



Governance and Policy Committee Revised Agenda

GPC:002A

Wednesday, February 10, 2021

4:30 p.m.

Electronic Meeting

Trustee Members:

Christopher Mammoliti, Alexander Brown, James Li (Chair), Michelle Aarts, Stephanie Donaldson, Harpreet Gill, Yalini Rajakulasingam, Anu Sriskandarajah

	Pages
1. Call to Order and Acknowledgement of Traditional Lands	
2. Approval of the Agenda	
3. Declarations of Possible Conflict of Interest	
4. Delegations	
To be presented	
5. P006, Advertising Policy and P041, Distribution and Display of Materials for Students and Parents From External Groups Policy: Review, Phase 5 [4024]	1
6. P073, Respectful Learning and Working Environment Policy [4003]	25
7. PR677, Records and Information Management: Revised Operational Procedure [4023]	33
8. PR597, French Immersion/Extended French: Revised Procedure [4026]	57
9. PR523, Access to School Premises: Revised Procedure [4025]	89
10. PR731, Virtual Consultations Procedure: New Procedure [4027]	115
11. Committee Reports	
11.1. Bylaws Review Ad Hoc Committee, Report No. 01, January 27, 2021	125

*11.2.	Bylaws Review Ad Hoc Committee, Report No. 02, February 9, 2021	129
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1. Bylaws Review Ad Hoc Committee: Mandate

12. Written Notice of Motion

12.1.	Renaming Schools Celebrating the Diversity of Toronto (Trustee Rajakulasingam, on behalf of Trustee Smith and Trustee Mammoliti)	133
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13. Adjournment



Advertising Policy (P006) and Distribution and Display of Materials for Students and Parents from External Groups Policy (P041) Review: Phase 5

To: Governance and Policy Committee

Date: 10 February, 2021

Report No.: 02-21-4024

Strategic Directions

- 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

- (1) the revised Advertising Policy (P006), as presented in this report, be approved; and
- (2) the Distribution and Display of Materials for Students and Parents from External Groups Policy (P041) be rescinded.

Context

The Advertising Policy (P006) (Appendix A) and Distribution and Display of Materials for Students and Parents from External Groups Policy (P041) (Appendix B) are being reviewed in accordance with the policy review work plans approved by the Board of Trustees on November 22, 2017 and April 19, 2017 respectively. During the review process, and at the request of the Board, staff conducted a survey with TDSB administrators, principals and vice-principals (Appendix C) particularly as it relates to distribution of materials. Staff incorporated the decision-making points (Appendix D) approved by the previous Governance and Policy Committee on April 24, 2019 and the Board of Trustees on May 22, 2019.

Revisions to the proposed new Advertising Policy (P006) (Appendix E) are based on Committee's directions received at the January 13, 2021 Governance and Policy Committee meeting. Policy consultations with the Board's community advisory committees, Toronto School Administrators' Association (TSAA), school councils, Student Senate and the wider TDSB community were conducted from April 8, 2020 until December 31, 2020.

The revised Policy is being presented to the Committee for consideration and approval.

Action Plan and Associated Timeline

Subject to the Governance and Policy Committee's directions, the revised Policy will be provided to the Board of Trustees for consideration and final approval. Staff will initiate the review of existing and, as required, development of new operational procedures to support implementation of the Policy.

Resource Implications

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

Communications Considerations

Following Board approval, the Policy will be communicated to the system and posted on the Board's public website.

Board Policy and Procedure Reference(s)

- Advertising Procedure (PR597)
- Distribution and Display of Materials for Students and Parents from External Groups Procedure (PR565)

Appendices

- Appendix A: Advertising Policy (P006) – current
- Appendix B: Distribution and Display of Materials for Students and Parents from External Groups Policy (P041) – current
- Appendix C: Summary of Survey Results (P041)
- Appendix D: Decision-Making Points Approved by the Board of Trustees on May 22, 2019.
- Appendix E: Advertising Policy (P006) – newly revised

From

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Toronto District School Board

Policy P.006 BUS

Title: **ADVERTISING**
Adopted: June 12, 2002
Revised: **March 6, 2003** (Replaces E.012: Advertising)
Review: February 2005

1.0 OBJECTIVE

To identify parameters and acceptable best practices for advertising in schools

2.0 DEFINITION

Advertising Advertising in schools may involve items such as yearbook advertisements, special event programs, fun fair sponsorships, partnerships, donor recognition, athletic uniforms and T-shirts.

3.0 POLICY

- 3.1. All forms of advertising will comply with the Board policies: P.002 DIR: Mission and Values and P.041 SCS: Distribution and Display of Materials for Students and Parents From External Groups.
- 3.2. Advertising initiatives with system-wide implication or that involve more than one school will be reviewed centrally, including contracts.
- 3.3. Without central approval, the use of the Board logo is prohibited in conjunction with commercial logos.
- 3.4. Acknowledgements of a permanent nature are acceptable as long as commercial logos are not employed.
- 3.5. External company logos may be used if they are of a temporary nature for a time specific for an event.
- 3.6. Sponsorship logo recognition for athletic and extra-curricular group items and clothing shall be permitted.
- 3.7. The size and placement of logos on extra-curricular uniforms shall be in accordance with the Ontario Federation of School Athletic Associations' School Uniform Policy,

and in circumstances not covered by OFSAA's policy, the school principal shall decide.

