Governance and Policy Committee
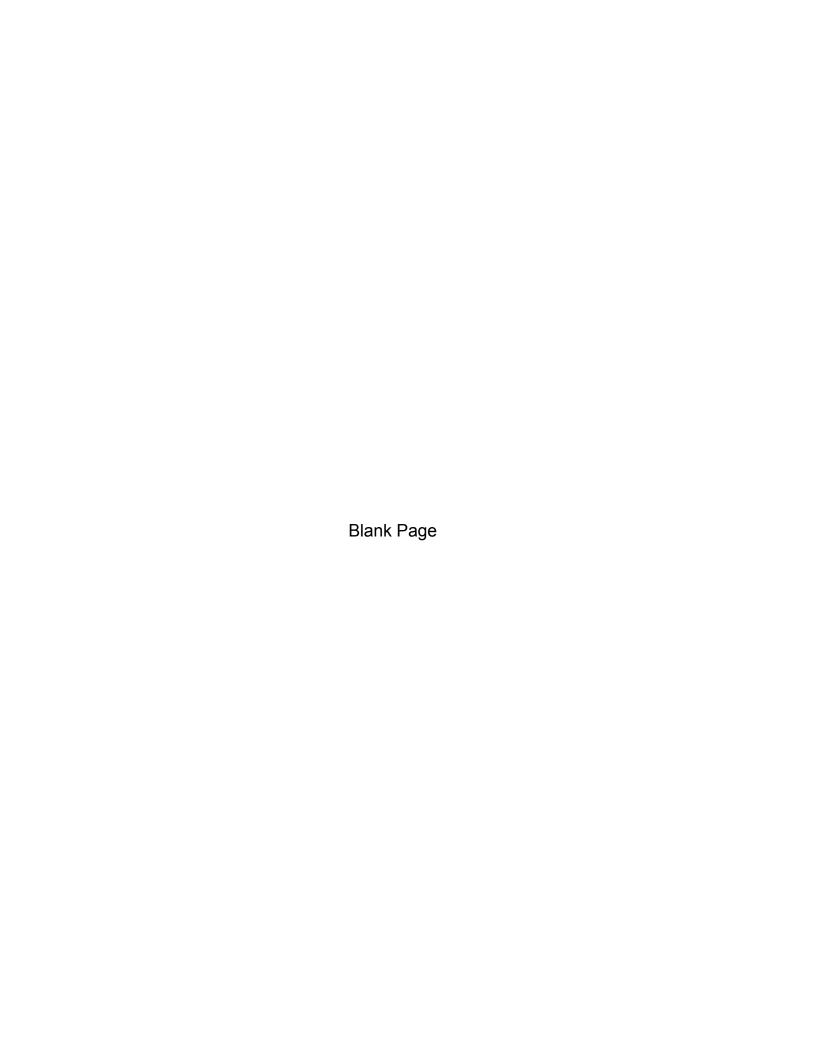# Agenda

GPC:027A

Tuesday, June 2, 2020

4:30 p.m.

Electronic Meeting

Trustee Members:

Christopher Mammoliti (Chair), Alexander Brown, Stephanie Donaldson, Harpreet Gill, James Li, Patrick Nunziata, Manna Wong

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Toronto
District
School
Board

Student Attendance and Safe Arrival Policy (P085) Review, Phase 1

To: Governance and Policy Committee

Date: 2 June, 2020

Report No.:   06-20-3895

Strategic Directions

- Create a Culture for Student and Staff Well-Being
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the Policy Review Work Plan, as presented in this report, be approved.

Context

In accordance with the policy review schedule approved by the Board of Trustees, the Student Attendance and Safe Arrival Policy (P085) (see Appendix A) is to be reviewed during the 2020/21 school year. The Policy and related Operational Procedures were adopted in June, 2014. Since then, new online tools have been developed which have resulted in changes to attendance and safe arrival processes.

The proposed revisions to the Policy as outlined in the Policy Review Work Plan (see Appendix B) are based on a review of legislative requirements, government policy directions, and operational requirements of the TDSB. As part of the Policy Review Work Plan, staff completed a jurisdictional scan of similar policies from other school boards (see Appendix C).

