plan presented to GPC for feedback and approval
- [On April 28 the Ministry of Education releases a revised PPM128](#)

May 2024

- [Policy work plan approved at the May 22 Board meeting](#)
- [Public pre-consultation gathering input for the draft policy and to gather input on the revised PPM128 \(including electronic cigarettes\) to commence on May 27](#)
- Pre-consultation with various stakeholder groups, gathering input for the policy commences (guiding questions and directions will be provided to each participant group)

June - July 2024

- Pre-consultation continues on public website and through focus groups/expert panel discussions
- [Board Code of Conduct \(PR585\) is revised with new information and shared with all stakeholders](#)
- Student focus groups led by students who have been trained by the Research department take place during summer school in secondary schools
- Pre-consultations end
- Complete jurisdictional scan for draft Policy

August - September 2024

- Draft Policy prepared
- Revised Board Code of Conduct (based on PPM128) in effect on September 1
- Draft Policy/update report to Vetting Committee for input and feedback
- Draft Policy/update report to Executive Council for input and feedback
- Draft Policy/Report to GPC for receipt prior to initiating public consultations
- Commence Public Consultation on draft Policy (60 days consultation)

October 2024

- Ongoing consultations on draft Policy

November 2024

- Public Consultations end
- Draft Policy (after public consultations) presented to Vetting Committee for approval
- Draft Policy (after public consultations) presented to Executive Council for approval end of February 2025
- Draft Policy (after public consultations) presented to Governance and Policy Committee for approval
- Draft Policy (after public consultations) presented to Board for final approval

Blank Page



P096, Student Use of Service Animals in Schools Policy Review: Phase 1

To: Governance and Policy Committee

Date: 29 May, 2024

Report No.: 05-24-4723

Strategic Directions

- Commit to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action.
- Belong - All students belong, are engaged, and valued in an inclusive environment.
- Achieve - All students reach high levels of achievement, success, and personal development.
- Thrive - All students graduate with the confidence, skills, and knowledge to thrive.
- Revitalize - All students and staff learn and work in inclusive, safe, and modern environments.

Equity as a guiding principle: Equity is foundational to all TDSB work and will be embedded throughout the strategic directions.

Recommendation

It is recommended that the Policy Review Work Plan for the Student Use of Service Animals in Schools Policy (P096), as presented in this report, be approved.

Context

On October 30, 2019, the Board of Trustees adopted the Student Use of Service Animals Policy (P096) (the “Policy”) (see Appendix A) in accordance with the Ministry of Education issued Policy/Program Memoranda (PPM) 163 – School Board Policies on Service Animals. PPM 163 directed school boards to implement and maintain a policy on student use of service animals in schools. The Policy supports the implementation of the Board’s obligations under the *Education Act*, the *Accessibility for Ontarians with*

Agenda Page 106

Disabilities Act (AODA), the *Blind Persons' Rights Act*, the *Ontario Human Rights Code*, as well as other applicable laws and government policies. The Policy has not been reviewed since its adoption.

In accordance with the Policy Review Schedule and Board of Trustees' decision to initiate the review of this Policy by this school year, staff prepared the Policy Review Work Plan (see Appendix B). Under the Work Plan, considerations will be given to expand the scope of the current Policy to include staff and to extend the use of service animals within TDSB sites and premises. Public consultations related to the review of the Policy will be conducted with external participants during a 60-calendar day period to help inform any recommended Policy changes. The Policy Review Work Plan (Appendix B) is provided for the Committee's consideration and approval.

Action Plan and Associated Timeline

Subject to the approval of the Policy Review Work Plan, staff will initiate public consultations and will conduct the Policy review in accordance with the Work Plan. It is expected that the revised Policy will be presented for consideration to the Governance and Policy Committee in the Fall/Winter cycle of 2024, and subsequently, to the Board of Trustees for final approval.

Resource Implications

No additional resources will be required for implementation of the Policy at this time.

Communications Considerations

Following Board approval, the Policy will be communicated in accordance with the Policy Review Work Plan.

Board Policy and Procedure Reference(s)

- Accessibility Policy (P069)
- Human Rights Policy (P031)
- Student Use of Service Animals in Schools Procedure (PR729)
- Use of Service Animals by the General Public (PR604)

Appendices

- Appendix A: Student Use of Services Animals in Schools Policy (P096) – current
- Appendix B: Policy Review Work Plan

From

Leola Pon, Associate Director, Organizational Transformation, Accountability and Legal at leola.pon@tdsb.on.ca or at 416-395-4932.

Krish Chakraborty, System Officer, Performance Strategy and Senior Legal Counsel at krish.chakraborty@tdsb.on.ca or at 416-397-3572.

Dina Anker, Accessibility Coordinator, Accessibility Office, Organizational Transformation, Accountability and Legal at dina.anker@tdsb.on.ca or at 416-397-2401.

Blank Page

Toronto District School Board

Policy P096

Title: **STUDENT USE OF SERVICE ANIMALS IN SCHOOLS**

Adopted: October 30, 2019
 Effected: October 30, 2019
 Revised: N/A
 Reviewed: N/A
 Authorization: Board of Trustees

1. RATIONALE

The Student Use of Service Animals Policy (the “Policy”) affirms the Toronto District School Board’s commitment to creating school learning environments which promote and support human rights and accessibility for persons with disabilities.

This Policy supports the implementation of the Board’s obligations under the *Education Act*, paragraph 29.5 of subsection 8(1), the *Accessibility for Ontarians with Disabilities Act* and the direction of the Ministry of Education stated in Policy/Program Memoranda (PPM) 163 – School Board Policies on Service Animals.

The Policy is aligned with Board’s Accessibility Policy (P069), Human Rights Policy (P031), Ontario Human Rights Commission’s Policy on Accessible Education for Students with Disabilities, and applicable legislation, including but not limited to the *Accessibility for Ontarians with Disabilities Act*, *Blind Person’s Rights Act*, *Occupational Health and Safety Act*, *Ontario Human Rights Code*, and collective agreements.

2. OBJECTIVE

To provide direction regarding the administration and support of service animals in the school environment.

3. DEFINITIONS

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

Disability refers to (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other service animal or on a wheelchair or other remedial appliance or device; (b) a condition of mental impairment or a developmental disability; (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language; (d) a mental disorder; or (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act*.

Service Animal refers to an animal that provides support relating to a student's disability. Traditionally, service animals have been dogs, and dogs remain the most common species of service animal; however, other species may also provide services to individuals with disabilities. The types of functions performed by service animals are diverse, and may or may not include sensory, medical, therapeutic, and emotional support services.

TDSB refers to the Toronto District School Board, which is also referred to as the "Board".

4. RESPONSIBILITY

The Director of Education holds primary responsibility for this Policy.

Within the Director's Office, the executive oversight and responsibility for the implementation, coordination and day-to-day management of the Policy is assigned to the Executive Superintendent, Human Rights and Indigenous Education.

5. APPLICATION AND SCOPE

This Policy applies to all employees of the Board.

The Policy covers students with disabilities using service animals, and their parents and guardians.

6. POLICY

- 6.1. The Board is committed to the learning of all students and provides a range of differentiated placements, programs and interventions to support student success.
 - 6.2. The Board, in accordance with its obligations pursuant to the *Ontario Human Rights Code*, will provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services.
-

- 6.3. In circumstances where a parent or adult student requests to have the student's service animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the Board considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.
- 6.4. The process of accommodation will also consider the competing human rights of other students and of staff; the impact of the service animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.
- 6.5. A copy of this Policy shall be available in accessible formats at the schools' administrative offices, including on the Boards website and may be requested by a parent or adult student in a different language through the school attended by the student.
- 6.6. The Board will retain data regarding the requests for the use of service animals in schools.

7. EVALUATION

This Policy will initially be reviewed within the first year after the effective date, and subsequently, at a minimum every four (4) years.

8. APPENDICES

Not applicable

9. SPECIFIC DIRECTIVES

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

10. REFERENCE DOCUMENTS

Policies:

- Accessibility Policy (P069)
- Student Health Support Policy (P092)
- Equity Policy (P037)

Procedures:

- Use of Service Animals by the General Public (PR604)

Legislative Acts and Regulations:

- *Accessibility for Ontarians with Disabilities Act*
- *Blind Person's Rights Act*
- *Education Act*

- *Occupational Health and Safety Act (OHSA)*
- *Ontario Human Rights Code (OHRC)*

Other Documents:

- Ontario Human Rights Commission's *Policy on Accessible Education for Students with Disabilities (2018)*
- PPM 163: School Board Policies on Service Animals

POLICY REVIEW WORK PLAN

Date: [May 29, 2024](#)

All policies will be reviewed to ensure consistency with the TDSB's Mission, Values and Goals Policy (P002), the Equity Policy (P037), and the Board's Multi-Year Strategic Plan and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

POLICY INFORMATION

Policy Title and Policy Number: [Student Use of Service Animals in Schools \(P096\)](#)

Review during fiscal year: [2023/2024 - 2024/2025](#)

Last reviewed: [October 30, 2019](#)

Executive Council member responsible for this Policy review: [Associate Director, Organizational Transformation, Accountability and Legal](#)

I. PLANNING AND OBTAINING DIRECTIONS

This Policy Review Plan has been discussed with the Policy Coordinator:

- Yes
 No

This Policy Review Plan will be discussed at the Governance and Policy Committee meeting held on: [May 29, 2024](#)

II. REVISIONS

Formatting Changes

The Policy will be formatted to align with the current Policy Template (see Operational Procedure PR501, Policy Development and Management, Appendix A):

- Yes
 No

Content Changes

The Policy requires content revisions:

- Yes
 No

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

- Legislation
- Government directives/policies
- Board decisions
- Multi-Year Strategic Plan requirements
- Operational requirements
- Simplify and/or update using plain language
- Alignment with Equity Policy (P037) and the Employment Equity Policy (P029)

As part of the Policy review, staff will identify areas for consideration, including but not limited to:

1. TDSB's commitment to equity, fairness, and transparency;
2. TDSB's commitment to student academic success, mental health and well-being in relation to use of service animals in schools;
3. Application and scope of the proposed Policy as it relates to students, staff, volunteers, visitors, and third-party professionals;
4. Expand scope of Policy to include staff;
5. Expand use of service animals within TDSB sites and premises;
6. Definitions for service animal, service dog, autism service dog, guide dog, therapy dog, emotional support dog, handler, disability, accredited training organization, and Board premises;
7. Review of requirements for service dog application, certification and verification;
8. Roles and responsibilities of staff, students, parents/guardian/caregivers, and handlers;
9. Requirements for privacy and confidentiality;
10. Requirements for professional development and training;
 - a. service animal's training organization to provide training to school staff, including emergency response with the service animal to ensure safety;
 - b. service animal's training organization to provide an orientation to the student population at the school to the presence of the service animal.
11. Review of best practices;
12. Elements of safety and security regarding service animal use (e.g., food safety, insurance);
13. Providing information to parents/guardians/caregivers to reinforce the inclusion of the service animal at school;
14. Implementation of dispute resolution process, including independent mediation, if needed, to resolve issues related to service animals
15. Alignment with applicable legislation and government policy directions (e.g., including duty to accommodate under the *Ontario Human Rights Code*, *Education Act*, *Accessibility for Ontarians with Disabilities Act*,

Health Protection and Promotion Act, Food Safety and Quality Act 2001, Blind Person's Rights Act, Occupational Health and Safety Act, Municipal Freedom of Information and Protection of Privacy Act, Personal Health Information Protection Act, and Policy/Program Memoranda (PPM) 163 – School Board Policies on Service Animals);

16. Alignment with corresponding TDSB policies and procedures (e.g., Equity Policy (P037), Human Rights Policy (P031), Accessibility Policy (P069), Student Health Support Policy (P092), Employment Equity Policy (P029), and the Board Code of Conduct (PR585)).

A review of leading practices for similar policies across jurisdictions will be undertaken for this policy.

III. INTERNAL REVIEWS AND SIGN-OFFS

The draft Policy will include input from TDSB departments affected by the Policy:

- Learning Transformation and Equity
- Modernization and Strategic Resource Alignment
- Organizational Transformation, Accountability and Legal
- Student Well-Being and Innovation

- Indigenous Education
- Special Education and Inclusion
- Equity, Anti-Racism, Anti-Oppression
- Human Rights Office
- Freedom of Information and Privacy Office
- Accessibility Office
- Insurance and Enterprise Risk Department
- People and Culture

- Legal Services
- Policy Services
- Communications and Public Affairs

Following internal reviews and TDSB departments' review and input, the draft Policy will be submitted to Executive Council on: [Fall 2024](#)

A sign-off from the Director of Education will be obtained before proceeding with external consultations and/or Committee/Board approval.

- Director of Education

IV. EXTERNAL CONSULTATIONS

Are external consultations applicable to this Policy?

Yes

No (*Ministry of Education mandated policy or corporate policy without external stakeholders*)

Mandatory external consultations will include, at a minimum:

1. Posting of the working draft Policy on TDSB website for public feedback (45 days minimum): [60 days \(October 2024 - January 2025\)](#)
2. Extending invitations for consultation to:

Student Senate

and

all Community Advisory Committees of the Board and conducting consultations with the Community Advisory Committees that expressed interest (either individually with each interested committee or collectively with representatives of all interested committees):

- Urban Indigenous Community Advisory Committee
- 2SLGBTQ+ Advisory Committee
- Alternative Schools Advisory Committee
- Black Student Achievement Advisory Committee
- Community Use of Schools Advisory Committee
- Early Years Advisory Committee
- Environmental Sustainability Community Advisory Committee
- Equity Policy Advisory Committee
- French as a Second Language Advisory Committee
- Inner City Advisory Committee
- Parent Involvement Advisory Committee (PIAC)
- Special Education Advisory Committee (SEAC)

In addition to mandatory consultations, other external participants and projected dates of consultation(s) include:

- School Councils
- Professional Associations and Unions
- Other:

The following methods will be applied in the external consultations:

- Public meeting
- Facilitated focus group
- Call for public delegations
- Expert panel discussion
- Survey
- Posting on the TDSB website
- Other: (e.g., electronic communication)

V. COMMITTEE/BOARD APPROVALS

Following external consultations and revisions, the working draft Policy will be presented to the Governance and Policy Committee on the following date: [February-March 2025](#)

Following recommendation by the Governance and Policy Committee, the revised Policy will be presented to the Board on the following date: [March-April 2025](#)

Once approved, the revised Policy will replace the existing policy on the TDSB website.

VI. IMPLEMENTATION

Following Board approval, the Policy will be communicated through:

- Posting the Policy on the TDSB website through the Policy Coordinator
- Sharing with staff through the System Leaders' Bulletin
- Informing departments at staff meetings and channeling information to the school principals through respective superintendents
- Implementation of a broad communication plan for internal and external audiences, including summary of policy revisions and expected outcomes
- Conducting information/training sessions to TDSB staff affected by the Policy

The projected time period for conducting information/training sessions to staff will be: [N/A](#)

- Development of new Procedure related to Staff Use of Service Animals and Review of [Student Use of Service Animals in Schools Procedure \(PR729\)](#) by [Winter 2025](#)

Blank Page

Written Notice of Motion for Consideration (Trustees Pei and Hastings)

From: Denise Joseph-Dowers, Senior Manager, Governance and Board Services

In accordance with Board Bylaws 5.15.45, notice of the following motion was provided at the regular meeting of the Governance and Policy Committee April 14, 2024 and is therefore submitted for consideration at this time.