- 3.8. The Board may advertise its own centrally approved products and services throughout the system.

4.0 SPECIFIC DIRECTIVE

- 4.1. The Director is authorized to issue operational procedures to implement this policy.
- 4.2. The Director will develop a protocol and appeal process for staff to use to review and select commercial material from advertisers that is suggested for use as curriculum enhancement purposes or for use in the classroom for implementation in October 2002 and no new materials of this nature will be distributed in the meanwhile.
- 4.3. School councils, in consultation with the school principals, may further narrow the policy for application to the individual school.

5.0 REFERENCE DOCUMENTS

Operational Procedure PR.507 BUS: Advertising

Board Policy P.002 DIR: Mission and Values

Board Policy P.041 SCS: Distribution and Display of Materials for Students and Parents From External Groups

Toronto District School Board

Policy P.041 SCS: Distribution and Display of Materials for Students and Parents From External Groups

Statement

As a community partner, the Toronto District School Board is committed to supporting the distribution and display of communications. This commitment recognizes the Board's responsibility to limit this type of access to students, staff and parents within guiding principles and administrative procedures that support the Board's Mission and Values Statements.

The following guiding principles and policy statements have been developed to ensure that decisions reflect the uniqueness of our community:

Guiding Principles

- Materials approved for distribution will be in keeping with the Board's Mission and Values Statements and will not be in contravention of any Board policy.
- At the school level, the principal will be accountable for the approval process and distribution of materials within the school and school community.
- Materials must be consistent with the school's goals, objectives and program.
- Materials will not promote a particular religion or set of beliefs.
- Materials which are political in nature and/or focus on issues, must inform or educate, create awareness of issues in the community and/or facilitate community discussions. Materials approved for distribution will not promote a specific party, group, person or personal point of view.
- Electronic communication will be governed by the appropriate Information Technology policies and will be consistent with this policy.
- Materials distributed to schools through the Board's courier system must comply with the guiding principles of this policy.

Toronto District School Board

Policy P.041 SCS:

**Distribution and Display of Materials for Students and
Parents From External Groups**

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Toronto District School Board

Policy P.041 SCS:

**Distribution and Display of Materials for Students and
Parents From External Groups**

Administrative Procedure

The Director, or designate, will administer the policy on Distribution and Display of Materials for Students and Parents From External Groups using the following administrative procedures:

Roles and Responsibilities

A. Board

Ontario Education Regulation 298, Section 24, states: *No advertisement or announcement shall be placed in a school or on school property or distributed or announced to the pupils on school property without the consent of the Board that operates the school except announcement of school activities.*

- A.1. Whereby the Board finds specific materials to be objectionable or inappropriate the Board, or its designate, reserves the right not to distribute and/or display any such materials.

B. Superintendents of Schools

- B.1. The superintendents of schools, upon request of the principal, will participate in the decision-making process, taking into account the Board's Mission and Values Statements, the uniqueness of the community, the school's goals, and the appropriate regulations.

C. Principals

- C.1. The principal will be responsible and accountable for the approval process and distribution of materials within the school and school community.
- C.2. Materials which *must* be distributed will be accompanied by specific directions in a memorandum from the appropriate department or supervisory officer, and may be limited to specific areas within the Toronto District School Board.

Note: Regulation 298, Section 12 states: *The Principal of a school shall provide for the prompt distribution to each member of the School Council any materials received by the Principal from the Ministry that are identified by the Ministry as being:*

- (a) *relevant to the functions of the School Council; and*
(b) *for distribution to the members of School Councils.*

- C.3. Principals will establish an in-school procedure for the assessment and for determining the suitability of distributing materials that arrive in the school. The scope of options available to them may include distribution, posting, announcement, inclusion in a newsletter, referral to the School Council, and making mate-

Toronto District School Board

Policy P.041 SCS:

**Distribution and Display of Materials for Students and
Parents From External Groups**

- rials available in the school office. Recognizing the value of consultation, these procedures will include consultation with the School Council when appropriate.
- C.4. Principals will take into consideration the potential impact of distribution of materials on the resources of the school.
 - C.5. Principals will advise and instruct their staff with regards to these procedures.
 - C.6. Principals will work with school councils and student councils to develop guidelines for use in the review and assessment of materials sent directly to their organizations. In both cases, the principal will retain responsibility and accountability for materials approved for distribution to students and parents.
 - C.7. Where it is unclear whether materials are appropriate for distribution or if a request for distribution raises questions or concerns, the principal will request that the superintendent of schools be involved in the decision.
 - C.8. Principals will use their discretion, and refer to Ministry of Education and Training Policy/Program Memorandum No. 112, to ensure that materials providing information about community/cultural events are in accordance with the guiding principles of this policy and that the materials do not promote a particular faith group.