Action Plan and Associated Timeline

Based on the Governance and Policy Committee's input, the Policy will be reviewed in accordance with the Policy Review Work Plan and subsequently presented to the

Governance and Policy Committee for consideration and recommendation. The Policy will then be presented to the Board of Trustees for final approval.

Resource Implications

No additional resources will be required for the review of this Policy.

Communications Considerations

The Policy will be communicated in accordance with the Policy Review Work Plan.

Board Policy and Procedure Reference(s)

- Student Attendance and Safe Arrival Procedures (Elementary) (PR707A)
- Student Attendance and Safe Arrival Procedures (Secondary) (PR707B)
- Severe Weather: Schools and Administrative Offices/Sites Procedure (PR519)

Appendices

- Appendix A: Student Attendance and Safe Arrival Policy (P085) (current)
- Appendix B: Policy Review Work Plan
- Appendix C: Scan of Selected Ontario School Boards

From

Manon Gardner, Associate Director, School Operations and Service Excellence, at manon.gardner@tdsb.on.ca or 416-394-2041.

Peter Singh, Executive Officer, Information Technology and Information Management, at peter.singh@tdsb.on.ca or 416-396-7627.

Ron Felsen, Centrally Assigned Principal, School Operations, at ron.felsen@tdsb.on.ca or 416-396-5907.

Toronto District School Board

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Policy P085

Title: **STUDENT ATTENDANCE AND SAFE ARRIVAL**

Adopted: June 18, 2014
Revised:
Reviewed:
Authorization: Board

....

1.0   OBJECTIVE

1.1   To comply with the *Education Act*, and related Ministry of Education policies in respect of student attendance in order to maximize students' academic success and well-being.

1.2   To establish intervention strategies and best practices to address problematic and prolonged absenteeism, and lateness.

2.0   RESPONSIBILITY

Director and Associate Director(s)

3.0   DEFINITIONS

Problematic absence refers to patterns and/or frequencies of absences that can impede student learning, achievement, and well-being. It may also include absences that occur on certain days or occasions (e.g., tests), or that may result from suspected bullying, anxiety, or other emotional or physical factors.

Prolonged absence refers to an absence of at least fifteen consecutive school days.

4.0   POLICY

4.1   The intervention strategies and best practices used to encourage regular attendance and punctuality shall apply to all students who are enrolled in a school operated by the Board. The obligation of a registered pupil to attend school applies even if the pupil is not of compulsory school age (see subsection 21(4) of the *Education Act*).

4.2   The Toronto District School Board recognizes that regular attendance is essential to the safety, academic success, and well-being of all students.

4.3   The Toronto District School Board acknowledges the legal responsibility of students and their parent(s)/guardian(s) to ensure attendance and punctuality.

4.4   The Toronto District School Board will report, track, and monitor student absences and lateness.

4.5   The Toronto District School Board will address problematic and prolonged absences, and lateness, through timely measures or interventions by principals, guidance counsellors, classroom teachers, social workers, and other appropriate staff employed at the school or in central departments.

5.0   INSTITUTIONAL ACCOUNTABILITY

5.1   The Principal is responsible for ensuring that the attendance of students is reported, tracked, and monitored.

5.2   The Principal is responsible for communicating and coordinating the attendance procedures, expectation, and office protocols to staff and the school community.

5.3   Central Staff will work with the Principal and the appropriate Superintendent of Education to provide support in respect of any attendance-related matter that is referred to the Central Department. Designated Central Staff are authorized to fill the role of School Attendance Counsellors under the *Education Act* and may enforce attendance in accordance with the *Act*.

6.0   SPECIFIC DIRECTIVES

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

7.0   REFERENCE DOCUMENTS

Education Act, Section 21

Child and Family Services Act, Section 72

Policy/Program Memorandum No. 123 Safe Arrivals

Ministry Enrolment Register Instructions for Elementary and Secondary Schools

Operational Procedure PR707A: Student Attendance and Safe Arrival Procedures (Elementary)

Operational Procedure PR707B: Student Attendance and Safe Arrival Procedures (Secondary)

Operational Procedure PR554 SCH Home Instruction

POLICY REVIEW WORK PLAN

Date: June 2 2020

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.