5.15.45 Motions must first be introduced as a Notice of Motion to provide advance notification of a matter, ...

5.15.49. A Notice of Motion will not be debated at the meeting at which it is introduced

5.15.51 A Notice of Motion submitted to a Committee, will be considered at a subsequent Committee meeting.

Reviewing Policies Pertaining to Political Activities of TDSB Staff and/or Educational Partners During School Hours

Whereas, TDSB Trustees have received communications from TDSB parents and members of the public outlining concerns related to political activities initiated by TDSB staff and/or educational partners using TDSB resources, including electronic resources and the use of paid time; and

Whereas, the allegations outlined in the communication (Appendix A) indicate a concern regarding a *“failure to maintain a clear distinction between academic instruction and personal political views within the educational environment”*; and

Whereas, the Ontario College of Teachers' Professional Advisory titled "Maintaining Professionalism - Use of Electronic Communication and Social Media" states that "There is a distinction between the professional and private life of a teacher. Ontario Certified Teachers are individuals with private lives; however, off-duty conduct matters and sound judgment and due care must be exercised. Teaching is a public profession. Canada's Supreme Court ruled that teachers' off-duty conduct, even when not directly related to students, is relevant to their suitability to teach. Members must maintain a sense of professionalism at all times – in their personal and professional lives."; and

Whereas, in the last three years there have been several instances where TDSB staff have abused the resources made available to them by the Board in order to advance their personal political agendas;

Therefore, be it resolved:

That the Director present a report to the Governance and Policy Committee by September 2024 outlining:

- i. existing TDSB policies currently in force to maintain appropriate boundaries for staff, teachers and educational partners in engaging in political activism using TDSB resources, including TDSB electronic networks, or during school hours and/or instructional time;
- ii. recommendations for enhancements to TDSB policies and procedures to prevent the abuse of TDSB resources for political activism by staff and/or educational partners.

Written Notice of Motion for Consideration (Trustees Pei and Hastings)

From: Denise Joseph-Dowers, Senior Manager, Governance and Board Services

In accordance with Board Bylaws 5.15.45, notice of the following motion was provided at the regular meeting of the Governance and Policy Committee April 14, 2024 and is therefore submitted for consideration at this time.

5.15.45 Motions must first be introduced as a Notice of Motion to provide advance notification of a matter, ...

5.15.49. A Notice of Motion will not be debated at the meeting at which it is introduced

5.15.51 A Notice of Motion submitted to a Committee, will be considered at a subsequent Committee meeting.

Review of Policy P100, Student Interest Programs

Whereas, procedure PR501, Policy Development and Management states that: “The need to develop a new or revised policy may arise as a result of a: (1) resolution of the Board of Trustees; (2) legislative requirement; (3) government policy or directive; or (4) recommendation of the Director’s Council,”; and

Whereas, policy P100, Student Interest Programs is not aligned with the Government of Ontario’s goal of “a modern education system focused on academic excellence”; and

Whereas, the implementation of policy P100 over the last two years has been plagued by numerous problems;

Whereas, policy P100 is currently scheduled for review in the 2026-2027 school year;

Be it resolved:

- (a) That the policy review schedule be amended to move the review of policy P100 from 2026-2027 school year to the 2025-2026 school year;
- (b) That the Director of Education begin a review of policy P100, Student Interest Programs and present a report to the Governance and Policy Committee by March 30, 2025;
- (c) That, as part of the policy review, and pursuant to section 6.3.7 of policy P100, the Director:
 - i. present data on racial and ethnic composition of applicants, and admitted students to student interest programs, by program;
 - ii. analyze the impact of Policy P100 on various performance metrics of student interest programs, including, but not limited to: measures of educational attainment, number of students who stay in the program and number of students who leave the program early.

Blank Page

Written Notice of Motion for Consideration (Trustees Rajakulasingam and Sriskandarajah, on behalf of Indigenous Student Secord and Student Trustees Bell and Zhou)

From: Denise Joseph-Dowers, Senior Manager, Governance and Board Services

In accordance with Board Bylaws 5.15.45, notice of the following motion was provided at the regular meeting of the Planning and Priorities Committee on May 15, 2024 and is therefore submitted for consideration at this time.

5.15.45 A motion must first be introduced as a Notice of Motion to provide advance notification of a matter, ...

5.15.49 A Notice of Motion will not be debated at the meeting at which it is introduced.

Student Governance

Whereas, the Toronto District School Board currently serves and represents over 238,000 students in its nearly 600 schools; and

Whereas, two student trustees are elected and one Indigenous student trustee is appointed annually to represent the voices, interests, and concerns of students on the Board of Trustees; and

Whereas, the Student Senate is the current official student advisory body to the Toronto District School Board and the student trustees; and

Whereas, the Student Senate is responsible for both representing the voices, interests, and concerns of students, and promoting student leadership within the Toronto District School Board; and

Whereas, the Student Senate consists of 16 elected students from grades 7-12 with the exclusion of the student trustees; and

Whereas, the two elected student trustees need to adequately represent students from all four Learning Centres in the TDSB; and

Whereas, seven out of ten elected student trustees have been from Learning Centre 2 since the introduction of an online voting system in 2019; and

Whereas, the student trustees and Student Senate do not have direct lines of communication with every school in the Toronto District School Board and cannot adequately represent the student body; and

Whereas, student voice is crucial in developing and maintaining a school board that serves the needs of students; and

Whereas, a new and more representative system should be established to centre and elevate student voices in the Toronto District School Board; and

Whereas, the Student Leadership Policy (P070) is outdated and has not been revised since 2011 and reviewed since 2012¹;

Whereas, policy P070, Student Leadership is scheduled for review in the 2024-2025 school year;

Therefore be it resolved:

That the Director consider as part of the review of policy P070, Student Leadership:

- (a) The establishment of two separate student governance bodies in the Toronto District School Board:
 - i. The Student Senate, comprised of elected secondary and elementary students, responsible for organizing events and initiatives that foster and develop leadership in students;
 - ii. The Toronto Student Presidents' Council, comprised of all secondary school student council presidents and vice-presidents, responsible for hosting meetings in each Learning Centre to elevate student concerns from every secondary school to the student trustees;
- (b) The collection of student council contact information from every secondary school in the Toronto District School Board at the beginning of each school year, including, but not limited to:
 - i. President names and email addresses
 - ii. Vice-President names and email addresses
 - iii. Staff advisor names and email addresses
- (c) The creation of Student Trustee and Student Senate election guidelines that ensure fair, equitable and representative elections, including, but not limited to:
 - i. A model where each Student Trustee represents the students of two Learning Centres;
 - ii. A two-staged Student Trustee election process where candidates first run in an election within their Learning Centre, and the most successful candidates subsequently run in a board-wide election;
- (d) The inclusion of student voice into the drafting of important documents in the Toronto District School Board such as the multi-year strategic plan and budget plan.

¹ [Student Leadership Policy P070.pdf](#)



Revised Admissions Eligibility Requirement Procedure (PR518)

To: Governance and Policy Committee

Date: 29 May, 2024

Report No.: 05-24-4724

Strategic Directions

- Commit to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action.
- **Belong** - All students belong, are engaged, and valued in an inclusive environment.
- **Achieve** - All students reach high levels of achievement, success, and personal development.
- **Thrive** - All students graduate with the confidence, skills, and knowledge to thrive.
- **Revitalize** - All students and staff learn and work in inclusive, safe, and modern environments.

Equity as a guiding principle: Equity is foundational to all TDSB work and will be embedded throughout the strategic directions.

Recommendation

It is recommended that the revised Admissions and Eligibility Requirements Procedure (PR518), as presented in this report, be received for information.

Context

The Admission Eligibility Requirements Procedure (PR518) (see Appendix A) (current version) was last reviewed on September 28, 2021.

The Admission Eligibility Requirements Procedure (PR518) (the “Procedure”) was developed to support the student admission requirements as outlined in the Education

Act, R.S.O. 1990, Chapter E.2, the Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016, and the Board's Students without Legal Immigration Status Policy (P061). The Procedure is also aligned with the Out-of-Area Admissions (formerly Optional Attendance) Policy (P013) and the Student and Safe Arrival Policy (P085), which set out enrolment, admission, and attendance requirements at the TDSB.

Staff recently reviewed the Admission Eligibility Requirements Procedure (PR518) and recommended the following changes to address identified gaps.

Summary of Key Changes

- Revised sections and provisions on: Study Permits and Visitor Records; Eligibility Requirements; Age Requirements; Guardianship Requirements; Proof of Address (School Boundary Requirements); Residency Status Requirements; and Students in Canada Unlawfully.
- New sections on: Students Claimant Refugee Status; Applicants for a Work Permit; Applicants for a Permanent Residence in Canada; and Children of Full-Time Ontario Postsecondary Students;
- Updated Appendices related to the Procedure, including Appendix A, B, C, D, and E

The revised Admissions and Eligibility Requirements Procedure (PR518) (see Appendix B) was approved by Executive Council on May 14, 2024, and is being provided to Committee for information.

Action Plan and Associated Timeline

Subject to the Governance and Policy Committee's receipt, the Procedure will be provided to the Board of Trustees on June 19, 2024 for information.

Resource Implications

Not applicable

Communications Considerations

The revised Admission Eligibility Requirements Procedure (PR518) will be posted on the Board's website and communicated through the System Leaders' Weekly Bulletin.

Board Policy and Procedure Reference(s)

- Out-of-Area Admissions (formerly Optional Attendance) Policy (P013)
- Students without Legal Immigration Status Policy (P061).
- Student and Safe Arrival Policy (P085)

Appendices

- Appendix A: Admission Eligibility Requirements Procedure (PR518) – current
- Appendix B: Admission Eligibility Requirements Procedure (PR518) – revised

From

Stacey Zucker, Associate Director of Modernization and Strategic Resource Alignment by email at stacey.zucker@tdsb.on.ca

Fred Liu, Senior Manager, International Students and Admissions Office by email at fred.liu@tdsb.on.ca

Blank Page

Toronto District School Board

Operational Procedure PR518

Title: **ADMISSION ELIGIBILITY REQUIREMENTS**

Adopted: February 1, 2002
Effected: February 1, 2002
Revised: September 1, 2003, September 7, 2004, May 16, 2007, August 29, 2008, September 16, 2009, September 30, 2014, July 3, 2019, **January 28, 2020**
Reviewed: September 1, 2003, September 7, 2004, May 16, 2007, August 29, 2008, September 16, 2009, September 30, 2014, July 3, 2019, **January 28, 2020**
Authorization: Executive Council

1.0 RATIONALE

This Admission Eligibility Requirements Procedure (the “Procedure”) supports the student admission requirements as outlined in the *Education Act, R.S.O. 1990, Chapter E.2* (the “*Education Act*”), the Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 , and the Board’s Students without Legal Immigration Status Policy (P061). This Procedure is also aligned with the Optional Attendance Policy (P013) and the Student and Safe Arrival Policy (P085), which set out enrolment, admission, and attendance requirements at Toronto District School Board.

2.0 OBJECTIVE

To outline requirements and processes for the admission of new students.

3.0 DEFINITIONS

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

TDSB is the Toronto District School Board, which is also referred to as the Board.

4.0 RESPONSIBILITY

Executive Superintendent, Human Rights and Indigenous Education

5.0 APPLICATION AND SCOPE

This Procedure applies to all TDSB staff involved in processing of applications, admission and registration of students.

6.0 PROCEDURES

6.1 Schools should directly register students who are Canadian citizens, permanent residents, refugee claimants, undocumented students or dependents of work permit holders, or holders of the authorization under the *Immigration and Refugee Protection Act* (Canada) to study in Canada as a full-time student at a university, college or institution in Ontario if all other requirements are met. All other students new to Canada must be referred to the International Students and Admissions Office (the "ISAO") at 5050 Yonge Street, Toronto to verify their eligibility for admission as fee-paying or non-fee-paying students, and for receipt of a School Admission letter, where applicable.

6.2 Students, who are living in the community without immigration status, are entitled to admission to school as per policy P061, Students without Legal Immigration Status. Schools can register these students directly or may refer them to the ISAO.

6.3 Study Permits and Visitor Records

If a student wishes to register at a school directly with a Study Permit or a Visitor Record document from Immigration, Refugees and Citizenship Canada, do not register the student without confirmation from the ISAO as the student may need to pay tuition fees.

International Students and Admissions Office
5050 Yonge Street, Toronto, Main Floor
Senior Manager: admissions@tdsb.on.ca

6.4 Eligibility Requirements

A student has the right to attend a school operated by the Board if he or she meets the qualification requirements, as to age and residence, as specified in the *Education Act*. The student must also comply with the *Immunization of School Pupils Act*, R.S.O. 1990, c. 1.1 (the "*Immunization of School Pupils Act*"). The *Education Act* also prescribes when a non-resident student must be charged tuition fees – that is why it is important to know certain details about the student's residency status in Canada.

In addition, the Board prescribes attendance areas (boundaries) that are served by each school and has an Optional Attendance Policy (P013) that prescribes when a student may be admitted from outside a school's boundary.

Eligible students have the right to be registered in a school at any point during the school year.

6.5 Age Requirements

- Children may register for Junior Kindergarten in September of the calendar year in which they turn 4 years of age.
- Students are eligible to attend school until June of the year in which they turn 21 years of age, after which they may be directed to continuing education credits or adult education schools.
- An adult student (for the purpose of attending adult education schools) is a student who turns 21 years of age by December 31 of the current calendar year.
- A student that turns 18 years of age has reached the legal age of majority and is considered an adult.

See also Appendix A: Detailed Age Requirement

6.6 Guardianship Requirements

- Ministry Memorandum 2012 SB08: Clarification of Policies and Supporting Documentation to Confirm Pupil Residency and Eligibility Status.

Sections 33 and 36 of the *Education Act* provide that a person has the right to attend school without the payment of fee if both the person and the person's parent or guardian resides in the jurisdiction of the Board. The *Education Act* defines "guardian" as "a person who has lawful custody of a child, other than the parent of the child"(s. 1 of the *Education Act*). If a student has an Ontario address but the parents have address(es) outside Ontario, the Ministry of Education expects an Ontario court order transferring custody from the parents to an adult resident within Ontario. However, if the following criteria set out below are met, a court order is not necessary (although it is preferred):

- Student is a Canadian citizen or a permanent resident.
- The guardian is a member of the student's immediate family (defined in Ministry Memorandum 2018 SB08) and resides in Ontario in the school board jurisdiction in which the student wants to attend school.
- The guardian assumes full care and well-being of the student, and the student is residing with the guardian throughout the custody period, and

- A written agreement is in place between the parents of the student and guardian that sets out all of the above, as well as the respective responsibilities of the parents and guardian.
- Students who are 16 or 17 years of age and who have withdrawn from parental control may register without a parent or guardian being resident in the City of Toronto. Withdrawal from parental control means that the young person is self-sufficient and is not reliant on either parent or on a legal guardian.
- Occasionally, at the time of school registration, a student under 18 years may be residing with an adult who is neither his/her parent nor legal guardian, as a result of family disruption or other extenuating circumstances. The principal has the discretion to allow such a student to register in the school while legal guardianship arrangements are being made, and to monitor the progress of those arrangements until completion. The principal may refer exceptional cases to the superintendent of schools for decision. Failure to complete the arrangements in a timely way may result in the student being demitted from the school.

See also Appendix B: Detailed Parent/Guardianship Requirements

6.7 Proof of Address (School Boundary Requirements)

- Students who wish to attend a school other than their home school must follow the guidelines outlined in the TDSB Optional Attendance Policy (P013). Select “Optional Attendance” from the Quick Links pull-down on www.tdsb.on.ca.
- The school may refer to any two of the following (current) documents: lease or deed, utility bill (hydro, gas, water), cable tv/internet residential telephone bill, property tax bill, purchase and sale agreement, mortgage statement or insurance policy. Original correspondence from a government agency or legal clinic may be accepted as a second proof of address document. However, the Principal has the sole discretion to seek further documentation if he or she has reason to doubt the authenticity of any document presented to the school. Any registration decisions based on false or misleading documentation can be changed or rescinded at any time by the school principal or superintendent.
- Principals should be mindful that some students are in precarious housing situations and may not be able produce the proper proof of address documentation. In such situations please contact the ISAO for further information.

See also Appendix C: Proof of Address (School Boundary Requirement)

6.8 Residency Status Requirements

- A student who is a Canadian citizen, permanent resident, refugee claimant or dependent of a work permit holder under the *Immigration and Refugee Protection Act* (Canada) or a holder of the authorization under the *Immigration and Refugee Protection Act* (Canada) to study in Canada as a full-time student at a university, college or institution in Ontario may register at the student's local school as determined by the Board's attendance policy.
- Students who do not fall into the above categories are required to provide documentation verifying their residency status in Canada.
- There are cases in which students living in Canada who request admission to a TDSB school have no documents verifying their legal residency status in Canada. The Board passed a policy in May 2007 (P061) that students without immigration status shall be welcomed in TDSB's schools and information about them or their families shall not be shared with immigration authorities. Schools may register the student or may refer these students to the ISAO.
- Please note that section 49.1 of the *Education Act* provides that "a person who is otherwise entitled to be admitted to a school and who is less than eighteen years of age shall not be refused admission because the person or the person's parent or guardian is unlawfully in Canada".