Appendix C

Survey period: February 14 – 24, 2017 (9 business days)

Total # of respondents = 186

- SOE 3
- Admin Liaison 3
- Principals 100
- Vice Principals 21
- Office Administrators 59

1. How familiar are you with Policy P.041 SCS: Distribution and Display of Materials for Students and Parents from External Groups?

- Very familiar 7.5%
- Familiar 41.4%
- Somewhat familiar 35.5%
- Not familiar 15.6%

2. How would you quantify the number of flyers distributed in your school on a weekly basis?

- Very high 0.5%
- High 19.4%
- Just right 22.6%
- Low 55.4%
- Unsure 2.2%

3. How frequently do you receive distribution of material requests in your school/department?

- Daily 1.1%
- 1-2 times/week 28%
- 3-5 times/week 2.7%
- 6+ times/week 0.5%
- 1-2 times/month 10.2%
- Rarely 7.5%
- 2-3 times/month 1.6%
- Other (occasional throughout the year) 48.4%

4. How relevant/important are the services/programs being promoted in your school through distribution of materials to meet the needs of your students?

- Very relevant/important 4.8%
- Important 12.4%
- Moderate 61.3%
- Not relevant/important 18.3%
- Not Applicable 3.2%

5. Have you had any feedback from parents or students in regards to the flyers being distributed in your school?

- Yes, want more flyers 2.2%
- Questioned reasons for the distribution of flyers 8.1%
- Do not wish to receive any non-profit flyers 4.3%
- Do not wish to receive any for-profit flyers 3.2%
- Do not wish to receive any non-profit Partners' flyers 3.8%
- Do not wish to receive any for-profit Partners' flyers 3.8%
- No feedback or objection 86.6%
- Other suggestions 4.8%

6. How do you decide regarding a new distribution of materials request?

- Local decision (by Principals) 44.1%
- Check with Supervisors 33.3%
- Check with Central Partnership Office 21%
- Check with Business Development 26.9%
- Check with Business Development SharePoint site 28%
- Other 4.8%

7. When you receive a distribution of material request, are you able to navigate the Business Development SharePoint site to identify if the flyer/poster has been approved for distribution or not?

- Yes 26.3%
- Somewhat 14.5%
- Not really 10.2%
- Never used SharePoint 48.9%

8. How would you rate the efficiency of the existing distribution of materials process in TDSB?

- Very efficient 2.7%
- Efficient 23.7%
- OK 52.2%
- Not so great 11.3%
- Poor 3.2%
- Other 7%

9. When the draft policy is ready, would you be interested in reviewing the document?

- Yes 42.5%
- No 57.5%

10. Would you like to make any additional comments or suggestions? (i.e. missing questions, areas of Improvements with the DOM process, better ways to distribute flyers in schools, other)

- **Key Comments:**

- Too many promotional flyers, selling products and services.
- Schools are too busy to be distributing external agencies materials on their behalf.
- Schools not want to be viewed as endorsing or promoting external programs for external agencies.
- Schools should not be the outlet for community organizations to send their materials.
- Parents do not want children be used as messengers/distributors of mail.
- Our families often cannot afford most things offered (e.g. camps, athletics).

- **Recommendations:**

- Limit or reduce the number of flyers allowed for distribution within TDSB.
- Align TDSB distribution of materials policy with other Board's policy, in particular when handling non-partner's request for distributing promotional focused materials.
- Materials should be screened for educational relevance or with a purpose to support school activities.
- Clearer policy around the type of materials that are allowed for distribution within the school community.
- Clarification around for-profit and non-profit promotion by external groups.
- Ensure service/programs are relevant to schools/students/community

DECISION MAKING POINTS: ADVERTISING AND DISTRIBUTION OF MATERIALS POLICY (APPROVED BY BOARD OF TRUSTEES ON MAY 22, 2019)

Definitions:

- *Advertising* means any public notice, representation, or activity, including promotional and marketing activities, that is intended to attract attention to a commercial or non-commercial product or service, the brand name of the product or service, the name of the premises where the product or service is available, or the name under which the holder of the product or service carries on business.
- *Advertising Tools* can be delivered through various methods, including website posting, display of materials, social media marketing, newspaper, radio or television advertising, public speaking, distribution of flyers, booklets, promotional products (i.e. magnets, t-shirts or calendars, etc.), as well as event sponsorships, among other means. The terms "advertise" and "advertisement" have corresponding meanings.
- *Approved Vendors* are external entities selected and approved through a central procurement process.
- *Board Property* means all schools administrative and non-administrative Board-operated buildings or lands owned or occupied by the Board, including schools as defined by the *Education Act*. Board-owned vehicles and machinery are also considered Board property (*based on York DSB definition*).
- *Central agreements* are formal contractual agreements established between the TDSB and external entities for the delivery of education related programs, goods or services.
- *Distribution of Materials* means dissemination of information from external organizations to staff, students, parents/guardians and the broader school community through TDSB's distribution system.
- *Distribution System* refers to the TDSB's distribution system where information is circulated from central TDSB departments to local schools and may include physical (e.g. handouts, bulletin board, inclusion in a newsletter or making the materials available in the school office) or electronic (e.g., e-bulletin board) methods. Materials may be referred to the Principal and/or school council for final review and approval. The TDSB's distribution system referred to herein does not include school and school council websites, indoor or outdoor signage and apps used in classrooms.
- *Education related programs* are programs, goods or services provided by external agencies that support student engagement, well-being, parent engagement and achievement through the provision of services or programs that