POLICY INFORMATION

Policy Title and Policy Number: **Student Attendance and Safe Arrival Policy (P085)**

Review during fiscal year: 2020/2021

Last reviewed/adopted: June 2014

Executive Council member responsible for this Policy review: Associate Director, School Operations and Service Excellence

Phase I. PLANNING AND OBTAINING TRUSTEES' DIRECTIONS

This Policy Review Work Plan has been discussed with the Policy Coordinator:
☒ Yes
☐ No

This Policy Review Work Plan will be discussed at the Governance and Policy Committee meeting held on: June 2, 2020

Phase II. REVISIONS

Formatting Changes

The Policy will be reformatted to ensure alignment with the current Policy Template (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

Detailed information on the proposed content changes, including findings of the policy equity assessment:

- Ensure adherence to the principles of equity as per the Equity Policy (P037)
- Consider establishing system-wide standards for safe arrival programs
- Include a provision about timing of phone/automated calls to ensure consistency with the TDSB Director of Education's March 9 2020 letter to secondary school students' parents/guardians
- Consider provisions directing further automation of the collection and processing of student attendance information
- Consider provisions outlining back-up and quality assurance requirements for automated and manual attendance systems
- Incorporate provisions regulating student safe departures/dismissals
- Recommend changing the Policy title to include student departures
- Suggest defining terms such as *period* and *unexplained absence*
- Recommend updating Institutional Accountability section to include daily responsibilities of teachers, including occasional teachers
- Clarify that volunteers not be included in the Student Attendance, Safe Arrival and Departure Program
- Ensure consistency of the Policy with the approved Policy Template (e.g., add Rationale, Application and Scope, and Evaluation sections)
- Align the Policy with the Communication Policy (under development) on communicating the student attendance, safe arrival and departure program with parents, trustees and staff
- Outline provisions on training requirements for the implementation of the student attendance, safe arrival and departure program

☒ A review of leading practices for similar policies across jurisdictions has been completed and is included with this Work Plan.

Phase III.   INTERNAL REVIEWS AND SIGN-OFFS

The Policy review will include TDSB divisions affected by the Policy:

☒ Business Operations and Service Excellence
☒ Equity, Well-Being and School Improvement
☒ Human Rights and Indigenous Education
☒ Leadership, Learning and School Improvement
☒ School Operations and Service Excellence

In addition, the following departments will be required to sign-off on the proposed draft Policy:

☒ Legal Services
☒ Policy Services
☒ Government, Public and Community Relations

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

☒ Director of Education

Phase 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): 45 days (TBD due to Covid-19)

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): duration TBD due to

Covid-19

☒ Alternative Schools Community Advisory Committee
☒ Black Student Achievement Community Advisory Committee
☒ Community Use of Schools Community Advisory Committee
☒ Early Years Community Advisory Committee
☒ Environmental Sustainability Community Advisory Committee
☒ Equity Policy Community Advisory Committee
☒ French-as-a-Second-Language Community Advisory Committee
☒ Inner City Community Advisory Committee
☒ LGBTQ2S Community Advisory Committee
☒ Parent Involvement Advisory Committee (PIAC)
☒ Special Education Advisory Committee (SEAC)
☒ Urban Indigenous Community Advisory Committee

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 (online only)
☒ Posting on the TDSB website
☒ Other: Virtual Consultations/Webinar – an opportunity for staff to provide context and answer questions around the draft Policy

Phase V.   COMMITTEE/BOARD APPROVALS

Following external consultations and revisions, the working draft Policy will be presented to the Governance and Policy Committee.

Following recommendation by the Governance and Policy Committee, the revised Policy will be presented to the Board of Trustees.