See also Appendix D: Proof of Canadian Citizenship or Eligible Immigration Status

6.9 Immunization and Health Insurance Requirements

- The *Immunization of School Pupils Act* allows schools to collect immunization information for Toronto Public Health when students are admitted to school. However, no student may be denied admission to school if such information is not available. After admission to school, such students may be referred to a family doctor, or Toronto Public Health (416) 392-1250 to obtain an updated immunization record. If Toronto Public Health does not receive such information within a reasonable period of time, it will notify the parent/guardian in writing. Toronto Public Health has the authority to direct the school to suspend the student until such information is obtained (section 6 (1) of the *Immunization of School Pupils Act*)
- It is highly recommended that all students have medical health insurance, either through the Ontario Health Insurance Plan, Interim Federal Health Benefits or through a private company. However, no student may be denied admission to school if he/she does not have medical health insurance.

Note: A permanent resident is not covered by OHIP for 90 days from the date that they have obtained the Confirmation of Permanent Residence (IMM 5292 or IMM 5688).

7.0 EVALUATION

This Procedure is to be reviewed and updated as required, but at a minimum of every four (4) years.

8.0 APPENDICES

Appendix A: Detailed Age Requirements

Appendix B: Detailed Parent/Guardianship Requirements

Appendix C: Proof of Address (School Boundary Requirement)

Appendix D: Proof of Canadian Citizenship or Eligible Immigration Status

Appendix E: Attestation Form

9.0 REFERENCE DOCUMENTS

Policies:

- Optional Attendance Policy (P013)
- Student and Safe Arrival Policy (P085)
- Students Without Legal Immigration Status Policy (P061)

Operational Procedures:

- Admission to Specialized Schools and Programs (PR612)

Legislative Acts and Regulations:

- *Education Act*, R.S.O. 1990, Chapter E.2, as amended
- *Immunization of School Pupils Act*, R.S.O. 1990, c. I.1

Other Documents:

- Ministry Memorandum 2018:SB08 – Clarification of Policies and Supporting Documentation to Confirm Pupil Residency and Eligibility Status
- [Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016](#)

According to the *Education Act* [Part II , Sec 21(1) and Sec 34], students who fall into the age categories listed below are eligible and/or required to attend school. See Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, for details.

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES
<p>Children may register to attend school in September of the year in which they turn four years (Junior Kindergarten) or five years (Senior Kindergarten)</p> <p><i>Education Act, Section 34</i></p> <p>Hearing-handicapped students who have attained the age of two years may be admitted to a special education program for the hearing-handicapped</p> <p><i>Education Act, Reg. 298, Section 30</i></p>	<p>Choose any one of:</p> <ul style="list-style-type: none"> • Canadian passport (valid or expired no more than five years) • Birth certificate from Ontario or other Canadian province or territory (issued under <i>Vital Statistics Act</i>) • Baptismal Record • Canadian Certificate of Registration of Birth Abroad • Certified Statement of Live Birth from Ontario, or other Canadian province or territory • Certificate of Canadian Citizenship or Certificate of Naturalization (paper document or card, not commemorative issue) • Certificate of Indian Status (paper or plastic card) • Health Card • Registered Indian Record (certified) • Valid Permanent Resident Card (must be valid or expired no more than five years) • Confirmation of Permanent Residence (IMM 5292 or IMM 5688) • Canadian Immigration Identification Card • Letter from Immigration and Refugee Board of Canada confirming Convention Refugee or Protected Person Status under <i>the Immigration and Refugee Protection Act (Canada)</i> 	<ul style="list-style-type: none"> • Students turning four years old after school has started in September, and up to December 31 of that calendar year, are eligible to attend school in that academic year <p>Register students if all other requirements are met in home school and contact the Superintendent, Special Education department for placement in a Special Education program pursuant to the Admission to Specialized Schools and Programs Procedure (PR612)</p>

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES
	<ul style="list-style-type: none"> • Protected Person Status document • Temporary Resident Permit issued under <i>the Immigration and Refugee Protection Act</i> (Canada) (restrictions apply) To obtain a Birth Certificate call 416-325-8305, or visit www.cbs.gov.on.ca .	
Children who attain the age of six years on or before the first day of school in September of any year, must attend school until the age of 18 <i>Education Act, s. 21(1)</i>	See above	<ul style="list-style-type: none"> • Students turning six on or before the first day of school in September in that year, must attend school in that school year • Students turning six after school has started in September, are eligible to attend school in that academic year, but may delay registration until the following September
Elementary students are eligible to attend school until June of the year in which they turn 21 Secondary students may be directed to adult or Continuing Education programs when they turn 21 <i>Education Act, s.33 and 36</i>	See above	<ul style="list-style-type: none"> • Students who turn 21 years of age in their graduating year are allowed to continue to their final year. These students are allowed to continue in their present school and may not be redirected to an adult high school credit program

According to the *Education Act* (Definitions, Section 1), the term “guardian” refers to a person who has lawful custody of a child, other than the parent of the child. A legal guardianship document (Court Order) may be obtained from Family Court, Ontario Court (Provincial Division), or the Ontario Superior Court of Justice. . If a Court Order is not available, a written agreement is required that fulfills all of the criteria.

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES
<p>Students (Canadian citizen or permanent resident) who are under 18 whose parents live outside Toronto, outside Ontario or outside Canada</p>	<p>If the student’s guardian is an immediate family member and living within the school’s boundary (attendance area), then a written agreement between the parents and the guardian stating that the guardian is assuming full responsibility for the student’s education is required. Note: once custody is transferred, the school will be dealing with the guardian, not the parents, and all decision-making resides with the guardian</p> <p>If the student's guardian is NOT an immediate family member then an Ontario court order transferring custody is required</p> <p><i>Ministry of Education 2018:SB08</i></p>	<ul style="list-style-type: none"> • Register students if all other requirements are met at school if documentation is provided • Place copy of the document in the OSR • Where the school ascertains that a guardianship process is initiated but not completed the school may admit the students and request that proof of legal guardianship be provided upon completion in a timely way • If the principal determines that there are extenuating circumstances involved in the absence of legal guardianship, the principal may refer this to the Superintendent of Schools for decision
<p>Students who are 16 or 17 years of age who have withdrawn from parental control</p>	<p>The person is self-sufficient and does not rely on a parent or guardian for support. He or she does not require a legal guardianship document</p>	<ul style="list-style-type: none"> • The person must provide a signed statement outlining the following: <ul style="list-style-type: none"> The age of the students That the students have withdrawn from parental control That the students will be making all decisions on his/her own behalf The pupil is self-sufficient and has an independent source of financial support such as a job or social benefits • Register the students at school

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES
		<ul style="list-style-type: none"> NB. TDSB reserves the right to seek further proof that the student has withdrawn from parental control, such as, proof of financial independence where there is a reasonable belief that there may be an attempt to avoid I Board's Optional Attendance Policy. Where it is determined that students have misrepresented that he/she has withdrawn from parental control in order to avoid the TDSB's Optional Attendance Policy (P013), those students will be subject to immediate transfer to their home school
Students under 18 living with a custodial parent	Court Order from an Ontario Family Court or Separation Agreement	<ul style="list-style-type: none"> A parent with sole custody is normally the primary decision-maker for the child's education, subject to any separation agreement or divorce order If parents are separated or divorced and there is no court order or separation agreement, custody is assumed by the parent who resides with the child, <i>Children's Law Reform Act</i>, s. 20(4) Place copy of the document in the OSR
Students in the care of the Children's Aid Society of Toronto, Catholic Children's Aid Society of Toronto, Jewish Family and Child Services of Toronto, and Native Child and Family Services	Letter from an official of the Children's Aid Society stating that the students are in their care	Students may register in the home school where the foster parent resides or where the group home is located
Students who are 18 years and over	No proof is required, as the person has reached the legal age of majority	Register the students if all other requirements with respect to residence, attendance/optional attendance and immigration status are met

Under the Ministry of Education regulations, Ontario students may apply to attend any school in Ontario. TDSB's Optional Attendance Policy describes the attendance boundary requirements and must be consulted regarding admission to specific schools. TDSB's Optional Attendance Policy can be accessed at www.tdsb.on.ca. Select "Optional Attendance Information" from the "Quick Links" pull-down menu at www.tdsb.on.ca. The parent(s)/guardian(s) and pupil must appear in person.

CATEGORY	DOCUMENTS REQUIRED	REGISTRATION GUIDELINES
<p>Students and parent(s)/guardian(s) reside in TDSB within the school boundaries</p>	<p>For proof of address choose any two* of:</p> <ul style="list-style-type: none"> • Utility bill (e.g. hydro, gas, water) • Cable TV, internet, home phone bill • Insurance policy (home, tenant, auto or life) • Mortgage statement • Rental or lease agreement or deed • Current purchase and sale agreement • Property tax bill or notice of tax assessment • Original correspondence from a government agency or legal clinic may be accepted as a second proof of address document <p>*NB. Schools open to Optional Attendance pursuant to TDSB's Optional Attendance Policy may require additional documentation on a case-by-case basis</p>	<ul style="list-style-type: none"> • Confirm home school by looking at www.tdsb.on.ca. Click on "Find Your School" • At the discretion of the principal, families may be given up to 6 weeks to produce acceptable documentation in the form of non-personal mail linking families with the address <ul style="list-style-type: none"> ▪ If proof cannot be presented within 6 weeks, the principal may refer this to the Superintendent of Education for decision • NB. The principal has the sole discretion to seek further documentation as to address if he or she has reason to doubt the authenticity of any document presented to the school. Any registration decisions based on false or misleading documentation can be changed or rescinded at any time by the school or superintendent
CATEGORY	DOCUMENTS REQUIRED	REGISTRATION GUIDELINES
<p>Students residing with parent(s)/guardian(s) within TDSB, but wishes to attend a school other than the one that serves his/her place of residence</p>	<p>Documentation to show proof of address (<i>as above</i>)</p>	<p>Students who wish to attend a school other than the one that serves their place of residence must complete TDSB Form C1: 001A (elementary), or C1: 001B (secondary). Refer to TDSB's Optional Attendance Policy</p>

CATEGORY	DOCUMENTS REQUIRED	REGISTRATION GUIDELINES
Students and parent (s)/guardian(s) reside outside TDSB's jurisdiction	Documentation to show proof of address (<i>as above</i>)	Refer to TDSB Optional Attendance Policy
<p>Students under 18 years residing within TDSB boundaries, and parent(s) reside outside TDSB's jurisdiction</p> <p>NB. This does not apply to students who are 16 or 17 years of age and who have withdrawn from parental control</p>	See Parent/Guardianship section	<ul style="list-style-type: none"> • Students register in the home school where the legal guardian resides • In extenuating circumstances, the Superintendent of Education may allow a student to attend a school without a legal Court Order or written agreement between parent and guardian
Students who are 16 or 17 years of age, reside within TDSB jurisdiction and have withdrawn from parental control and do not have a legal guardian	Documentation to show proof of address (<i>as above</i>)	<ul style="list-style-type: none"> • Students register in the home school where they reside • NB. The TDSB reserves the right to seek further proof that students have withdrawn from parental control, such as, proof of financial independence where there is a reasonable belief that there may be an attempt to avoid TDSB's Optional Attendance Policy. Where it is determined that students have misrepresented that they have withdrawn from parental control in order to avoid TDSB's Optional Attendance Policy, students will be subject to immediate transfer to their home school
Students who are 18 years of age and over	Documentation to show proof of address (<i>as above</i>)	If documentation shows that the students have not resided in the school district for at least 12 months prior to the request for admission, the students are subject to the Optional Attendance Policy

CANADIAN CITIZENS

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
Students who are Canadian Citizens	Choose one of: <ul style="list-style-type: none"> • Canadian passport (valid or expired no more than five years) • Birth certificate from Ontario or other Canadian province or territory (issued under <i>Vital Statistics Act</i>) • Canadian Certificate of Registration of Birth Abroad • Certified Statement of Live Birth from Ontario, or other Canadian province or territory • Certificate of Canadian Citizenship or Certificate of Naturalization (paper document or card, not commemorative issue) • Certificate of Indian Status (paper or plastic card) • Registered Indian Record (certified) 	Register students if all other requirements are met	School
Students born abroad to Canadian citizens	<ul style="list-style-type: none"> • The student's foreign birth certificate showing parent's name • Parent's Canadian Citizenship Card/Passport • Evidence of citizenship application 	Parent(s) must show documentation from Immigration, Refugees and Citizenship Canada that they have applied for Canadian Citizenship Registration for the students	School
Students who have come to Canada because their parent or guardian is married to a Canadian citizen	<ul style="list-style-type: none"> • Student's foreign birth certificate or passport • Canadian Citizenship Card/Passport of sponsoring parent • The birth parent's custody paper (if applicable) • Proof of marriage license 	Register students if all other requirements are met	School

PERMANENT RESIDENTS

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
Students who are Permanent Residents	<ul style="list-style-type: none"> • Confirmation of Permanent Residence • Permanent Resident Card • Valid Permanent Resident Card or Permanent Resident card expired not more than five years • Canadian Immigration Identification Card • Confirmation of Permanent Residence (IMM 5292 or IMM 5688) 	Register students if all other requirements are met	School
Students born abroad to Permanent Residents	<ul style="list-style-type: none"> • Parent’s Permanent Resident papers • Student’s foreign birth certificate or passport 	Proof that parent has sponsored the student	School
Students who have come to Canada because their parent or guardian is married to a permanent resident	<ul style="list-style-type: none"> • Student’s foreign birth certificate or passport • Permanent Resident papers of sponsoring parent (applicant) • The birth parent’s custody paper (if applicable) 	Register students if all other requirements are met	School
Applicants for Permanent Resident status	<ul style="list-style-type: none"> • Stage 1 approval letter or equivalent documentation (ie. an email confirmation) • Written confirmation from Immigration, Refugees and Citizenship Canada that a parent/guardian is eligible to apply for permanent residence in Canada 	<ul style="list-style-type: none"> • Refer students/families to the International Students and Admissions Office • Student may be required to pay school fees 	International Students and Admissions Office

OTHER IMMIGRATION STATUS

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
Refugee Claimants under the <i>Immigration and Refugee Protection Act</i> (Canada)	<ul style="list-style-type: none"> Letter from Immigration and Refugee Board of Canada confirming Convention Refugee (as defined in section 96 of the <i>Immigration and Refugee Protection Act</i>, (Canada)) or Protected Person Status (as defined in section 95(2) of the <i>Immigration and Refugee Protection Act</i>, (Canada)) Protected Person Status document 	Register students if all other requirements are met	School
Convention Refugees (as defined in section 96 of the <i>Immigration and Refugee Protection Act</i> , (Canada))	<ul style="list-style-type: none"> Notice of Decision letter from Immigration and Refugee Board of Canada confirming that the student/family are Convention Refugees Protected Person Status Document 	Register students if all other requirements are met	School

WORK PERMIT HOLDERS

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
Work Permit Holders	Parent’s (or someone else that has lawful custody) Work Permit, or awaiting determination of a Parent’s Work Permit	Register students if all other requirements are met	School

STUDY PERMIT HOLDERS

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
Study Permit Holders	Parent’s (or someone else that has lawful custody) Study Permit that demonstrates that parent (or someone else that has lawful custody) is a full-time student at a university, college or institution in Ontario	Refer to International Students and Admissions Office	International Students and Admissions Office

OTHER

<p>The majority of students in the following categories WILL BE REQUIRED TO PAY FEES TO THE TDSB unless they are exempt from such fees under the <i>Education Act</i>, section 49(7), and must have all the required documents including Study Permit or immigration documents. All students who fall into these categories must be referred to the International Students and Admissions Office at 5050 Yonge Street, Toronto prior to registration in a TDSB school.</p>			
CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
New Visa/International Students	Study Permit	School will receive confirmation of acceptance from International Students and Admissions Office	International Students and Admissions Office
Foreign students who hold a Study Permit without the other required immigration documents	Study Permit	<ul style="list-style-type: none"> Students who request admission to a school directly with only a Study Permit must be referred to the International Students and Admissions Office These may be fee-paying students 	As above
Visitors to Canada	Immigration Documents	Individuals and dependents who come to Canada on a Visitor Record are not eligible to attend school without payment of fees	As above
Dependents of Religious Clergy	Immigration Documents	School will receive a TDSB School Admission Letter (see Appendix E) from the International Students and Admissions Office	As above
Dependents of a non-resident parent with a Study Permit who is enrolled in a post-secondary institution	Immigration Documents	School will receive a TDSB School Admission Letter (see Appendix E) from the International Students and Admissions Office	As above
Dependents of Diplomatic Personnel (<i>non-fee-paying</i>)	Immigration Documents	School will receive a TDSB School Admission Letter (see Appendix E) from the International Students and Admissions Office	As above

OTHER: STUDENTS WITHOUT IMMIGRATION STATUS

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
<p>Students who are not Canadian Citizens, Permanent Residents or Convention Refugees or claiming refugee protection under the <i>Immigration and Refugee Protection Act</i> (Canada) and who have no proof of immigration status in Canada (<i>Education Act</i>, s. 49.1)</p>	<p>Students/families have no documents from Immigration, Refugees and Citizenship Canada confirming immigration status or confirming that a legal immigration process is in place. In some cases, the students/families may have submitted an application for Landing or Refugee Claim to Citizenship and Immigration Canada but has not received a response</p>	<p>The Board passed a policy in May 2007 that students without immigration status shall be welcomed in our schools and information about them or their families shall not be shared with immigration authorities. Schools may register these students or refer them to the International Students and Admissions Office.</p>	<p>School or International Students and Admissions Office</p>

Blank Page

Legal last name: _____	Trillium #: _____
Legal first name: _____	OEN # (if available): _____
Date of Birth: _____	Grade: _____

<small>lvy-mm-did</small>	
Province/Territory of Birth (if Canada): _____	Citizen of: _____

ORIGINAL documentation must be presented and reviewed. Do not photocopy or retain any documents for Section 1, 2 and 3.