enhance curriculum and help students expand their learning opportunities. These arrangements shall not be interpreted as forming legal partnerships under the Partnership Act or any Canadian jurisprudence.

- *Education Partnership Agreement*: A partnership agreement is a document defining the terms for educational programming or services implemented by external agencies at TDSB sites.
- *Public Health, Safety and Essential Notices* are informational messages shared by other levels of government or agencies (e.g. Ministry of Education, City of Toronto, Toronto Police, Toronto Public Health, etc.), the TDSB (e.g. Board departments, Board approved information, free and discounted tickets supporting students/family activities) or as approved by the Director of Education.

Provision 1: Application and Scope of the Policy

This Policy applies to all TDSB employees and Trustees.

The Policy also covers students, parents/guardians, volunteers, the Board's school councils, community advisory committees and their members, contractors, and Board visitors.

Permit holders are not permitted to advertise in schools as per the Permit Holder's Agreement.

School council advertising activities are governed by this Policy and must conform to the school council's mandate of improving pupil achievement and enhancing the accountability of the public education system through the active participation of parents, in accordance with Ontario Regulation 612/00.

Provision 2: Mission & Values

Advertisement materials must be consistent with the Board's Mission and Values and will not be in contravention of any Board policy.

The Board will not allow any advertising activities or distribution of materials on Board property, including in its schools or through Board communication mechanisms that are political or religious in nature, promote hatred, violence, prejudice, discrimination or bias against any groups or individuals.

Provision 3: Allowable Scope of Advertising***Option B (Board Approved Option, May 22, 2019):***

Advertising on Board property will not be permitted, with the exception of public health or safety notices and advertising of education-related programs, goods and services by:

- (1) Board's partners, approved vendors or service providers (for-profit or non-profit) that have entered into formal agreement with the TDSB after completion of the required vetting process;
- (2) vendors (for-profit or non-profit) approved through the central procurement process; or
- (3) other levels of government and agencies (e.g., Ministry of Education, City of Toronto, Toronto Police Service) or as approved by the Director of Education.

All advertising must comply with applicable laws and the policies and procedures of the TDSB. Advertising permitted from these groups as listed above will be restricted in cases where a particular religion or set of beliefs is being promoted or the advertising is political in nature, except for instances as identified in the TDSB's Election Activities and Use of Board Resources Procedure (PR533), when the information informs or educates, raises awareness of issues in the community and/or facilitates community discussion.

The school principal may choose to not distribute any non-essential materials based on the fit and appropriateness for their school and community.

Provision 4: Limited Commercial and Restriction on Propaganda related Materials

The TDSB as an educational institution must not become a vehicle for circulation of materials intended primarily for commercial gain, or for propaganda materials which are inflammatory in nature or intent.

Provision 5: Canada's Anti-Spam Legislation (CASL) Compliance

The TDSB will ensure that any advertisement materials distributed electronically comply with Canada's Anti-Spam Legislation (CASL), including the consent to receive commercial information.

Provision 6: Accessibility Compliance

Providers of advertisement materials are responsible for ensuring that their materials (whether in electronic or hardcopy format) are in compliance with the

Accessibility for Ontarians with Disabilities Act (AODA). Non-compliant materials will not be accepted and/or distributed by the TDSB.

Provision 7: Cost Recovery Model (Minimum) for Distributing Vendor Materials

All centrally approved advertising materials from external vendors and or partners may be distributed by the TDSB to individual schools for a fee as determined by the Board. The fee, at a minimum, will cover the TDSB's costs related to the distribution of materials.

Provision 8: School Food and Beverage Policy Compliance

All information and materials related to food and beverage that are distributed must comply with the guidelines as outlined in the Ministry of Education's Policy/Program Memorandum No. 150, "School Food and Beverage Policy."

Provision 9: Reducing Paper and Minimizing the TDSB's Environmental Footprint

The TDSB and its local schools will make an effort to reduce paper consumption and minimize its overall environmental footprint. Methods may include double-sided printing and photocopying, sibling lists, notices on half-sheets of paper, use of e-mail notices or online newsletters, use of projectors, chalk/whiteboards, Smart Boards and paper limits.

Provision 10: Opting Out of Materials Distributed

The TDSB's schools through the school principal, student councils, parent/guardians may request to opt out from receiving advertising and certain materials circulated through the TDSB's distribution system such as promotional materials from approved vendors/partners.