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

Phase VI.   IMPLEMENTATION

Following Board approval, the final revised Policy will be communicated through:

☒ Posting of the revised 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, include summary of policy revisions and expected outcomes

Policy implementation will include:

☒ Conducting information/training sessions to TDSB staff affected by the Policy

The projected time period for conducting information/training sessions to staff will be: TBD due to Covid-19

☒ Review of associated procedures or initiate development of new procedures
- Student Attendance and Safe Arrival Procedures (Elementary) (PR707A)
- Student Attendance and Safe Arrival Procedures (Secondary) (PR707B)
- NEW: Student Safe Departure Procedures

SCAN OF SELECTED ONTARIO SCHOOL BOARDS: STUDENT ATTENDANCE AND SAFE ARRIVAL POLICY

Policy Summary

The Toronto District School Board's (TDSB) Student Attendance and Safe Arrival Policy (P085) ("the Policy") was adopted on June 18, 2014 and has not been revised since adoption. The Policy replaced the now archived Safe Arrival for Elementary Schools Policy (P050).

Two operational procedures are associated with the Policy: Student Attendance and Safe Arrival Procedures (Elementary) (PR707A) and Student Attendance and Safe Arrival Procedures (Secondary) (PR707B). Both procedures were adopted on June 17, 2014 and have not been revised since adoption. These procedures replaced the now archived Safe Arrival for Elementary Schools Procedure (PR521).

The Policy and associated procedures satisfy the Ontario Ministry of Education's ("the Ministry") Policy/Program Memorandum (PPM) No.123 regarding safe arrivals. The Ministry issued PPM No. 123 on February 2, 1999 and requested that school boards "develop a policy statement applying to each elementary school within their jurisdiction for the development and implementation of a safe-arrival program." Currently, there is still no directive from the Ministry for school boards to implement safe arrival programs in secondary schools.

This scan reviews fifteen Ontario school boards' (see list below) safe arrival programs and outlines eleven key similarities and differences with the TDSB's current practices.

School Boards Scanned

The school boards scanned are as follows:

Bluewater DSB, Dufferin-Peel Catholic DSB, Durham DSB, Hamilton-Wentworth DSB, Ottawa-Carleton DSB, Peel Region DSB, Renfrew DSB, Simcoe County DSB, Toronto Catholic DSB, Toronto DSB, Thames Valley DSB, Upper Canada DSB, Upper Grand DSB, Waterloo Region DSB, and York Region DSB.

Key Similarities and Differences

1. Secondary Schools

Of the fifteen school boards reviewed, only four mention secondary school safe arrival procedures. Waterloo Region DSB (WRDSB) explicitly details step by step procedures for secondary schools to follow. WRDSB also states that phone calls for unexplained absences at secondary schools are completed after school hours. Renfrew DSB and Upper Canada DSB simply state that "secondary schools are encouraged to implement

similar programs [to that of elementary schools]". The TDSB is the only school board to have a procedure (PR707B) entirely dedicated to secondary school attendance and safe arrival.

2. Centralized vs. Decentralized Procedures

Of the fifteen school boards scanned, the TDSB's procedures are the most detailed with step-by-step instructions listed. The majority of the other fourteen school boards give decision making power to individual schools and principals, referencing PPM No. 123 which states, "the design of specific procedures reflects local needs and the particular circumstances of the school and the community".

3. Roles and Responsibilities

Nine out of the fifteen school boards' policies and procedures have similar formats; the procedures list the responsibilities of all individuals involved in safe arrival programs. These lists typically include: parents/guardians, students, principals, teachers, school staff (i.e., office administrators), school councils, and volunteers. Instead, the TDSB procedures (PR707A and PR707B) are organized by function (e.g., Safe Arrival Program Procedures and Reporting, Tracking Absences and Lateness, etc.) stating within those subsections key individuals involved in the stated tasks.

4. Volunteers

The TDSB does not include the use of volunteers in its student attendance and safe arrival policy and procedures. Eight of the other fourteen school boards scanned do include volunteers in their programs, and six school boards outline their roles in the processes in greater detail. The Ministry's PPM No. 123 states that, "Parents and volunteers can make a tremendous contribution to the delivery of these programs. Efforts should be made to develop this potential and to enlist the aid of parents and volunteers to reduce demands on the time of school administrative staff."

5. Departure/Dismissal of Students

York Region DSB (YRDSB) and Dufferin-Peel Catholic DSB (DPCDSB) are the only school boards to include any protocols about dismissing students, at the end of, or at any point before the end of the school day. YRDSB outlines the responsibilities of students, parents/guardians, school staff, principals and school bus drivers in its departures protocol. DPCDSB's safe dismissal processes are unique to each school and established by individual principals. DPCDSB's procedure does indicate that each school "will maintain a log for signing students out before the end of the instructional day. The log will identify the person signing the student out as well as the date, time and the reason".