1. Proof of Age

1 documents required – refer to **Appendix A of TDSB Procedure PR518 - Admission Eligibility Requirements (“PR518”)**

- | | |
|--|--|
| <input type="checkbox"/> Birth Certificate | <input type="checkbox"/> Refugee Claimant Documentation |
| <input type="checkbox"/> Passport/Citizenship Card | <input type="checkbox"/> Permanent Resident Card / Confirmation of Permanent Residence |
| <input type="checkbox"/> Baptismal Record | |
| <input type="checkbox"/> Other*: _____ | |

2. Proof of Address (School Boundary Requirements)

2 documents required – refer to **Appendix C of TDSB Procedure PR518 - Admission Eligibility Requirements (“PR518”)**

- | | |
|--|--|
| <input type="checkbox"/> Lease/Rental or Purchase & Sale Agreement | <input type="checkbox"/> Utility Bill received by mail (water, hydro, gas, home phone, cable, internet) |
| <input type="checkbox"/> Property Tax Bill | <input type="checkbox"/> Income Tax Assessment (Most recent) |
| <input type="checkbox"/> Recent correspondence from a Municipal, Provincial or Federal Government Agency | |
| <input type="checkbox"/> Other*: _____ | <small>*Other document must be listed as acceptable under Appendix D of PR518, Driver’s License not accepted</small> |

3. Proof of Canadian Citizenship or Eligible Immigration Status and First Entry into Canada

Each student will fall under **only one** of the three categories listed below. Check off the document presented and reviewed. Refer to **Appendix D, PR518** for a complete list of documents accepted. This section also confirms date of entry into Canada for ESL funding for **students that arrived from a non-English speaking country in the past four years**. Date of entry is the date that the student entered Canada to live, not a previous visit/vacation. Check off the document presented, and enter the date on the document.

Canadian Citizens

- | | |
|--|---|
| <input type="checkbox"/> Birth Certificate | <input type="checkbox"/> Canadian Citizenship Card or Certificate |
| <input type="checkbox"/> Valid Canadian Passport | <input type="checkbox"/> Other: _____ |

Permanent Residents / Landed Immigrants

- Original date of first entry to live in Canada: _____ Date of Entry Stamp in Passport: _____
- | | |
|---|------------------------------------|
| <input type="checkbox"/> Confirmation of Permanent Residence | Date of Permanent Residency: _____ |
| <input type="checkbox"/> Permanent Resident Card | Date of Permanent Residency: _____ |
| <input type="checkbox"/> Permanent Resident Stage One Approval Letter | Date of letter: _____ |
| <input type="checkbox"/> Permanent Resident Status Pending: _____ | Other: _____ |

Other Immigration Status

Original date of first entry to live in Canada: _____ Date of Entry Stamp in Passport: _____

ONLY TDSB ADMISSION OFFICE TO VERIFY

Diplomat Worker Date Signed/Arrival: _____
 Parent on Religious Work
 Canadian Forces Permit Expiry Date *(if applicable)*: _____
 Parent on Study Permit or Acceptance Letter confirming parent will be a full-time student in Ontario (retain copy in OSR)
 Verify that parent is enrolled in a degree, diploma or certificate program that consists of at least 2 semesters with at least 600 hours of instruction. Degree Diploma Certificate
 Other: _____
 TRILLIUM CATEGORY: _____

Notice of Collection and Use of Personal Information

Personal information on this form is collected under the authority of sections 58.5(1), 170(1), 265(1) of the Education Act, R.S.O. 1990, c.E.2, as amended and retained in accordance with the Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M. 56. This information will be used by school administration to establish the Ontario Student Record, and for student education related purposes such as registration, administration, communication and data reporting. Student information is also used by the Ontario Ministry of Education and by EQAO [Education Quality and Accountability Office] for education related purposes. Questions or concerns about this collection should be directed to the Privacy Office, Toronto District School Board, 1 Civic Center Court, 4th Floor, Etobicoke Ontario, M9C 2B3 or (416)394-2344.

Toronto District School Board

Operational Procedure PR518

Title: **ADMISSION ELIGIBILITY REQUIREMENTS**

Adopted: February 1, 2002

Effected: February 1, 2002

Revised: September 1, 2003, September 7, 2004, May 16, 2007, August 29, 2008, September 16, 2009, September 30, 2014, July 3, 2019, **January 28, 2020, May 14, 2024**

Reviewed: September 1, 2003, September 7, 2004, May 16, 2007, August 29, 2008, September 16, 2009, September 30, 2014, July 3, 2019, **January 28, 2020, May 14, 2024**

Authorization: Executive Council

1.0 RATIONALE

This Admission Eligibility Requirements Procedure (the “Procedure”) supports the student admission requirements as outlined in the *Education Act, R.S.O. 1990, Chapter E.2* (the “*Education Act*”), the Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016, and the Board’s Students without Legal Immigration Status Policy (P061). This Procedure is also aligned with the Out-of-Area Admissions (formerly Optional Attendance) Policy (P013) and the Student and Safe Arrival Policy (P085), which set out enrolment, admission, and attendance requirements at Toronto District School Board.

2.0 OBJECTIVE

To outline requirements and processes for the admission of new students.

3.0 DEFINITIONS

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

TDSB is Toronto District School Board, which is also referred to as the Board.

4.0 RESPONSIBILITY

Associate Director, Modernization and Strategic Resource Alignment

5.0 APPLICATION AND SCOPE

This Procedure applies to all TDSB staff involved in processing of applications, admission, and registration of students.

6.0 PROCEDURES

6.1 Schools should directly register students who are Canadian citizens, permanent residents of Canada, refugee claimants, undocumented students or dependents of work permit holders, or holders of the authorization under the *Immigration and Refugee Protection Act* (Canada) to study in Canada as a full-time student at a university, college or institution in Ontario if all other requirements are met. All other students new to Canada must be referred to the International Students and Admissions Office (the "ISAO") at 5050 Yonge Street, Toronto, Main Floor - Senior Manager: admissions@tdsb.on.ca to verify their eligibility for admission as fee-paying or non-fee-paying students, and for receipt of a school admission letter, where applicable.

6.2 Students, who are living in the community without immigration status, are entitled to admission to school as per the Board's Students without Legal Immigration Status Policy (P061). Schools can register these students directly or may refer them to the ISAO.

6.3 Study Permits and Visitor Records

If a student with a study permit or a visitor record document from Immigration, Refugees and Citizenship Canada wishes to register at a school directly, schools should not register the student without confirmation from the ISAO as the student may need to pay tuition fees.

Under subsection 49(6) of the *Education Act*, the Board is required to charge the maximum tuition fee to all persons admitted to a Board's school who are temporary residents or are in possession of a study permit. Exemptions from these tuition fees are set out under subsection 49(7) of the *Education Act*.

6.4 Eligibility Requirements

A student has the right to register at a school operated by the Board if they meet the eligibility requirements specified in the *Education Act* and its regulations, such as age, parent or guardian (as defined in section 18 of the *Education Act*), school attendance boundary, residency status and immunization. Under the *Education Act*, parents/guardians have a legal duty to provide evidence that the student has a right to attend school.

The student must comply with the *Immunization of School Pupils Act*, R.S.O. 1990, c. I.1 (the "*Immunization of School Pupils Act*").

The *Education Act* also prescribes when a non-resident student must be charged tuition fees.

In addition, the Board prescribes attendance areas (boundaries) that are served by each school and has adopted the Out-of-Area Admissions (formerly Optional Attendance) Policy (P013), outlines the process and timelines through which a student may be admitted from outside a school's boundary.

Eligible students have the right to be registered at their designated school by address at any point during the school year, subject to the Out-of-Area Admissions (formerly Optional Attendance) Policy (P013) .

6.5 Age Requirement

- Children may register for Junior Kindergarten in September of the calendar year in which they turn 4 years of age.
- Students are eligible to attend school until June of the year in which they turn 21 years of age, after which they may be directed to continuing education class or course, semestered school or adult education schools.
- An adult student (for the purpose of attending adult education schools) is a student who turns 21 years of age by December 31 of the current calendar year.
- A student that turns 18 years of age has reached the legal age of majority and is considered an adult.

See also Appendix A: Detailed Age Requirements

6.6 Guardianship Requirements

- Unless the context requires otherwise, a reference in this Procedure to custody of a child, including lawful/legal custody of a child, refers to decision-making responsibility with respect to the child.
- Sections 33 (elementary school) and 36 (secondary school) of the *Education Act* provide that a person is qualified to attend school without the payment of a tuition fee if both the person and the person's parent or guardian resides in the Board attendance area. The *Education Act* defines "guardian" as "a person who has lawful custody of a child, other than the parent of the child" (s. 1 of the *Education Act*). If a student has an Ontario address, but the parents have address(es) outside of Ontario, the Ontario Ministry of Education (the "Ministry") will look for an Ontario court order transferring decision-making

responsibility (formerly custody) from the parents to an adult resident of Ontario unless all of the following criteria set out below are met:

- The student is a Canadian citizen or a permanent resident of Canada.
 - The guardian is a member of the student's immediate family (grandfather, grandmother, student's brothers and sisters and their lawful descendants who are not minors, student's uncles and aunts by blood relation and their lawful descendants who are not minors)) and resides in Ontario in the Board jurisdiction in which the student wants to attend school.
 - The guardian is assuming full responsibility for the care, well-being and education of the student, and the student is residing with the guardian throughout the custody period, and
 - A written agreement is in place between the parents of the student and guardian that sets out all of the above, as well as the respective responsibilities of the parents and guardian.
-
- Students who are 16 or 17 years of age and who have withdrawn from parental control may register without the normal requirement that their parent/guardian must be a resident of Toronto. Withdrawal from parental control means that the young person is self-sufficient and is not reliant on either parent or on a guardian for support. In this case, the school should be dealing with the student directly. The student also does not require a legal guardianship document in order to register.
 - Occasionally, at the time of school registration, a student under 18 years may be residing with an adult who is neither their parent nor guardian, as a result of family disruption or other extenuating circumstances. The principal has the discretion to allow such a student to register in the school while legal guardianship arrangements are being made, and to monitor the progress of those arrangements until completion. The principal may refer exceptional cases to the superintendent of schools for decision.
 - A transfer of decision-making responsibility may not be used to circumvent the school boundary restrictions, or the *Education Act* provisions regarding tuition fees. For example, some altered documents have been presented to schools to mislead them into believing that the student and their alleged guardian resides with a certain attendance area. A principal has the discretion to seek further documentation as to the actual residence of the student or family if there is reason to doubt the authenticity of any document presented to the school. False or misleading documentation or failure to complete the arrangements in a timely manner may result in the registration decisions being changed or rescinded, or the student being demitted from the school.

See also Appendix B: Detailed Parent/Guardianship Requirements

6.7 Proof of Address (School Boundary Requirements)

- Students, who wish to register at a school that lies outside of their designated attendance area, must follow the process and steps outlined in the TDSB the Out-of-Area Admissions (formerly Optional Attendance) Policy (P013). [Please click here](#) to view the Policy.
- For proof of address, the school may refer to any two of the following (current) documents, one from each category (as outlined in Appendix C - Proof of Address (School Boundary Requirement): lease or deed, utility bill (hydro, gas, water), cable tv/internet, telephone bill, property tax bill, purchase and sale agreement, mortgage statement, insurance policy or any other documentation confirming the student's current address. It is important to note that bills shown as proof of address must bear the name of the legal parent/guardian and mailed to the registration address. Original correspondence from a government agency or legal clinic may be accepted as a second proof of address document. However, the principal has the sole discretion to seek further documentation if he or she has reason to doubt the authenticity of any document presented to the school. Any registration decisions based on false or misleading documentation can be changed or rescinded at any time by the school principal or superintendent.
- Principals should be mindful that some students are in precarious housing situations and may not be able produce the proper proof of address documentation. In such situations, please contact the ISAO for further assistance.

See also Appendix C: Proof of Address (School Boundary Requirement)

6.8 Residency Status Requirements

- A student who is a Canadian citizen, permanent resident of Canada, refugee claimant, dependent of a work permit holder under the *Immigration and Refugee Protection Act* (Canada), or a holder of the authorization (e.g., study permit) under the *Immigration and Refugee Protection Act* (Canada) to study in Canada as a full-time student at a university, college or institution in Ontario may register at a local school of the Board as determined by the Board's attendance policy.
- Students who do not fall into the above categories are required to provide documentation verifying their residency status in Canada.
- There are cases in which students living in Canada who request admission to a Board school have no documents verifying their legal immigration status in

Canada. The Board's Students without Legal Immigration Status Policy (P061) states that students without immigration status will be welcomed in TDSB's schools and information about them or their families will not be shared with immigration authorities. Schools may register the students or may refer these students to the ISAO.

See also Appendix D: Proof of Canadian Citizenship or Eligible Immigration Status

6.9 Students in Canada Unlawfully

- If the student is in Canada unlawfully, section 49.1 of the *Education Act* provides that "A person who is otherwise entitled to be admitted to a school and who is less than eighteen years of age shall not be refused admission because the person or the person's parent or guardian is unlawfully in Canada."
- Provided all other qualifications are met, the student will not be refused admission and the payment of a tuition fee is not required. Section 49(6) of the *Education Act*, which requires payment of a fee to certain classes of temporary residents, does not apply to persons who are in Canada unlawfully.

See also Appendix D: Proof of Canadian Citizenship or Eligible Immigration Status

6.10 Students Claiming Refugee Status

- Subclause 49(7)(c)(iii) of the *Education Act* provides that the Board will not charge a fee to, (c) a person if that person, their parent or someone else with lawful custody of the student is in Canada, (iii) claiming refugee protection under the *Immigration and Refugee Protection Act (Canada)* or having had such protection conferred on them.
- If a student and/or their parent or someone else with lawful custody of the student in Canada is claiming refugee status, then they would be considered tuition fee exempt under subsection 49(7)(c)(iii) of the *Education Act*. To qualify for a tuition fee exemption under this provision, the Board will look for documentation confirming that a student and/or their parent or someone else with lawful custody of the student in Canada has applied for refugee protection status in Canada, or has filed their refugee protection claim in Canada, or has had such protection conferred on them.