Local schools are permitted to establish signage in their schools with messaging such as 'no soliciting' or 'no flyers.' Information such as Public Health, Safety and Essential Notices must always be provided to schools.

Toronto District School Board

Policy P [number]

Title: **ADVERTISING AND DISTRIBUTION OF MATERIALS**

Adopted: [date of approval of the policy]
 Effected: [date when the policy came into effect]
 Revised: [date when the policy was amended]
 Reviewed: [date when the policy was reviewed]
 Authorization: Board of Trustees

1. RATIONALE

The Advertising and Distribution of Materials Policy (the “Policy”) supports the implementation of the legislative requirement under Ontario Regulation 298, section 24 of the *Education Act* which governs advertisements and announcements in a school, on school property, or to pupils of these schools.

2. OBJECTIVE

To establish parameters related to advertising on Board property including distribution of advertising materials to students, parents/guardians and staff.

3. DEFINITIONS

Advertising means any public notice, representation, or activity, including promotional and marketing activities, that is intended to attract attention to a commercial or non-commercial product or service, the brand name of the product or service, the name of the premises where of the product or service is available, or the name under which the holder of the product or service carries on business. The terms "advertise" and "advertisement" have corresponding meanings.

Advertising Tools means methods for advertising delivery, including website posting, display of materials, social media marketing, newspaper, radio or television announcements, public speaking, distribution of flyers, booklets, promotional products (i.e., magnets, t-shirts, calendars, etc.), as well as event sponsorships, among other means.

Approved Vendors and Service Providers are external entities selected, vetted and approved through TDSB’s central procurement process. The procurement process is carried out by the TDSB Purchasing department or Business Development

department in accordance with applicable TDSB policies, including the Purchasing Policy (P017).

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

Board Property means all schools, administrative and non-administrative Board buildings or lands, Board-owned vehicles and machinery, as well as websites, email accounts or social media platforms, owned, occupied or licensed by the Board. Board-sanctioned conferences and events, whether in-person or virtual, is also considered Board Property.

Central Agreements are formal contractual arrangements, established between the TDSB and external entities defining the terms for the delivery of education related programs, goods or services.

Central Pre-Approval means review and approval coordinated by a central department of TDSB. The central pre-approval process involves: a) review and approval of vendors/service providers/partners who wish to participate in partnerships or provide goods or services to TDSB, and b) review and approval of materials suitable for distribution to TDSB schools by ensuring compliance and alignment with the terms and conditions as set out in a formal agreement with TDSB.

Distribution of Materials means dissemination of information from external organizations (including via school councils) to staff, students, parents/guardians and the broader school community through TDSB’s distribution system.

Distribution System refers to TDSB’s distribution system where information is circulated from central TDSB departments to TDSB schools and may include physical (e.g., handouts, bulletin board, inclusion in a newsletter or making the materials available in the school office) or electronic (e.g., e-bulletin board) methods. Materials may be referred to the Principal and/or school council for final review and approval. TDSB’s distribution system referred to herein does not include school and school council websites, indoor or outdoor signage and mobile applications used in classrooms.

Educational Programming Partnership Agreement is a document defining the terms for educational programming or services implemented by external agencies at TDSB’s sites during instructional time that enhance curriculum, uniquely contribute to TDSB’s strategic directions, and help students expand their learning opportunities.

Educational Programming Partner refers to an external provider or agency under a TDSB Education Partnership Agreement, in accordance with the Educational Programming Partnerships Policy (P024) and procedures.

Permit Holder refers to the individual, community group or organization named in the permit that maintains responsibility for ensuring that all permit users comply with the rules and regulations governing the use of TDSB's facilities, including TDSB's Community Use of Board Facilities (Permits) Policy (P011) and permit rules and regulations related to advertising such as that a facility permit does not include permission to advertise and/or display banners on Board Property.

Public Health, Safety and Essential Notices are informational messages shared by government organizations or agencies (e.g., Ontario Ministry of Education, City of Toronto, Toronto Police Service, Toronto Public Health, etc.), TDSB (e.g., Director, TDSB's departments, and Board approved information).

School Councils are governed by the regulations outlined in the *Education Act* including Ontario Regulation 612/00 and 613/00. The purpose of a school council is through the active participation of parents, to improve pupil achievement and enhance the accountability of the education system to parents.

Sponsorship is an agreement between TDSB/School and an association or company by which the sponsor provides financial or resource support for which they may receive recognition and/or advertisement.

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

4. RESPONSIBILITY

The Director of Education holds primary responsibility for implementation of this Policy. Within the Director's Office, the responsibility for the day-to-day management and coordination of the Policy is assigned to the Associate Director, Business Operations and Service Excellence.

5. APPLICATION AND SCOPE

This Policy applies to all TDSB employees and Trustees.

The Policy also covers students, parents/guardians, volunteers, the Board's school councils and their members, community advisory committees and their members, TDSB educational programming partners, approved vendors and service providers, contractors, and TDSB visitors.