6. Student Age

The TDSB's Student Attendance and Safe Arrival Policy and Procedures (P085, PR707A and PR707B) do not include varying provisions for students of certain ages. However, the TDSB Severe Weather: Schools and Administrative Office/Sites Procedure (PR519) does outline different courses of action for students of specific ages. Subsection 3.3 Early Closure: Cancellation of classes, cancellation of programs run by TDSB, early closure of schools, administrative offices or sites during the school day (a) states, "(iii) No student in JK to Grade 5 will be sent home until parents have been notified and the principal is assured that suitable arrangements have been made for the child's supervision. (iv) Parents of students in Grade 6 to 12 may designate in writing that their child will be permitted to be dismissed early or remain at school until picked up (Form 519A, Section I). (v) Students over 18 years of age may use their discretion."

7. Inclement Weather

The majority of school boards scanned mentioned flexibility in their safe arrival programs, particularly on school days when high volumes of lateness/absence could be expected (e.g., inclement weather, school bus cancellations). Four school boards' safe arrival programs explicitly state inclement weather provisions for when schools are closed or buses are cancelled, in which case the safe arrival program will only apply to non-bus students. The Ministry's PPM No.123 also mentions flexibility regarding weather: "Programs should take into account both normal, recurring circumstances and unusual events and conditions. For example, regular procedures could be modified on days when pupils are likely to arrive late because of inclement weather or bus cancellations."

8. School Messenger Technology

Thirteen of the fifteen school boards scanned, including the TDSB, use School Messenger technologies in their safe arrival programs. School Messenger is rarely referenced in the reviewed policies and procedures, but it is mentioned on many of the school boards' websites, as well as individual schools' websites. School Messenger is a web and app based software platform that notifies parents/guardians of student absences via recorded calls, emails, texts, push notifications and desktop alerts. School Messenger also allows for parents/guardians to select their language of choice.

9. Occasional Teachers

Many of the reviewed school boards indicate how safe arrival procedures are to be implemented when occasional teachers are in the classroom. Most school boards utilize some form of technology (i.e., web attendance [Trillium]) but occasional teachers do not have the authorization to access these resources, so occasional teachers are supplied

with paper copies of class attendances. The TDSB's procedures do not reference any varying protocols for occasional teachers.

10. Student Attendance

It is also worth noting that the TDSB is the only school board to include substantive procedures regarding student attendance management within its safe arrival policy and procedures. No other board mentions prolonged absences, problematic attendance or professional support services.

11. Reporting Time

On March 9, 2020 the TDSB Director of Education issued a letter to secondary school students' parents/guardians regarding safe arrival procedures, and stated that "first phone calls and/or automated calls begin no later than 75 minutes after the start of school if your child is absent without permission." Most of the school boards scanned indicate "timely" and "prompt" reporting procedures, but do not specific quantifiable time metrics. Thames Valley DSB is the only other school board to state explicit times, specifying that "attendance is taken and submitted within 15 minutes after morning bell and after every nutritional break", but the time of calls to parents/guardians is not mentioned.

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Draft Provisions for Information Flow Protocol – New Governance Procedure

To: Governance and Policy Committee

Date: 2 June, 2020

Report No.:   06-20-3894

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

Recommendation
It is recommended that the provisions (Appendix A) for the development of the Information Flow Protocol, as presented in this report, be approved.

Context

On June 19, 2019, the TDSB Integrity Commissioner presented to the Board of Trustees the 2018 Annual Report. In the report, the Integrity Commissioner noted a need for clear communication about Trustee access to information under the custody or control of the TDSB.

The Integrity Commissioner recommended that the Board identify which records may be provided to the public and individual Trustees outside of the Freedom of Information process or through an approved access protocol.

On January 27, 2020, Trustees participated in information session - Information Flow for Effective Governance. The Trustees, the Director of Education and the Executive staff discussed legislative framework related to an effective information flow as well as the best practices.