6.11 Applicants for a Work Permit

- Subclause 49(7)(e)(i) of the *Education Act* provides that the Board will not charge a fee to: (e) a person if their parent or someone else with lawful custody of the student is in Canada, (i) under a work permit or awaiting the

determination of an application for a work permit under the *Immigration and Refugee Protection Act (Canada)*.

- To qualify for a tuition fee exemption under this provision, the student's parent or someone else with lawful custody of the student in Canada should provide the Board with documentation confirming that they have a valid work permit or are awaiting the determination of an application for a work permit under the *Immigration and Refugee Protection Act (Canada)*.

6.12 Applicants for Permanent Residence in Canada

- Clause 49(7)(d) and subclause 49(7)(e)(ii) of the *Education Act* provides that the Board will not charge a fee to (d) a person if that person is awaiting determination of an application for permanent residence in Canada under the *Immigration and Refugee Protection Act (Canada)*, or (e) a person or their parent or someone else with lawful custody of the student is in Canada, (ii) as a permanent resident within the meaning of the *Immigration and Refugee Protection Act (Canada)* or is awaiting determination of an application for permanent residence in Canada under the *Immigration and Refugee Protection Act (Canada)*.
- To qualify for a tuition fee exemption under this provision, the student and/or their parent or someone else with lawful custody of the student in Canada should provide the Board with documentation confirming that they are permanent residents within the meaning of the *Immigration and Refugee Protection Act (Canada)*, or have filed an application for permanent residence in Canada and are awaiting determination of an application for permanent residence in Canada under the *Immigration and Refugee Protection Act (Canada)*.

6.13 Children of Full-Time Ontario Postsecondary Students

- Subclause 49(7)(e)(iv) of the *Education Act* provides that the Board will not charge a fee to, (e) a person if their parent or someone else with lawful custody of the student is in Canada, (iv) in accordance with authorization under the *Immigration and Refugee Protection Act (Canada)* to study in Canada and is a full-time student at a university, college or institution in Ontario, including an institution that is an affiliate or federated institution of a university or college, that receives operating grants from the Government of Ontario.
- A full-time postsecondary student described in this provision is a person who is designated as a "full-time pupil" by the institution and is enrolled in a degree, diploma, or certificate program that consists of a minimum of 2 to 3 semesters or 600+ hours of classroom instruction and be consistent with the Certificate III parameters of the Ontario Qualifications Framework.

6.14 Immunization and Health Insurance Requirements

- The *Immunization of School Pupils Act* allows schools to collect immunization information for Toronto Public Health when students are admitted to school. However, no student may be denied admission to school if such information is not available. After admission to school, such students may be referred to a family doctor, or Toronto Public Health (416) 392-1250 to obtain an updated immunization record. If Toronto Public Health does not receive such information within a reasonable period of time, it will notify the parent/guardian in writing. Toronto Public Health has the authority to direct the school to suspend the student until such information is obtained (section 6(1) of the *Immunization of School Pupils Act*)
- It is highly recommended that all students have medical health insurance, either through the Ontario Health Insurance Plan, Interim Federal Health Benefits or through a private company. However, no student may be denied admission to school if they do not have medical health insurance.

7.0 EVALUATION

This Procedure is to be reviewed and updated as required, but at a minimum of every five (5) years.

8.0 APPENDICES

Appendix A: Detailed Age Requirements

Appendix B: Detailed Parent/Guardianship Requirements

Appendix C: Proof of Address (School Boundary Requirement)

Appendix D: Proof of Canadian Citizenship or Eligible Immigration Status

Appendix E: Attestation Form

9.0 REFERENCE DOCUMENTS

Policies:

- Out-of-Area Admissions (formerly Optional Attendance) Policy (P013)
- Student and Safe Arrival Policy (P085)
- Students Without Legal Immigration Status Policy (P061)

Operational Procedures:

- Admission to Specialized Schools and Programs (PR612)

Legislative Acts and Regulations:

- *Education Act*, R.S.O. 1990, Chapter E.2, as amended
- *Immunization of School Pupils Act*, R.S.O. 1990, c. I.1
- *Children's Law Reform Act*, R.S.O. 1990, c. C.12

Other Documents:

- Ontario Ministry of Education Memorandum 2018:SB08 – Clarification of Policies and Supporting Documentation to Confirm Pupil Residency and Eligibility Status
- [Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016](#)
- Ontario Student Record (OSR) Guideline, 2000

Detailed Age Requirements

According to the *Education Act* [Part II , Section 21(1) and Section 34], students who fall into the age categories listed below are eligible and/or required to attend school. See Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, for details.

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES
<p>Children may register to attend school in September of the year in which they turn four years (junior kindergarten) or five years (senior kindergarten).</p> <p><i>Education Act, Section 34</i></p> <p>Hearing-handicapped students who have attained the age of two years may be admitted to a special education program for the hearing-handicapped.</p> <p>R.R.O. 1990, Regulation 298 under the <i>Education Act</i> (section 30)</p>	<p>Choose any one of:</p> <ul style="list-style-type: none"> • Canadian passport (valid or expired no more than five years) • Birth certificate from Ontario or other Canadian province or territory (issued under <i>Vital Statistics Act</i>) • Baptismal Record • Canadian Certificate of Registration of Birth Abroad • Certified Statement of Live Birth from Ontario, or other Canadian province or territory • Certificate of Canadian Citizenship or Certificate of Naturalization (paper document or card, not commemorative issue) • Certificate of Indian Status (paper or plastic card) • Health Card • Registered Indian Record (certified) • Valid Permanent Resident Card (must be valid or expired no more than five years) • Confirmation of Permanent Residence) • Canadian Immigration Identification Card 	<ul style="list-style-type: none"> • Students turning four years old after school has started in September, and up to December 31 of that calendar year, are eligible to attend school in that academic year. <p>Register students if all other requirements are met in their designated school by address and contact the Superintendent, Special Education department for placement in a Special Education program.</p>

Detailed Age Requirements

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES
	<ul style="list-style-type: none"> • Letter from Immigration and Refugee Board of Canada confirming Convention Refugee or Protected Person Status under <i>the Immigration and Refugee Protection Act</i> (Canada) • Protected Person Status document • Temporary Resident Permit issued under <i>the Immigration and Refugee Protection Act</i> (Canada) (restrictions apply) • Other documentation confirming the age requirements. <p>To obtain a Birth Certificate call 416-325-8305 or visit www.cbs.gov.on.ca.</p>	
<p>Children who attain the age of six years on or before the first day of school in September of any year, must attend school until the age of 18 years.</p> <p><i>Education Act, section 21(1)</i></p>	<p>See above.</p>	<ul style="list-style-type: none"> • Students attaining the age of six years on or before the first day of school in September in that year, must attend school in that school year. • Students attaining the age of six years after school has started in September, are eligible to attend school in that academic year, but may delay registration until the following September.
<p>Elementary students are eligible to attend school until June of the year in which they attain the age of 21 years.</p> <p>Secondary students may be directed to adult or Continuing</p>	<p>See above.</p>	<ul style="list-style-type: none"> • Students who turn 21 years of age in their graduating year are allowed to continue to their final year. These students are allowed to continue in their present school and may not be redirected to an adult high school credit program.

Detailed Age Requirements

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES
Education programs when they attain the age of 21 years. <i>Education Act, sections 33 and 36</i>		

Appendix B: Detailed Parent/Guardianship Requirements

Detailed Parent/Guardianship Requirements

According to the *Education Act* (section 1 (Definitions)), the term “guardian” refers to a person who has lawful custody of a child, other than the parent of the child. A legal guardianship document (court order/parenting order) may be obtained from the Family Court, Ontario Court (Provincial Division), or the Ontario Superior Court of Justice. If a court order/parenting order is not available, a written agreement is required to fulfill all of the criteria.

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES
<p>Students (Canadian citizen or permanent resident of Canada) who are under 18 years of age whose parents live outside Toronto, outside Ontario or outside Canada.</p>	<p>If the student’s guardian is an immediate family member and living within the school’s boundary (attendance area), then a written agreement between the parents and the guardian stating that the guardian is assuming full responsibility for the student’s care, well-being, education and that the student is residing with the guardian throughout the custody period, is required. Note: once decision-making responsibility is transferred to a guardian, the school will deal directly with the guardian and is no longer responsible for communicating with the parent for as long as the guardianship remains in effect.</p> <p>If the student's guardian is NOT an immediate family member, then an Ontario court order/parenting order transferring decision-making responsibility to a guardian is required.</p>	<ul style="list-style-type: none"> • Register students if all other requirements are met at school if documentation is provided. • Place copy of the document in the Ontario Student Record (“OSR”) created for the student. See section 3 the Ontario Student Record (OSR) Guideline issued by the Ontario Ministry of Education for guidance. • Where the school ascertains that a guardianship process is initiated but not completed the school may admit the students and request that proof of legal guardianship be provided upon completion in a timely way. • If the principal determines that there are extenuating circumstances involved in the absence of legal guardianship, the principal may refer this to the superintendent for decision.

Detailed Parent/Guardianship Requirements

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES
	<i>Ministry of Education 2018:SB08</i>	
<p>Students who are 16 or 17 years of age who have withdrawn from parental control.</p>	<p>The person is self-sufficient and does not rely on a parent or guardian for support. Students who are 16 or 17 years of age and who have withdrawn from parental control may register without the normal requirement that their parent/guardian must be a resident of Toronto. The student also does not require a legal guardianship document in order to register.</p>	<ul style="list-style-type: none"> • The students who are 16 or 17 years of age and who have withdrawn from parental control must provide a signed statement (e.g., in a letter form signed by the student) outlining the following: <ul style="list-style-type: none"> ▪ The age of the students; ▪ That the students have withdrawn from parental control; ▪ That the student will be making all decisions on their own behalf; ▪ The student is self-sufficient and has an independent source of financial support such as a job or social benefits • Register the students at school. • Note: TDSB reserves the right to seek further proof that the student has withdrawn from parental control, such as, proof of financial independence where there is a reasonable belief that there may be an attempt to avoid TDSB’s Out-of-Area Admissions (formerly Optional Attendance) Policy (P013). Where it is determined that students have misrepresented that they have withdrawn from parental control in order to avoid TDSB’s Out-of-Area Admissions (formerly Optional Attendance) Policy (P013) requirements. These students will be subject to immediate transfer to their designated school by address.
<p>Students under 18 years of age living with a decision-making responsibility (formerly custodial) parent.</p>	<p>Court order/parenting order from an Ontario Family Court or separation agreement signed by the student’s parents.</p>	<ul style="list-style-type: none"> • A parent with sole decision-making responsibility is normally the primary decision-maker for the child’s education, subject to any conditions in the separation agreement or court order. • If parents are separated or divorced and there is no parenting order or separation agreement, decision-making responsibility (formerly

Appendix B: Detailed Parent/Guardianship Requirements

Detailed Parent/Guardianship Requirements

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES
		<p>custody) is assumed by the parent who resides with the child (section 20(4), <i>Children's Law Reform Act</i>, R.S.O. 1990, c. C.12).</p> <ul style="list-style-type: none"> Place copy of the document in the OSR.
<p>Students in the care of the Children's Aid Society of Toronto, Catholic Children's Aid Society of Toronto, Jewish Family and Child Services of Toronto, and Native Child and Family Services.</p>	<p>Letter from an official of the Children's Aid Society stating that the students are in their care.</p>	<p>Students may register in their designated school by address where the foster parent resides or where the group home is located.</p>
<p>Students who are 18 years of age and over.</p>	<p>No proof is required, as the person has reached the legal age of majority (adult student)</p>	<p>Register the students if all other requirements with respect to residence, attendance/Out-of-Area attendance and immigration status are met.</p>

Proof of Address (School Boundary Requirement)

School boards have the authority under the Education Act to establish attendance areas (school boundaries) for their schools. Where a student resides outside of Toronto, the Board has discretion to determine whether it can accommodate the student. TDSB’s Out-of-Area Admissions (formerly Optional Attendance) Policy (P013) describes the attendance boundary requirements and must be consulted regarding admission to specific schools. TDSB’s Out-of-Area Admissions (formerly Optional Attendance) Policy (P013) can be accessed at www.tdsb.on.ca. Please click [here](#) to view the Policy. The parent with decision-making responsibilities/guardian and student must appear in person.

CATEGORY	DOCUMENTS REQUIRED	REGISTRATION GUIDELINES
<p>Students and parent(s)/guardian(s) reside in TDSB within the school attendance area.</p>	<p>Proof of students address – choose any of the documents below, one from each category, showing the home address (bills must bear the name of the legal parent/guardian and mailed to the registration address):</p> <p>Category A</p> <ul style="list-style-type: none"> • Property Tax Bill / MPAC Notice of Assessment • Current mortgage statement, Rental / Lease Agreement, or deed • Agreement of Purchase and Sale, including proof of purchase provided before the pupil attends the school, and; <p>Category B</p> <ul style="list-style-type: none"> • Utility Bill / e-Bill (i.e. Hydro, Water, Residential 	<ul style="list-style-type: none"> • Confirm designated school by address by looking at www.tdsb.on.ca. Click on “Find Your School” • At the discretion of the principal, families may be given up to 6 weeks to produce acceptable documentation in the form of non-personal mail linking families with the address <ul style="list-style-type: none"> • If proof cannot be presented within 6 weeks, the principal may refer this to the superintendent for decision • Note: The principal has the sole discretion to seek further documentation as to address if he or she has reason to doubt the authenticity of any document presented to the school. Any registration decisions based on false or misleading documentation can be changed or rescinded at any time by the school or superintendent. Contact ISAO if additional assistance is needed.