6. POLICY

- 6.1 Advertising materials must be consistent with the Board's Mission, Values and Goals Policy (P002) and will not be in contravention of any legislative act, regulation, Board policy or procedure.
- 6.2 The Board will not allow any advertising activities or distribution of materials on Board property (including in its schools or through Board communication

- mechanisms) that is politically partisan in nature, or that promotes a particular religion, fosters or promotes hatred, violence, prejudice, discrimination or bias against any groups or individuals.
- 6.3 The Board will not advertise services directly competing with TDSB regular school programming, programming operating outside of school operating hours, or third-party service providers (i.e., driver training course/providers, homecare services, casting calls, tutoring services, etc.). Exceptions may include community-based childcare services (e.g., licensed child care providers) and after-hour childcare programming if the school principal is of the opinion that the school community faces a shortage and/or could benefit from the program(s).
- 6.4 School council advertising activities are governed by this Policy and must conform to the school's mandate of improving pupil achievement and enhancing the accountability of the education system through active participation of parents, in accordance with Ontario Regulation 612/00 under the *Education Act*.
- 6.5 Advertising on Board property will not be permitted, with the exception of Public Health, Safety and Essential Notices (as defined in section 3 above) as well as advertising of education-related programs, goods and services provided by:
- a. Approved vendors, service providers, or TDSB educational programming partners that have entered into a central, documented, contractual arrangement with TDSB, after completion of the required central pre-approval and/or central procurement process;
 - b. TDSB school councils, charitable and non-profit organizations who choose to print and distribute their own materials directly to a single school at no fee for distribution, after completion of the required central pre-approval process;
 - c. Other levels of government and agencies (e.g., Ontario Ministry of Education, City of Toronto, Toronto Police Service); or,
 - d. As approved by the Director of Education.
- 6.6 All materials will be reviewed for pre-approval by the TDSB's Business Development department to ensure that they are suitable for distribution to TDSB schools and comply with the terms and conditions of applicable formal agreement(s) with TDSB. The process for reviewing materials may be expedited to accommodate timelines or for smaller requests (e.g., single flyer or single school distribution) as well as materials incoming from existing Board-approved vendors or educational partners. The review process is in place to ensure alignment with the Board's Mission, Values and Goals Policy (P002), and Multi-Year Strategic Plan such as to create a culture for student

- and staff well-being and provide equity of access to learning opportunities for all students.
- 6.7 In accordance with the Community Use of Board Facilities (Permits) Policy (P011) and Permit Holder's Agreement, permit holders are not permitted to advertise in schools and/or on Board property.
 - 6.8 All election activities are governed by TDSB's Election Activities and Use of Board Resources Procedure (PR533). All mass distributions from Trustees, such as newsletters or flyers are governed by the Trustee Constituency Communications Policy (P018).
 - 6.9 The school principal may choose to not distribute any advertising materials, and/or pre-approved materials and non-essential notices (see definition of Public Health, Safety and Essential Notices) based on the fit and appropriateness for their school and community, taking into account the principles of equity as outlined in the TDSB Equity Policy (P037) and the potential impact of distribution of materials on the resources of the school. The school principal will consult with the school council periodically to review the volume and types of distribution of material requests and potential impacts of advertising materials on the school and community.
 - 6.10 The school principals, in consultation with their school councils and parent/guardians, may submit a request to TDSB's Business Development department to opt out from receiving advertising materials circulated through TDSB's distribution system.
 - 6.11 While TDSB schools are permitted to establish signage including messaging such as 'no soliciting' or 'no flyers,' information such as Public Health, Safety and Essential Notices must always be provided to schools.
 - 6.12 Providers of advertising materials will ensure that any advertising materials distributed electronically comply with Canada's Anti-Spam Legislation (CASL), including the consent to receive commercial information.
 - 6.13 Providers of advertising materials are responsible for ensuring that their materials (whether in electronic or hardcopy format) are in compliance with the *Accessibility for Ontarians with Disabilities Act* (AODA) and TDSB's Accessibility Policy (P069). Document integrity will be maintained by TDSB's Distribution Centre when making hard copies from electronic source files.
 - 6.14 Advertising materials from approved external vendors, service providers, TDSB educational programming partners or school councils will be distributed by TDSB's Distribution Centres to individual schools for a fee as determined by the Board. The TDSB will establish a sliding scale fee structure including a waiving of fees based on equity considerations such as whether the

organization is for-profit, not-for-profit or charitable status. The fee, at a minimum, will cover TDSB's costs related to the distribution of materials, with the exception as outlined in Section 6.15.