In response to the Integrity Commissioner's recommendation, staff prepared draft provisions for the development of the Information Flow Protocol (Appendix A).

The objective of the Information Flow Protocol is to establish a clear, transparent, fair and efficient process for accessing and requesting information by Trustees.

The draft provisions are aligned with the legislative requirements, including the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*, and are consistent with

best practices of other school boards and municipalities on information flow between elected officials and staff. The provisions are also aligned with the TDSB's Governance Policy (P086), Board Member Code of Conduct (P075), and the Parent Concern Protocol (PR505).

The draft is reflective of suggestions and comments provided by the Trustees and Executive staff during the information session on January 27, 2020.

Action Plan and Associated Timeline

Subject to the Committee's directions and input, the, staff will prepare, in consultation with the TDSB Integrity Commissioner, the draft Information Flow Protocol, consistent with the TDSB's standard governance procedure template. The draft Protocol will be presented at a subsequent Governance and Policy Committee meeting for consideration and then provided to the Board of Trustees for final approval.

Resource Implications

No additional resources will be required for implementation of the Protocol.

Communications Considerations

The Protocol will be communicated to the system through the System Leaders' Bulletin, shared with Trustees through Director's Weekly Update, and posted on the TDSB's public website. In addition, the Trustee orientation package will be updated to incorporate the Protocol.

Board Policy and Procedure Reference(s)

- Board Member Code of Conduct (P075)
- Governance Policy (P086)
- Open Data Policy (P091)
- Parent Concern Protocol (PR505)

Appendices

- Appendix A: Draft Provisions for Information Flow Protocol

From

Manon Gardner, Associate Director, School Operations and Service Excellence at 416-394-2041 or manon.gardner@tdsb.on.ca

DRAFT PROVISIONS - INFORMATION FLOW PROTOCOL

1. Objective

To ensure that the Board of Trustees has access to information and support that allows the Board to fulfil their role to:

- govern in a manner that is responsive to all school communities;
- act in the interests of all learners in the district;
- advocate actively for students, their learning and their well-being in the Board's work with the community, the municipality and the province;
- promote confidence in publicly funded education through its communications about the goals and achievements of the Board.

To establish a clear, transparent, fair and efficient process for accessing and requesting information and effective mechanisms for responding to information requests from the Board of Trustees and individual Trustees in accordance with the *Municipal Freedom and Information and Protection of Privacy Act* and other applicable legislation and policies.

2. General Principles

The flow of information between the Board of Trustees, the Director of Education and TDSB staff will uphold the principles of transparency, accountability, fairness, impartiality and effectiveness and will operate in accordance with the *Municipal Freedom and Information and Protection of Privacy Act* and other applicable legislation and policies.

As a collective, the Board of Trustees – the TDSB's governing body – has authority to direct the Director of Education with regard to access to information, including confidential information, under the custody or control of the TDSB.

Individually, Trustees have access to information in the custody or control of the TDSB that is relevant to matters before the Board of Trustees or its Committees. Individual Trustees should not access or attempt to gain access to confidential information.

The Director of Education is responsible for establishing and implementing effective processes for responding to information requests from the Board of Trustees and individual Trustees.

3. **Information Requests by Individual Trustees**

Individual Trustees need access to appropriate information about their communities. They can also receive information that is readily available or has already been communicated.

For information that is confidential or not readily available, a Board motion is required.

Requests for such information may be submitted by a Trustee through a notice of motion to the Board of Trustees or its Committee (see Board Bylaws, section 5.15 – Motions).

If a Trustee requires a significant amount of additional information related to a Board of Trustees or Committee meeting agenda item, before a decision can be made, the Trustee may move that consideration of the matter be postponed and that the Director of Education provide additional information at a subsequent meeting.

Trustees are encouraged to contact Board Services staff who will advise on the Board's Bylaws requirements and timelines, and provide support with drafting corresponding notices of motion. Trustees may also engage their respective Superintendents of Education or Executive Superintendents if they require assistance.

Once the request is authorized by the Board of Trustees, the information will be prepared by staff in accordance with the Board of Trustees' resolution and presented as a staff report to the Board of Trustees.