Appendix C: Proof of Address (School Boundary Requirement)

Proof of Address (School Boundary Requirement)

CATEGORY	DOCUMENTS REQUIRED	REGISTRATION GUIDELINES
	<p>Phone/Cable/Internet Bill, Enbridge, Insurance Policy – Home, Tenant or Auto)</p> <ul style="list-style-type: none"> ▪ Other official/government documents confirming residence requirements (i.e. CRA Notice of Assessment, Statement of Old Age, Security T4 (OAS) or Statement of Canada Pension Plan Benefits, etc.) ▪ Original correspondence from a government agency, legal clinic, etc. may be accepted as a second proof of address document <p>Documents not acceptable in Category A or B:</p> <ul style="list-style-type: none"> • Driver’s License; • Health Card; or • Credit Card Statement • Cell Phone bill and/or Cell Phone e-Bill <p>*Note: Schools open to Optional Attendance pursuant to TDSB’s Out-of-Area Admissions (formerly Optional</p>	

Appendix C: Proof of Address (School Boundary Requirement)

Proof of Address (School Boundary Requirement)

CATEGORY	DOCUMENTS REQUIRED	REGISTRATION GUIDELINES
	Attendance) Policy (P013) may require additional documentation on a case-by-case basis.	
CATEGORY	DOCUMENTS REQUIRED	REGISTRATION GUIDELINES
Students residing with parent(s)/guardian(s) within TDSB’s jurisdiction but wishes to attend a school other than the one that serves their place of residence (their designated school by address).	Documentation to show proof of address (<i>as above</i>).	Students who wish to attend a school other than the one that serves their place of residence must complete TDSB Form C1: 001A (elementary), or C1: 001B (secondary) . to access the online application forms, please visit: Elementary Out-of-Area Admissions and Secondary Out-of-Area Admissions . For more information, please refer to TDSB’s Out-of-Area Admissions (formerly Optional Attendance) Policy (P013).
Students and parent (s)/guardian(s) reside outside TDSB’s jurisdiction.	Documentation to show proof of address (<i>as above</i>).	Refer to TDSB Out-of-Area Admissions (formerly Optional Attendance) Policy (P013).
Students under 18 years of age residing within TDSB’s jurisdiction, and parent(s)/guardian(s) reside outside TDSB’s jurisdiction. Note: This does not apply to students who are 16 or 17 years of age and who have withdrawn from parental control.	See Detailed Parent/Guardianship Requirements section	<ul style="list-style-type: none"> • Students register in their designated school by address where their parent/guardian resides. • In extenuating circumstances, the superintendent may allow a student to attend a school without a court order or written agreement between the parent(s) and guardian (See Detailed Parent/Guardianship Requirements section).
Students who are 16 or 17 years of age, reside within TDSB jurisdiction and have withdrawn from parental control.	Documentation to show proof of address (<i>as above</i>).	<ul style="list-style-type: none"> • Students register in their designated school by address where they reside. • Note: TDSB reserves the right to seek further proof that students have withdrawn from parental control, such as, proof of financial independence where there is a reasonable belief that there may be an attempt to

Appendix C: Proof of Address (School Boundary Requirement)

Proof of Address (School Boundary Requirement)

CATEGORY	DOCUMENTS REQUIRED	REGISTRATION GUIDELINES
		<p>avoid TDSB's Out-of-Area Admissions (formerly Optional Attendance) Policy (P013) requirements. Where it is determined that students have misrepresented that they have withdrawn from parental control in order to avoid TDSB's Out-of-Area Admissions (formerly Optional Attendance) Policy (P013), students will be subject to immediate transfer to their designated school by address.</p>
<p>Students who are 18 years of age and over.</p>	<p>Documentation to show proof of address (<i>as above</i>).</p>	<p>If documentation provided by the student shows that they have not resided within TDSB jurisdiction for at least 12 months prior to the request for admission, the students are subject to the Out-of-Area Admissions (formerly Optional Attendance) Policy (P013).</p>

Appendix D: Proof of Canadian Citizenship or Eligible Immigration

Status **Proof of Canadian Citizenship or Eligible Immigration Status**

CANADIAN CITIZENS CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
Students who are Canadian Citizens.	<ul style="list-style-type: none"> • Canadian passport (valid or expired no more than five years) • Birth certificate from Ontario or other Canadian province or territory (issued under <i>Vital Statistics Act</i>) • Canadian certificate of registration of birth abroad • Certified statement of live birth from Ontario, or other Canadian province or territory • Certificate of Canadian citizenship or certificate of naturalization (paper document or card, not commemorative issue) • Certificate of Indian status (paper or plastic card) • Registered Indian record (certified) • Other documentation confirming Canadian citizenship. 	Register students if all other requirements are met.	School
Students born abroad to parents who are Canadian citizens.	<ul style="list-style-type: none"> • The student's foreign birth certificate showing parent's name • Parent's Canadian Citizenship card or Canadian passport • Other documentation confirming Canadian Citizenship of the parent or someone else with lawful custody of the student or their application for Canadian citizenship. 	Parent/guardian must show documentation confirming Canadian Citizenship of the parent or someone else with lawful custody of the student or their application for Canadian citizenship.	School

Appendix D: Proof of Canadian Citizenship or Eligible Immigration Status

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
<p>Status Proof of Canadian Citizenship or Eligible Immigration Status Students who have come to Canada because their parent or guardian is married to a Canadian citizen.</p>	<ul style="list-style-type: none"> • Student's foreign birth certificate or passport • Canadian citizenship card, Canadian passport of a Canadian citizen (spouse) or other documentation confirming Canadian citizenship (of a spouse) • The birth parent's custody paper (if applicable) • Proof of marriage license or marriage certificate. 	<p>Register students if all other requirements are met.</p>	<p>School</p>

Appendix D: Proof of Canadian Citizenship or Eligible Immigration

Status **Proof of Canadian Citizenship or Eligible Immigration Status**

PERMANENT RESIDENTS CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
Students who are permanent residents in Canada under <i>the Immigration and Refugee Protection Act</i> (Canada).	<ul style="list-style-type: none"> • Confirmation of Permanent Residence (usually received where a permanent residence application has been approved) • Valid permanent resident card • <i>Expired</i> permanent resident card (expired not more than five years) • Canadian immigration identification card • Other documentation confirming the student's permanent residence status in Canada under the <i>Immigration and Refugee Protection Act</i> (Canada). 	Register students if all other requirements are met.	School
Students born abroad to parents who are permanent residents in Canada under <i>the Immigration and Refugee Protection Act</i> (Canada).	<ul style="list-style-type: none"> • Parent's permanent resident papers • Student's foreign birth certificate or passport (if applicable) • Other documentation confirming the parent's permanent residence status in Canada under the <i>Immigration and Refugee Protection Act</i> (Canada). 	Proof that parent has sponsored the student Register students if all other requirements are met.	School

Proof of Canadian Citizenship or Eligible Immigration Status

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
<p>Students who have come to Canada because their parent or guardian is married to a permanent resident in Canada.</p>	<ul style="list-style-type: none"> • Student's foreign birth certificate or passport • Documentation confirming the permanent resident status of the permanent resident spouse (e.g., permanent resident card (valid or expired (not more than five years)), confirmation of permanent residence, etc.) • The birth parent's custody paper (if applicable) 	<p>Register students if all other requirements are met.</p>	<p>School</p>
<p>Students (1) who are awaiting determination of an application for permanent residence in Canada under <i>the Immigration and Refugee Protection Act (Canada)</i> or (2) whose parents or someone else with lawful custody of the student is in Canada and is awaiting determination of an application for permanent residence in Canada under <i>the Immigration and Refugee Protection Act (Canada)</i>.</p>	<ul style="list-style-type: none"> • Documentation confirming that either a student and/or their parent(s) or guardian is awaiting determination of an application for permanent residence in Canada under <i>the Immigration and Refugee Protection Act (Canada)</i> (e.g., acknowledgement letter, stage 1 approval letter, official document or correspondence from Immigration, Refugees and Citizenship Canada office, etc.). 	<p>Register students if all other requirements are met.</p>	<p>School</p>

OTHER IMMIGRATION STATUS

Proof of Canadian Citizenship or Eligible Immigration Status

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
<p>Students or parent/guardian with refugee protection conferred on them.</p>	<ul style="list-style-type: none"> • Documentation confirming refugee protection status. Documentation may include, not is not limited to: <ul style="list-style-type: none"> • Letter from Immigration and Refugee Board of Canada confirming Convention refugee (as defined in section 96 of <i>the Immigration and Refugee Protection Act</i>, (Canada)) or Protected Person (as defined in section 95(2) of the <i>Immigration and Refugee Protection Act</i>, (Canada)) status • Protected Person status document • Other documentation confirming that refugee protection status has been conferred on the student and/or their parent/guardian. 	<p>Register students if all other requirements are met</p>	<p>School</p>
<p>Convention refugees (as defined in section 96 of <i>the Immigration and Refugee Protection Act</i>, (Canada)).</p>	<ul style="list-style-type: none"> • Notice of decision letter from Immigration and Refugee Board of Canada confirming that the student and/or their parent/guardian are Convention refugees • Protected Person status document • Other documentation confirming that the student, their parent or someone else with lawful custody of the student in Canada, is claiming refugee protection under <i>the Immigration and Refugee Protection Act</i> (Canada) or having had such protection already conferred on them. 	<p>Register students if all other requirements are met</p>	<p>School</p>

Proof of Canadian Citizenship or Eligible Immigration Status

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
Other Refugee Claimants under the <i>Immigration and Refugee Protection Act</i> (Canada).	<ul style="list-style-type: none"> Documentation confirming that the student, their parent or someone else with lawful custody of the student in Canada, is claiming refugee protection under <i>the Immigration and Refugee Protection Act</i> (Canada) or having had such protection already conferred on them (e.g., acknowledgment of refugee claim letter, notice to return for interview, etc.). 	Register students if all other requirements are met (guardianship, proof of address)	School

Proof of Canadian Citizenship or Eligible Immigration Status

WORK PERMIT HOLDERS

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
<p>Work Permit Holders: the student's parent or someone else with lawful custody of the student in Canada under a work permit or awaiting the determination of an application for a work permit under the <i>Immigration and Refugee Protection Act (Canada)</i></p>	<p>A copy of the parent's (or someone else with lawful custody of the student in Canada) work permit, or documentation confirming that the parent or someone else with lawful custody of the student in Canada is awaiting determination of an application for a work permit under the <i>Immigration and Refugee Protection Act (Canada)</i>.</p>	<p>Register students if all other requirements are met</p>	<p>School</p>

STUDY PERMIT HOLDERS

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
<p>Study Permit Holders: the student's parent or someone else with lawful custody of the student in Canada is a full-time student at a university, college, or institution in Ontario.</p>	<p>A copy of the parent's (or someone else with lawful custody of the student in Canada) study permit that demonstrates that parent (or someone else with lawful custody of the student in Canada) is a full-time student at a university, college, or institution in Ontario.</p>	<p>Refer to International Students and Admissions Office. Schools will receive a TDSB School Admission Letter (see Appendix E) from the International Students and Admissions Office</p>	<p>International Students and Admissions Office</p>

Proof of Canadian Citizenship or Eligible Immigration Status

DEPENDENTS OF RELIGIOUS CLERGY

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
Child(ren) of the parent (or someone else with lawful custody of the student in Canada) is a religious worker authorized to work in Canada under clause 186 (l) of the Regulations made under <i>the Immigration and Refugee Protection Act</i> (Canada).	Immigration Documents	School will receive a TDSB School Admission Letter (see Appendix E) from the International Students and Admissions Office	International Students and Admissions Office

DEPENDENTS OF DIPLOMATIC PERSONNEL

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
Child(ren) of the parent (or someone else with lawful custody of the student in Canada) is under a diplomatic, consular or official acceptance issued by the Government of Canada.	Immigration Documents	School will receive a TDSB School Admission Letter (see Appendix E) from the International Students and Admissions Office.	International Students and Admissions Office

Proof of Canadian Citizenship or Eligible Immigration Status

OTHER

Please note that section 49.1 of the *Education Act* provides that “a person who is otherwise entitled to be admitted to a school and who is less than eighteen years of age shall not be refused admission because the person or the person’s parent or guardian is unlawfully in Canada.”

The majority of students in the following categories below **WILL BE REQUIRED TO PAY TUITION FEES unless they are exempt from such tuition fees under section 49(7) and section 49.1 of the *Education Act***. In order to qualify for a fee exemption under these sections, the students and their parents (or someone else with lawful custody of the student in Canada) must provide all the required documents, as set out in this Procedure, including a valid study or work permit or immigration documents.

All students who fall into the below categories must be referred to the International Students and Admissions Office prior to registration in a TDSB school.

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
New visa/international Students	Study Permit	School will receive confirmation of acceptance from International Students and Admissions Office.	International Students and Admissions Office
Foreign students who hold a study permit without the other required immigration documents	Study Permit	<ul style="list-style-type: none"> Students who request admission to a school directly with only a study permit must be referred to the International Students and Admissions Office. These may be fee-paying students. 	As above
Visitors to Canada	Immigration Documents	Individuals and dependents who come to Canada on a visitor record are not eligible to attend school without payment of fees.	As above

Proof of Canadian Citizenship or Eligible Immigration Status

OTHER: STUDENTS WITHOUT IMMIGRATION STATUS

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
<p>Students who are neither Canadian citizens nor, permanent residents in Canada, nor Convention Refugees, nor claiming refugee protection under the <i>Immigration and Refugee Protection Act (Canada)</i> and who have no proof of their immigration status in Canada (<i>Education Act</i>, section 49.1)</p>	<p>Students/families have no documents from Immigration, Refugees and Citizenship Canada confirming their immigration status or confirming that immigration process is in place. In some cases, the students/families may have submitted an application for permanent residence status or filed a refugee claim to Citizenship and Immigration Canada but has not received a response.</p>	<ul style="list-style-type: none"> • Section 49.1 of the <i>Education Act</i> confirms that a person who is otherwise entitled to be admitted to a school and who is less than eighteen years of age shall not be refused admission because the person or the person’s parent or guardian is unlawfully in Canada. • Students without immigration status will be welcomed in our schools and information about them or their families will not be shared with immigration authorities (Students Without Legal Immigration Status Policy (P061)). Schools may register these students or refer them to the International Students and Admissions Office. 	<p>School or Schools or International Students and Admissions Office</p>

Appendix E: ATTESTATION FORM

(To be completed by school staff and filed in OSR)

Legal last name: _____	TDSB Student Number # (if available): _____
Legal first name: _____	OEN # (if available): _____
Date of Birth: _____	Grade: _____
_____ <small>lvy-mm-dd</small>	
Province/Territory of Birth (if Canada): _____	Country of Birth: _____
Citizen of: _____	

ORIGINAL documentation must be presented and reviewed. Do not photocopy or retain any documents for Section 1, 2 and 3.

1. Proof of Age

1 documents required – refer to **Appendix A of TDSB Procedure PR518 - Admission Eligibility Requirements (“PR518”)**

- “ Birth Certificate
- “ Refugee Claimant Documentation
- “ Passport/Citizenship Card
- “ Permanent Resident Card / Confirmation of Permanent Residence
- “ Baptismal Record
- “ Other _____

2. Proof of Address (School Boundary Requirements)

2 documents required – refer to **Appendix C of TDSB Procedure PR518 - Admission Eligibility Requirements (“PR518”)**

- “ Lease/Rental or Purchase & Sale Agreement
- “ Utility Bill received by mail (water, hydro, gas, home phone, cable, internet)
- “ Property Tax Bill
- “ Income Tax Assessment (Most recent)
- “ Recent correspondence from a municipal, provincial or federal government agency
- “ Other: _____

3. Proof of Canadian Citizenship or Eligible Immigration Status in Canada

Each student will fall under **only one** of the three categories listed below. Check off the document presented and reviewed. Refer to **Appendix D, PR518** for a complete list of documents accepted. This section also confirms date of entry into Canada for English as a second language funding for **students that arrived from a non-English speaking country in the past four years**. Date of entry is the date that the student entered Canada to live, not a previous visit/vacation. Check off the document presented, and enter the date on the document.

Canadian Citizens

- “ Birth Certificate
- “ Canadian Citizenship Card or Certificate
- “ Valid Canadian Passport
- “ Other: _____

Permanent Residents / Landed Immigrants

Original date of first entry to live in Canada: _____

- “ Confirmation of Permanent Residence
- Date of Permanent Residency: _____
- “ Permanent Resident Card
- Date of Permanent Residency: _____
- “ Permanent Resident Stage One Approval Letter
- Date of letter: _____
- “ Permanent Resident Status Pending: _____
- “ Other: _____

Other Immigration Status

STUDENT ATTESTATION FORM

Original date of first entry to live in Canada: _____

Documentation from confirming refugee status, refugee claim, application for refugee protection:

Consideration of Eligibility (Convention Refugee)

Date of Entry (stamped on document): _____

Refugee Claimant Status Pending

Date of Entry (stamped on document): _____

Parent on Work Permit

Work Permit Expiry Date: _____

Authorization under the *Immigration and Refugee Protection Act (Canada)* to study in Canada as a full-time student at a university, college or institution in Ontario
Authorization Expiry Date: _____

Other: _____

4. Guardianship or Custody Documents (If Not Applicable, Proceed to Section 5)

Is there a legal document that sets out decision making responsibility (formerly custody) and parenting time (formerly access) to the student?

Yes (complete this section and retain documentation in Ontario Student Record (the “OSR”))
(proceed to Section 5)

No / Not Applicable

If there is a guardianship or custody agreement, the student should fall under one of the categories listed below. **Refer to Appendix B, PR518 for more information.** If you encounter a situation that does not fall into one of the categories below, or if you are unsure or have any questions, please call the **International Students and Admissions Office** to confirm the student eligibility: 416-395-8120.

1. Student is under 18 and living with a guardian who is their immediate family (parent, grandparent, brother, sister or aunt/uncle related by blood) and that guardian resides in the school’s boundary. Check this box if this applies, and that a written agreement (i.e. guardianship agreement) stating that the guardian is assuming full responsibility for the student’s care, well-being and education, is provided. A copy of that agreement must be retained in the OSR.
2. Student is under 18 and living with a decision-making responsibility (formerly custodial) parent. Indicate agreement presented and retain copy in the OSR:
 - Court order
 - Separation Agreement signed by the parents

Other (Specify): _____

3. Student in the care of one of the following agencies (must present official letter and retain copy in the OSR)
 - Children’s Aid Society
 - Jewish Family and Child Services
 - Catholic Children’s Aid Society
 - Native Child and Family Services
 - Other (Specify): _____

5. Signature: School Administration and Parent/Guardian

I verify that I have seen all of the documents listed above personally. I have ensured that all information on the attestation form is complete and accurate to the best of my knowledge.