- 6.15 TDSB school councils, charitable and non-profit organizations may choose to print and distribute their own materials, once approved by the TDSB's Business Development department, directly to a single school at no fee for distribution.
- 6.16 All information and materials related to food and beverage that are distributed by TDSB must comply with the guidelines as outlined in the Ministry of Education's Policy/Program Memorandum (PPM) No. 150, "School Food and Beverage Policy."
- 6.17 TDSB and its local schools will make an effort to reduce use of paper and minimize its overall environmental footprint. Schools/Departments may use various methods include double-sided printing and photocopying, sibling lists, notices on half-sheets of paper, use of e-mail notices or online newsletters, use of projectors, chalk/whiteboards, Smart Boards and/or enforcing paper limits, where applicable, in accordance with the Environment Policy (P028).
- 6.18 Central pre-approval by the Business Development department is required for the use of the TDSB's logo or wordmarks in conjunction with other commercial logos.

7. SPECIFIC DIRECTIVES

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

8. EVALUATION

This Policy will be reviewed, at a minimum, every four years.

9. APPENDICES

- Not applicable.

10. REFERENCE DOCUMENTS

Legislation

- *Accessibility for Ontarians with Disabilities Act*
- Canada's Anti-Spam Legislation
- *Education Act*
- Ontario Regulation 298, section 24 under the *Education Act*

Policies

- Accessibility Policy (P069)
- Community Use of Board Facilities (P011)
- Educational Programming Partnerships (P024)
- Equity Policy (P037)
- Mission, Values and Goals Policy (P002)
- Purchasing Policy (P017)
- The Environment Policy (P028)
- Trustee Constituency Communications Policy (P018)

Procedures

- Advertising (PR507)
- Election Activities and Use of Board Resources (PR533)

Other Documents:

- Ministry of Education Policy/Program Memorandum (PPM) No. 150, "School Food and Beverage Policy."

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Respectful Learning and Working Environment Policy (P073)

To: Governance and Policy Committee

Date: 13 January, 2021

Report No.: 01-21-4003

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 Respectful Learning and Working Environment Policy (P073), as presented in this report, be rescinded.

Context

The Toronto District School Board's (TDSB) Respectful Learning and Working Environment Policy (P073), (the 'Policy') was adopted on June 23, 2010 and has not been reviewed since adoption. There are no operational procedures under this Policy.

The Policy's (see Appendix A) stated objective is "to provide a learning and working environment in which all individuals treat each other with respect, dignity and learn to work in an environment that is free from all objectionable conduct including violence, harassment, bullying/intimidation and discrimination".

Staff have recently conducted an internal review of the Policy. Result of the review indicates that provisions of the Policy are addressed and reflected in a number of current TDSB policies, including the Human Rights Policy (P031), Workplace Harassment Prevention Policy (P034), Equity Policy (P037), Occupational Health and Safety Policy (P048), Caring and Safe School Schools Policy (P051), and Workplace Violence Prevention Policy (P072).

The Respectful Learning and Working Environment Policy (P073) has four main provisions (3.1 – 3.4). The following list outlines current TDSB policies that correspond to P073's four provisions:

- Caring and Safe Schools Policy (P051): sections 3.1, 3.2, 3.3, 3.4
- Equity Policy (P037): sections 3.1, 3.2, 3.3, 3.4
- Human Rights Policy (P031): sections 3.1, 3.2, 3.3, 3.4
- Occupational Health and Safety Policy (P048): sections 3.1, 3.3, 3.4
- Workplace Harassment Prevention Policy (P034): sections 3.1, 3.2, 3.3, 3.4
- Workplace Violence Prevention (P072): sections 3.1, 3.2, 3.3, 3.4

These policies provide clear directions and expectations, and are supported by 25 operational procedures as outlined in the Appendix B. The Policy, therefore, is found to be repetitive and redundant, and it is recommended for rescission.

This recession recommendation was reviewed and approved by Executive Council on January 5, 2021.

Action Plan and Associated Timeline

Subject to Committee's approval, the Policy will be submitted to the Board of Trustees for final approval.

Resource Implications

Not applicable.

Communications Considerations

Following approval by the Board of Trustees, the Policy will be rescinded and removed from the TDSB website and a corresponding communication will be circulated to staff through the System Leaders' Bulletin.

Board Policy and Procedure Reference(s)

- Caring and Safe Schools Policy (P051)
- Equity Policy (P037)
- Human Rights Policy (P031)
- Occupational Health and Safety Policy (P048)
- Workplace Harassment Prevention Policy (P034)
- Workplace Violence Prevention (P072)

Appendices

- Appendix A: Respectful Learning and Working Environment Policy (P073)
- Appendix B: Complete List of Relevant Policies and Associated Operational Procedures

From

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Toronto District School Board

Policy P073

Title: RESPECTFUL LEARNING AND WORKING ENVIRONMENT

Adopted: June 23, 2010

Revised:

Review:

1.0 OBJECTIVE

To provide a learning and working environment in which all individuals treat each other with respect, dignity and learn to work in an environment that is free from all objectionable conduct including violence, harassment, bullying/intimidation and discrimination

2.0 DEFINITIONS

Working environment is any place where employees, students and other users perform work or work-related duties or functions. Schools and school-related activities, such as extracurricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the ambit of this policy.