4. **Sharing Information**

Information that is readily available and provided to an individual Trustee will be shared with all Trustees if the requested information is systemic in nature. This may include, for example, key messages and questions and answers related to issues that could impact multiple wards, or ward-specific breakdowns of data.

Information about school programs, consultations, corporate news, announcements, media releases, newsworthy articles, and statements by the Chair of the Board and Director of Education will be shared with Trustees by the Director of Education and designates electronically through emails, Trustees' Weekly, TDSB Update and TDSB Connects.

The Government, Public and Community Relations department, as the Director's designate, will share information with Trustees including school incidents reports, crisis communications information, daily media information and letters for parents and students.

Non-confidential information provided to the Board of Trustees will be publicly available and may be posted on the TDSB's website in accordance with the Board's Open Data Policy (P091).

5. Working with Superintendents of Education

Superintendents of Education will provide timely information and support to their local Trustee about local school-related matters and concerns.

When a local matter has system-wide implications, the respective Superintendents of Education will work with their Executive Superintendent and the Government, Public, and Community Relations Department to inform all Trustees. Protection of privacy, legal obligations as well as the safety and well-being of students and community will be considered and balanced when sharing information.

6. Protection of Privacy and Confidentiality

In accordance with the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), no personal information can be provided to an individual Trustee, subject to restrictions and exemptions under MFIPPA and other applicable legislation and policies. Such information can be provided to all Trustees as part of the Board/Committee meeting materials only.

The confidential documents may be provided as library copies on yellow paper to all Trustees physically present at the meeting. For virtual Board/Committee meetings, Trustees will be provided with secure electronic copies of confidential documents.

Closed (private) meeting materials from a previous meeting may be provided to individual Trustees by request to Board Services staff.

In accordance with the Board Member Code of Conduct (P075), it is the responsibility of individual Trustees to ensure that confidential materials provided to them for Board of Trustees or Committee meetings are kept secure at all times and disposed of appropriately.

Upon becoming aware of a potential breach of confidentiality or unauthorized disclosure of personal information, Trustees should immediately notify the Chair of the Board and the Director of Education or designate.

7. Training

Trustees will be provided with an orientation on the Information Flow Protocol as part of the overall orientation for newly elected or appointed Trustees.

All employees involved in managing and processing information requests will receive training on the Protocol as part of their orientation program.

In accordance with the TDSB's Equity Policy (P037), and as part of the TDSB's commitment to equity and anti-discrimination, all Trustees will be provided with equity and anti-oppression training.

Written Notice of Motion for Consideration (Trustee Brown, on behalf of Trustee Kandavel and Trustee Wong)

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

In accordance with Board Bylaw 5.15.2, notice of the following motion was provided at the regular meeting of the Governance and Policy Committee on April 29, 2020 and is therefore submitted for consideration at this time.

> 5.15.2 A notice of motion will be introduced by a member who is present as an advance notification of a matter to be considered at a subsequent Board or Committee meeting. A notice of motion will not be debated at the meeting at which it is introduced…

> 5.15.2 (c) A notice of motion submitted prior to, or at a committee meeting, will be considered at a subsequent committee meeting…

****

Information Access Protocol

Whereas on June 20, 2018, in her Annual Report, the Board's Integrity Commissioner, stated:

> There should be an expectation and understanding on the part of Board staff that all information that does not fall within an exemption provisions of MFIPPA or confidentiality requirements of the Board, shall be disclosed to Trustees upon request or in accordance with an approved process.

and;

Whereas, on June 19, 2019, in her Annual Report, the Board's Integrity Commissioner, stated:

> I noted, for example, that there was a need for clear communication about Trustee access to information under the custody and control of the TDSB. I recommended that the Board identify which records may be provided to the public and individual Trustees outside of the freedom of information process or through an approved access protocol.

Therefore, be it resolved:

(a) That the Director work with the Integrity Commissioner to craft a protocol, in compliance with the Ontario *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*, that clearly outlines how Trustees can access information, pursuant to their role;

(b) That the protocol at Part (a) be presented to the next meeting of the Governance and Policy Committee.

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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.

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.

Toronto District School Board

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.

To read the full Multi-Year Strategic Plan, visit **www.tdsb.on.ca/mysp**