School Administrator Signature: _____
Print name Signature Date

I have ensured that all information on the attestation form is true, complete and accurate.

STUDENT ATTESTATION FORM

Parent/Guardian Signature: _____
Print name Signature Date

This form and the information contained within it will be maintained in the Ontario Student Record..

ONLY TDSB ADMISSION OFFICE TO VERIFY

Diplomat Worker Date Signed/Arrival: _____

Parent/guardian on religious work

Canadian Forces permit Expiry Date (if applicable): _____

Parent/guardian on study permit or acceptance letter confirming that the parent/guardian will be a full-time student at a university, college or institution in Ontario (retain copy in the OSR)

Verify that a parent/guardian is enrolled in a degree, diploma or certificate program that consists of at least 2 semesters with at least 600 hours of instruction: Degree Diploma Certificate

Other: _____

STUDENT INFORMATION SYSTEM CATEGORY:

Notice of Collection and Use of Personal Information

Personal information on this form is collected under the authority of sections 58.5(1), 169-173, Part II (School Attendance) of the *Education Act*, R.S.O. 1990, c.E.2 ("*Education Act*") and Regulation 298: Operation of Schools – General under *Education Act* and will be used by Toronto District School Board ("TDSB") for school registrations, to establish and maintain Ontario student records and for administrative, statistical and reporting to the Ministry of Education requirements and purposes. The information is retained in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M. 56 and will only be disclosed to authorized TDSB, school and Ministry of Education staff in order to administer the above purposes. Questions regarding this collection should be directed to your local principal or TDSB International Students and Admissions Office at 5050 Yonge Street, Toronto, or by email at admissions@tdsb.on.ca.

Blank Page



Mini-Drone Use Procedure

To: Governance and Policy Committee

Date: 29 May, 2024

Report No.: 05-24-4720

Strategic Directions

- Commit to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action.
- Belong - All students belong, are engaged, and valued in an inclusive environment.
- Achieve - All students reach high levels of achievement, success, and personal development.
- Thrive - All students graduate with the confidence, skills, and knowledge to thrive.
- Revitalize - All students and staff learn and work in inclusive, safe, and modern environments.

Equity as a guiding principle: Equity is foundational to all TDSB work and will be embedded throughout the strategic directions.

Recommendation

It is recommended that Mini-Drone Use Procedure, as presented in this report, be received for information.

Context

The Mini-Drone Use Procedure (see Appendix A) was developed to support school and student learning, safety, and risk management requirements of the TDSB and to ensure compliance with Transport Canada rules and regulations. The Procedure supports implementation of the Enterprise Risk Management Policy (P101), Purchasing Policy (P017) and Caring and Safe Schools Policy (P051).

Agenda Page 184

The objective of the Procedure is to establish the requirements for procurement, safe use and accountability of mini drone use on Board Property. As outlined in the Procedure, Mini Drones are only allowed on Board property when used for teaching and learning purposes, when approved by the Principal and operated under the direction and supervision of the Principal or their designate (e.g., Vice-Principal, school teacher).

The Procedure applies to Mini-Drones only, defined (see section 3.0) as micro drones that weigh less than 250 grams in total. The maximum take-off weight of a Mini Drone includes batteries, or anything attached to it, including communications equipment, sensors, cameras, and lights. Mini Drones do not require registration and/or a pilot licence under Transport Canada rules and regulations and are covered under this Procedure.

Key sections of the Mini-Drone Use Procedure include:

- Purchasing requirements
- Safety and accountability provisions including compliance with federal (e.g., [Transport Canada Guidelines](#)), provincial and municipal rules, and TDSB privacy and trespassing requirements outlined in applicable policies and procedures;
- Education and training expectations;
- Incident reporting procedures and liability regarding damages; and,
- Privacy considerations.

The Mini-Drone Use Procedure was reviewed by Executive Council on May 14, 2024 and is being provided to Committee for information.

Action Plan and Associated Timeline

Subject to the Governance and Policy Committee's receipt, the Procedure will be provided to the Board of Trustees June 19, 2024 for information.

Resource Implications

Not applicable.

Communications Considerations

The newly developed Mini-Drone Use Procedure will be posted on the Board's website and communicated through the System Leaders' Weekly Bulletin.

Board Policy and Procedure Reference(s)

- Caring and Safe Schools (P051)
- Enterprise Risk Management (P101)
- Freedom of Information and Protection of Privacy (P094)

- Purchasing (P017)
- Records and Information Management (P097)
- Freedom of Information and Protection of Privacy (PR676)
- Privacy Breach (PR736)
- Records and Information Management (PR677)
- Video Surveillance (PR694)

Appendices

- Appendix A: Mini-Drone Use Procedure

From

Audley Salmon, Associate Director, Learning Transformation and Equity, at
Audley.salmon@tdsb.on.ca

Allan Easton, Centrally Assigned Principal, Transforming Student Learning and Equity,
at allan.easton@tdsb.on.ca

Blank Page

Toronto District School Board

Operational Procedure PR744

Title: **MINI DRONE USE**

Adopted: May 14, 2024
 Effected: June 19, 2024
 Revised: N/A
 Reviewed: N/A
 Authorization: Executive Council

1. RATIONALE

The Mini Drone Use Procedure (the “Procedure”) was developed to support school and student learning, safety, privacy and risk management requirements of the TDSB and to ensure compliance with Transport Canada rules and regulations.

This Procedure supports implementation of the Enterprise Risk Management Policy (P101), Purchasing Policy (P017) and Caring and Safe Schools Policy (P051).

2. OBJECTIVE

- To outline the requirements for procurement, safe use and accountability of Mini Drone use on Board Property.

3. DEFINITIONS

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

Board Property refers to any TDSB land, premises, location or thing at, upon, in or near which a student learns or an employee works.

Drone refers to drones that weigh more than 250 grams in total. Drones require registration and/or a pilot licence under Transport Canada rules and regulations and are not covered under this Procedure.

Mini Drone refers to micro drones that weigh less than 250 grams in total. The maximum take-off weight of a Mini Drone includes batteries, or anything attached to it, including communications equipment, sensors, cameras, and lights. Mini Drones do not require registration and/or a pilot licence under Transport Canada rules and regulations and are covered under this Procedure.

TDSB refers to the Toronto District School Board, which is also referred to as the "Board."

4. RESPONSIBILITY

Associate Director, Learning Transformation and Equity

5. APPLICATION AND SCOPE

This Procedure applies to TDSB staff and also covers students, volunteers, educational partners, and school councils who use Mini Drones for educational purposes on Board property.

This Procedure applies to Mini Drones only (see section 3.0 above) and does not apply to Drones.

6. PROCEDURES

6.1. General

- 6.1.1. Mini Drones, as defined in section 3.0, are only allowed on Board property when used for teaching and learning purposes, and when approved by the Principal and operated under the direction and supervision of the Principal or their designate (e.g., Vice-Principal, school teacher).
- 6.1.2. Mini Drones may be flown on and above TDSB property. Use is prohibited on or above any adjacent property to a TDSB school/building. Privacy considerations outlined in section 6.6. must be respected at all times.
- 6.1.3. Notwithstanding section 6.1.2, use of a Mini Drone outside of TDSB property may be permitted as part of TDSB authorized excursions and sporting events with formal authorization from the property owner. The intended use must still be related to teaching and learning purposes. Any restrictions on operation are to be recorded in the Excursion Management Application (EMA). Mini Drones are prohibited in city parks by the Toronto Municipal Code.
- 6.1.4. Community Use of School permit holders are not allowed to use Mini Drones during their permit use.
- 6.1.5. Use of Mini Drones must be operated in a manner consistent with and not in contravention of the TDSB's Caring and Safe Schools Policy (P051).

6.2. Purchasing

- 6.2.1. Mini Drones (including parts and accessories when designing and developing Mini Drones) will be purchased using TDSB-approved

procurement processes and in accordance with the TDSB's Purchasing Policy (P017) and related procedures.

6.3. Safety and Accountability

- 6.3.1. All users of Mini Drones must fly Mini Drones safely and not put persons, property or aircraft in danger.
- 6.3.2. Users of Mini Drones are required to comply with federal, provincial and municipal rules, including TDSB privacy and trespassing requirements outlined in applicable policies and procedures.
- 6.3.3. Mini Drones must be:
- Used in accordance with [Transport Canada Guidelines](#);
 - Maintained at a level below 400 feet (122 metres) in the air (approximately the height of a 30-storey building);
 - Kept within the operator's direct line of sight at all times;
 - Kept away from restricted sites including:
 - Emergency sites (e.g., areas where police or first responders are on site, traffic accidents)
 - Natural disasters (e.g., forest fires, floods)
 - Airports, airfields, restricted airspace or military facilities
 - Hospital helipads
 - Any other area where flying a Mini drone could endanger people or critical infrastructure, including City lands, roadways and sidewalks
 - Advertised events (e.g., outdoor concerts, festival, market or sporting events);
 - Flown with caution when operating in built-up city centres, close to powerlines, utilities, communication towers or other any other infrastructure; and,
 - Inspected before each flight session
- 6.3.4. If operating a Mini Drone in outdoor environments on TDSB property, use [this map](http://nrc.canada.ca/en/uav-site-selection) (nrc.canada.ca/en/uav-site-selection) to find a safe site to fly your drone.
- 6.3.5. If operating a Mini Drone in indoor environments, the following minimum requirements apply:
- Comply with the user/operator's manual;
 - Only operate in wide open spaces with high ceilings (e.g., gymnasium or equally large space);
 - Minimum 1 metre away from all obstacles/surfaces
-

- Minimum 5 metres away from other people
- Install rotor guards on the Mini Drone

6.3.6. Mini Drones are not to be flown in classrooms.

6.4. Education and Training

- 6.4.1. TDSB staff will inform students about the contents of this Procedure and include training exercises when using Mini Drones for teaching and learning purposes.
- 6.4.2. Transport Canada's "[Know Before You Go!](#)" posters should be posted in TDSB school classrooms, staff rooms and other learning spaces, including school lobbies, where instruction and learning of Mini Drones takes place or Mini Drone clubs meet and competition planning take place.

6.5. Incident Reporting and Damage

- 6.5.1. All incidents involving injury, property damage and/or privacy breaches must be reported using the TDSB's online incident reporting form.
- 6.5.2. The school or department is responsible for any loss or damage to TDSB-owned Mini Drones and/or property resulting from the operation of the Mini Drone.
- 6.5.3. TDSB is not responsible for any loss or damage to non-TDSB owned Mini Drones.

6.6. Privacy

- 6.6.1. Mini Drones must not be used for surveillance purposes.
- 6.6.2. Mini Drones with cameras or any other video and audio recording capabilities, which may collect personal information, such as photos and videos, must comply with the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), Freedom of Information and Protection of Privacy Policy (P094), Freedom of Information and Protection of Privacy Procedure (PR676), Privacy Breach Procedure (PR736), Records and Information Management (P097), Records and Information Management Procedure (PR677), Video Surveillance Procedure (PR694) and other applicable privacy laws and regulations regarding the collection, use, retention and/or disclosure of personal information.
- 6.6.2. MFIPPA principles should be adopted into all aspects of the Mini Drone use and operations in circumstances where personal information may be collected, used, disclosed, retained, transferred and/or disposed.

- 6.6.3. Privacy intrusion from Mini Drones should be minimized. Mini Drone equipment should be restricted so that it cannot be adjusted or manipulated by anyone to overlook spaces that are not intended to be covered by the Mini Drone activity or program. Mini Drone equipment should not be used to monitor the inside of areas where the public and individuals have a higher expectation of privacy (e.g., private properties and buildings).

7. EVALUATION

This Procedure will be reviewed as required, but at a minimum every five (5) years after the effective date.

8. APPENDICES

- Appendix A – Transport Canada - Know Before You Go [Poster](#)

9. REFERENCE DOCUMENTS

Policies:

- Caring and Safe Schools (P051)
- Enterprise Risk Management (P101)
- Freedom of Information and Protection of Privacy (P094)
- Purchasing (P017)
- Records and Information Management (P097)

Procedures:

- Freedom of Information and Protection of Privacy (PR676)
- Privacy Breach (PR736)
- Records and Information Management (PR677)
- Video Surveillance (PR694)

Legislative Acts and Regulations:

- *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA)
- Transport Canada Regulations and Mini Drone Guidelines: [Flying Your Drone Safely and Legally](#)

KNOW BEFORE YOU GO!

DRONES LESS THAN 250 G

DRONES THAT WEIGH **LESS THAN 250 GRAMS** ARE ALSO KNOWN AS **MICRODRONES**.

IF YOU FLY A MICRODRONE, YOU MUST:

- Fly safely—don't put people or other aircraft in danger
- Avoid emergency sites and restricted airspace (forest fires, first responder perimeters)
- Follow provincial, territorial or municipal rules that may also **apply**, including rules about privacy and trespassing: canada.ca/safe-legal-drones



YOU SHOULD:

- Keep your drone below 122 metres (400 feet) in the air—approximately a 30-storey building
- Keep your drone where you can see it
- Avoid advertised events
- Avoid airports
- > Use this map to find a safe site to fly your drone: nrc.canada.ca/en/uav-site-selection



YOU DON'T NEED TO:

- Register your drone
- Get a drone pilot certificate



MAXIMUM TAKE-OFF WEIGHT

If the take-off weight of your drone is 250 g or more, it isn't a microdrone. You must register it and get a drone pilot certificate.

The maximum take-off weight of your drone includes batteries or anything you attach to it, like:

- communications equipment
- sensors
- cameras
- lights



250g+

IF YOU BREAK THE RULES, YOU COULD BE FINED **\$1,000 (FOR AN INDIVIDUAL)** OR **\$5,000 (FOR A CORPORATION)**

Canada.ca/drone-safety





Community Advisory Committee Review

To: Governance and Policy Committee

Date: 29 May, 2024

Report No.: 05-24-4725

Strategic Directions

- **Belong** - All students belong, are engaged, and valued in an inclusive environment.
- **Achieve** - All students reach high levels of achievement, success, and personal development.

Equity as a guiding principle: Equity is foundational to all TDSB work and will be embedded throughout the strategic directions.

Recommendation

It is recommended that the Community Advisory Committee (CAC) review template be received.

Context

The CAC Board of Trustees Governance Procedure - PR741 and the CAC Operational Procedure - PR742 were approved at January 31, 2024, Board of Trustees meeting. PR741 is a governance procedure that includes provisions that pertain to the authority and responsibility of the Board of Trustees and therefore requires the Board's approval. The sections within the procedure govern the establishment and dissolution of CACs, approval and amendment of CACs' terms of reference (TOR), reporting to the Board, as well as provisions related to the roles and responsibilities of individual Trustees sitting at CACs as members. In addition, the Board on May 25, 2022, approved the review of the following six (6) CACs and thereafter the review of all CACs every 3rd (three-year) term:

1. Alternative Schools Community Advisory Committee
2. Community Use of Schools Community Advisory Committee
3. Early Years Community Advisory Committee

4. Environmental Community Advisory Committee
5. Equity Policy Community Advisory Committee
6. French-as-a-Second Language Community Advisory

The above six (6) CACs are to be reviewed by the Board of Trustees before the November 2024 Board Organizational Meeting. The review template was developed to support the review process by capturing the salient commonalities of operations, presenting a picture of their performance, and allowing for some consistency across CACs with varied mandates, terms of reference, and operations.

The review process would entail:

- E-mail notification to CACs of the review by the Senior Resource Person (SRP)
- Review template shared by the SRP to CAC Co-Chairs for information
- Review template completed by the CAC committee's SRP using the Review Survey (a standard template developed from the content of the CAC self-evaluation, annual report, terms of reference, the board Multi-Year Strategic Plan, CAC Board of Trustees Governance Procedure -PR741 and Operational Procedure- PR742).
- Completed review template shared with CAC Co-Chairs for information with a reminder of the CAC Co-chair opportunity to address the report at the scheduled GPC meeting per PR-742
- Presentation of the CAC Review report to the Governance and Policy Committee (GPC) for decision-making

The following considerations may guide Trustees in their discussion, deliberations, and directions during the review:

- How long has the CAC been in operation
- Has the CAC achieved its mandate (if yes, is there outstanding work, if no, why not?)
- Has the CAC made any recommendations to the Board of Trustees?
- Is the CAC mandate in alignment with the Boards MYSP (past or present)?
- Does the mandate of the CAC overlap with another CAC, Ministry, and or Director work plan?
- Has the CAC operated effectively

Possible directions for the review may entail:

- The committee be re-established at the organizational meeting in November 2024
- The committee be dissolved at the organizational meeting in November 2024
- The committee mandate and terms of reference be revised

Action Plan and Associated Timeline

Pending the direction of the Board, staff will implement direction in alignment with CAC and the Board of Trustees Governance Procedure - PR741 and CAC Operational Procedure - PR742.

Resource Implications

No additional resources will be required for implementation at this time.

Communications Considerations

Staff will consult with the Government Public, and Community Relations Department to determine the communication needs and support required.

Board Policy and Procedure Reference(s)

- CAC and the Board of Trustees Governance Procedure - PR741
- CAC Operational Procedure - PR742

Appendices

- Appendix A: CAC Review Template

From

Audley Salmon, Associate Director, Associate Director, Learning Transformation & Equity at Audley.Salmon@tdsb.on.ca

Michelle Munroe, Central Coordinator, Parent/Caregiver/Guardian, and Community Engagement at Michelle.munroe@tdsb.on.ca

Blank Page

Community Advisory Committee (CAC) Review Template

Q1 The mandate of Community Advisory Committees (CAC) is to provide advice to the Board of Trustees. The CAC Board of Trustees Governance Procedure, PR741, and the CAC Operational Procedure, PR742, were approved at the January 31, 2024, Board of Trustees meeting. Procedure 741 requires the review of CACs every three years. This report provides details as to the operation of the named CAC within the last two years (2022 - 2024).

Q2 Submitter's Email Address

Email Address (1) _____

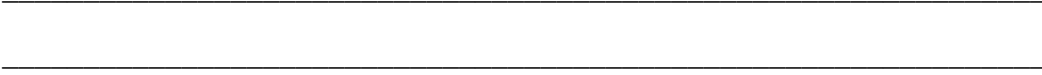
Q3 Select the Community Advisory Committee (CAC) from the list below.

- Alternative Schools Community Advisory Committee (1)
- Community Use of Schools Community Advisory Committee (2)
- Early Years Community Advisory Committee (3)
- Environmental Sustainability Community Advisory Committee (4)
- Equity Policy Community Advisory Committee (5)
- French as - a - Second Language Community Advisory Committee (6)

Q4 Select the year in which the CAC was established.

▼ pre 2006 (1) ... 2024 (19)

Q5 CAC mandate:



Q6 CAC's mandate align with the previous MYSP (2021 - 2024).

- Transform Student Learning** in math, literacy, early years, global competencies, pathways, suspension, special education, Black students (1)
- Create a Culture of Student and Staff Well-Being** (2)
- 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. (3)
- Allocate Human and Financial Resources Strategically to Support Students** (4)
- 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, parents/caregivers/guardians, 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. (5)

Q7 CAC's mandate aligns with the renewed MYSP (2024 - 2028).

- Commit to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action. (1)
- Belong - All students belong, are engaged, and valued in an inclusive environment. (7)
- Achieve - All students reach high levels of achievement, success, and personal development. (8)
- Thrive - All students graduate with the confidence, skills, and knowledge to thrive. (9)
- Revitalize - All students and staff learn and work in inclusive, safe, and modern environments. (10)

Q8 CAC's mandate is understood by members. (refer to CAC Self-Evaluation):

- Yes (1)
- No (2)

Q9 CAC's mandate aligns with the actions taken and/or the decisions made. (information taken from CAC Self-Evaluation)

Yes (1)

No (2)

Q10 Please use the box below if further explanation is required for the previous question.

Q11 The CAC Terms of Reference have been approved by the Board of Trustees?

Yes (1)

No (2)

Q12 Outline CAC work done to support the mandate from 2022 - 2023. (provide details)

Q13 Outline CAC work done to support the mandate from 2023 - 2024. (provide details)

Q14 Use the CAC Self-Evaluation to answer the following questions.

Q15 How many meetings were scheduled in the 2022 - 2023 school year?

- 0 - 2 (1)
- 3 - 5 (2)
- 6 - 8 (3)
- 9 + (4)

Q16 How many meetings were scheduled in the 2023 - 2024 school year?

- 0 - 2 (1)
- 3 - 5 (2)
- 6 - 8 (3)
- 9 + (4)

Q17 How many meetings were held in the 2022 - 2023 school year?

- 0 - 2 (1)
- 3 - 5 (2)
- 6 - 8 (3)
- 9 + (4)

Q18 How many meetings were held in the 2023 - 2024 school year?

- 0 - 2 (1)
- 3 - 5 (2)
- 6 - 8 (3)
- 9 + (4)

Q19 How many meetings achieved quorum for the 2022-2023 school year?

- 0 - 2 (1)
- 3 - 5 (2)
- 6 - 8 (3)
- 9 + (4)

Q20 How many meetings achieved quorum for the 2023-2024 school year?

- 0 - 2 (1)
- 3 - 5 (2)
- 6 - 8 (3)
- 9 + (4)

Q21 Meetings begin and end as scheduled:

- All of the time (1)
- Sometimes (2)
- Never (3)
- Rarely (4)

Q22 Agenda items are timed in proportion to their importance:

- All of the time (1)
- Sometimes (2)
- Never (3)
- Rarely (4)

Q23 Members' attendance at meetings is consistent:

- All of the time (1)
- Sometimes (2)
- Never (3)
- Rarely (4)

Q24 Members arrive at meetings on time:

- All of the time (1)
- Sometimes (2)
- Never (3)
- Rarely (4)

Q25 Number of recommendations to the Board in the 2022 - 2023 school year:

- 0 (1)
- 1 - 5 (2)
- 6 - 10 (3)
- 11+ (4)

Q26 Number of recommendations to the Board in the 2023 - 2024 school year:

- 0 (1)
- 1 - 5 (2)
- 6 - 10 (3)
- 11+ (4)

Q27 Membership represents the talent and the skill set required to fulfill the mandate of the CAC:

- Representative (1)
- Somewhat Representative (2)
- Not Representative (3)

Q28 Members treat each other with respect and courtesy:

- All of the time (1)
- Sometimes (2)
- Never (3)
- Rarely (4)

Q29 Members come to meetings prepared and ready to contribute:

- All of the time (1)
- Sometimes (2)
- Never (3)
- Rarely (4)

Q30 Members feel listened to and valued:

- All of the time (1)
- Sometimes (2)
- Never (3)
- Rarely (4)

Q31 Outline outreach initiatives engaged by the CAC.

Q32 Outline special events engaged by the CAC.

Q33 Outline Board directed committees, events/consultations engaged by the CAC.

Q34 List the core accomplishments of the CAC for 2022 - 2023 school year.

Q35 List the core accomplishments of the CAC for 2023 - 2024 school year.

Q36 Identify areas of improvement for the committee. (refer to Self-Evaluation)

Q37 Outline any additional information regarding the operations of the CAC.

Q38 The committee had staffing support in 2022 - 2023:

- Senior Resource Person (1)
- Administrative support (2)
- Centrally Assigned Principal supp (3)
- Other (please describe) (4) _____

Q39 The committee had staffing support in 2023 - 2024:

- Senior Resource Person (1)
- Administrative support (2)
- Centrally Assigned Principal supp (3)
- Other (please describe) (4) _____

Q40 The Trustee Liaison attended meetings and supported the committee in 2022 - 2023:

- All of the time (1)
- Sometimes (2)
- Never (3)
- Rarely (4)

Q41 The Trustee Liaison attended meetings and supported the committee in 2023 - 2024:

- All of the time (1)
- Sometimes (2)
- Never (3)
- Rarely (4)

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

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."

Committee Mandate

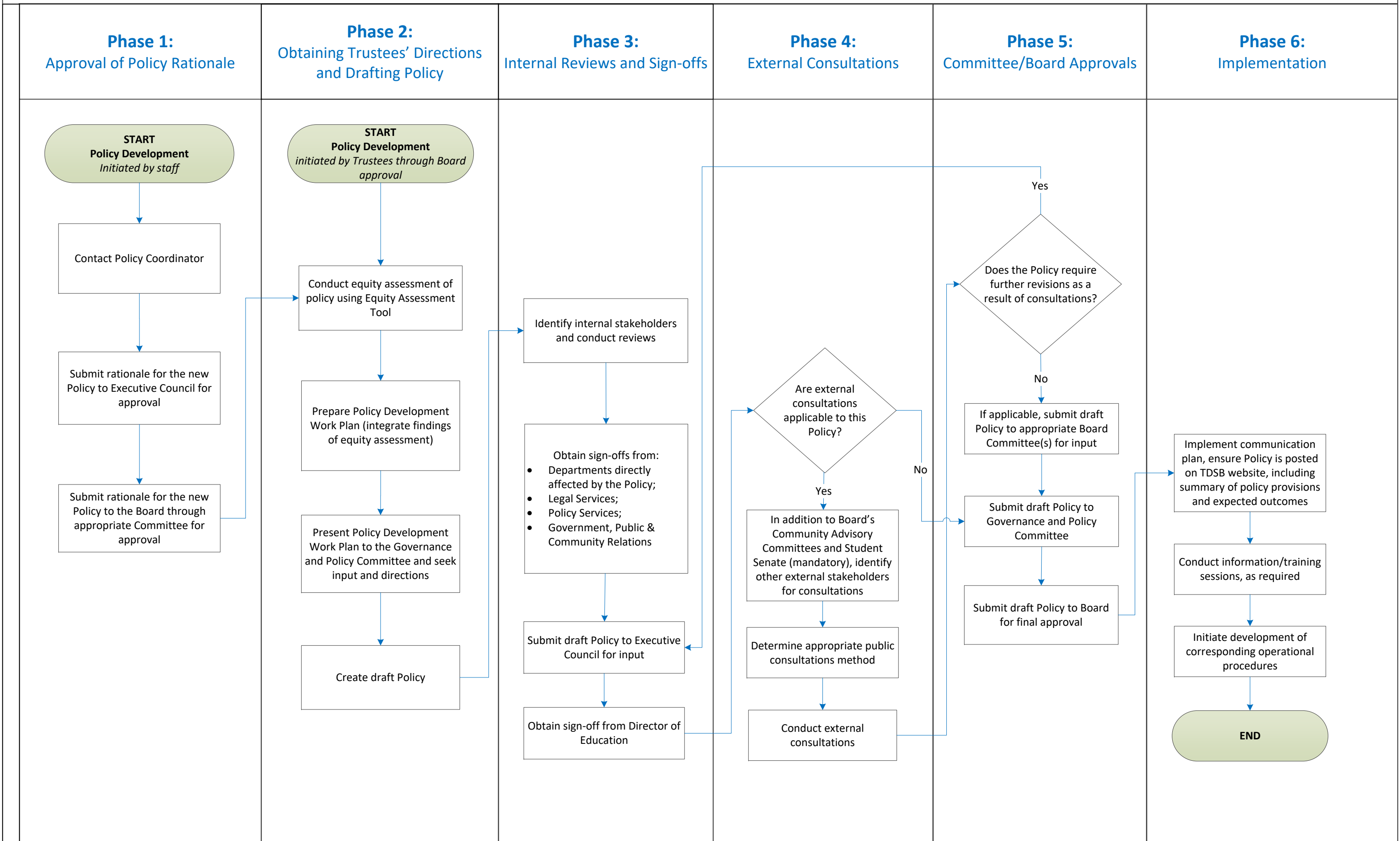
The Governance and Policy Committee's mandate will be to consider and make recommendations to the Board on governance and policy matters referred to it for consideration, including review of Board governance practices and the ongoing development and review of the Board's policies.

For Information Only Items

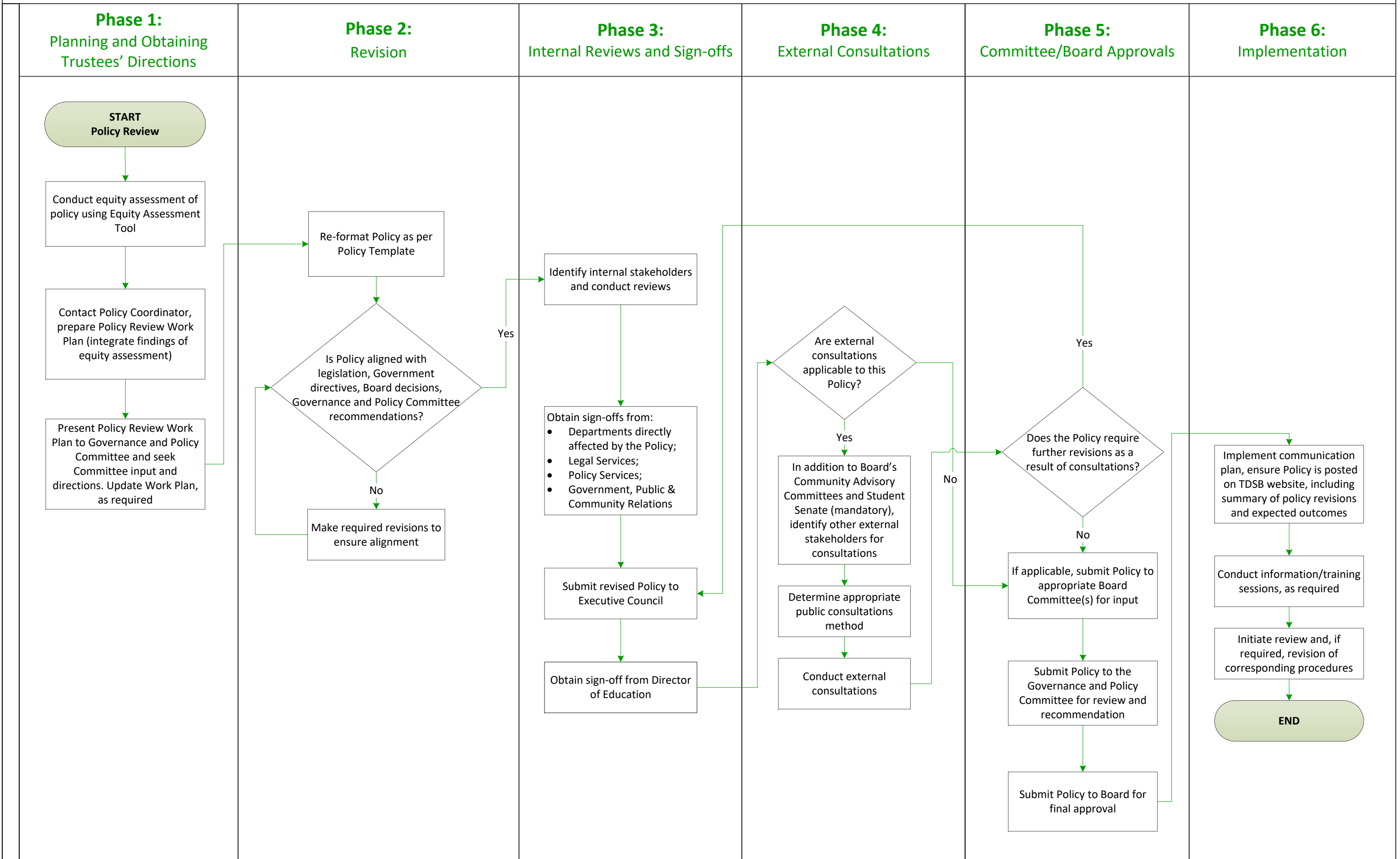
On November 10, 2021, the Board decided:

- (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.