3.0 POLICY

- 3.1. The Board holds high expectations for the conduct of its employees, its students, educational partners and any others associated with the school community;
- 3.2. This policy applies to all Board students, employees, trustees and other users such as members of consultative committees, clients of the Board, parents, visitors, volunteers, permit holders, contractors and employees of organizations not related to the Board but who nevertheless work on or are invited onto Board premises.
- 3.3. This policy is intended to provide a greater awareness of the value of establishing and maintaining respectful learning and working environments and the need to respond to the damaging effects of objectionable conduct;
- 3.4. This policy and the underlying policies are supported by programs and procedures intended to define the issues and responsibilities to ensure the Board's compliance with all legislative requirements.

4.0 SPECIFIC DIRECTIVES

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

5.0 REFERENCE DOCUMENTS

Board documents

To find related TDSB policies and procedures, search for *safe schools* on the Board's Policies, Procedures and Forms website: <http://www.tdsb.on.ca/ppf/Search.aspx>

Legislation

Occupational Health and Safety Act

Complete List of Relevant Policies and Associated Operational Procedures

- Caring and Safe Schools Policy (P051)
 - Procedure 523 - Trespass to Property
 - Procedure 524 - Search and Seizure
 - Procedure 540 - Non-discretionary and Discretionary Student Transfers
 - Procedure 569 - Crisis and Incident Reporting
 - Procedure 585 - Board Code of Conduct
 - Procedure 586 - Programs for Students on Long-term Suspensions and Expulsions
 - Procedure 594 - Suspension Appeal Meetings
 - Procedure 595 - Expulsion Hearings
 - Procedure 602 - Hearing of an Appeal Under Section 265(1)(m) of the Education Act
 - Procedure 694 - Video Surveillance
 - Procedure 695 - Threats to School Safety
 - Procedure 697 - Promoting a Positive School Climate
 - Procedure 698 - Police-School Board Protocol
 - Procedure 702 - Progressive Discipline and Promoting Positive Student Behaviour
 - Procedure 703 - Bullying Prevention and Intervention
- Equity Policy (P037)
 - N/A
- Human Rights Policy (P031)
 - Procedure 515 - Workplace Harassment Prevention and Human Rights
 - Procedure 728 - Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools
- Occupational Health and Safety Policy (P048)
 - Procedure 601 - Safe Use of Power Tools
 - Procedure 659 - Employee Accident or Injury
 - Procedure 664 - Temperature Guidelines
 - Procedure 665 - Electrical Safety
 - Procedure 678 - Vending Machine Installation

- Procedure 686 - Barbecue Safety
 - Procedure 701 - Green Cleaning
 - Procedure 730 - COVID-19 Mask Procedure
- Workplace Harassment Prevention Policy (P034)
 - Procedure 515 - Workplace Harassment Prevention and Human Rights
- Workplace Violence Prevention (P072)
 - N/A

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Records and Information Management (PR677): Revised Operational Procedure

To: Governance and Policy Committee

Date: 10 February, 2021

Report No.: 02-21-4023

Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that the Records and Information Management Procedure, as presented in this report, be received for information.

Context

On November 10, 2020, Executive Council approved revisions to the Recorded Information Management Procedure, which is now referred to as the Records and Information Management Procedure (PR677). The Procedure has been revised to reflect current best practices, legislative requirements, and establish roles and responsibilities for all staff in managing records and information as regular business practice. In addition, a new Records Retention Schedule (RSS) was implemented to replace the former Records Management Classification System.

The revised Records and Information Management Procedure (PR677) was reviewed in February 2021 to ensure alignment with the newly adopted Records and Information Management Policy approved by the Board of Trustees on February 3, 2021.

The revised Procedure outlines and establishes provisions for the management of managing the Board's recorded information assets, including to:

- establish a systematic recordkeeping system that supports the lifecycle of a record;
- provide evidence of business decisions, activities, and transactions of Board operations, including the delivery of its programs and services;
- manage information security and mitigate overall risks;
- preserve corporate memory and organizational history;
- facilitate and sustain day-to-day operations;
- ensure the protection of confidential and sensitive personal information;
- identify vital records for business continuity and disaster preparedness; and,
- support transparency, accountability, and public trust.

Similarly, the Records Retention Schedule (RRS) is designed to ensure that all Board records and information are managed effectively and securely throughout their lifecycle, regardless of their format or media. All TDSB records and information created or received in the course of Board business and operations will be maintained and disposed of using the RRS.

The RRS organizes TDSB records and information into 11 functional categories of the organization and the activities involved in carrying out the functions. The RRS and other records management resources are available on the Board's internal [RIM site](#).

Action Plan and Associated Timeline

Subject to the Governance and Policy Committee's receipt, the revised Records and Information Management Procedure (PR677) will be provided to the Board of Trustees for information.

Resource Implications

N/A

Communications Considerations

The revised Procedure has been posted on the Board's internal website and communicated to the system, including through Direct Line and System Leaders' Bulletin. Resources have been developed for staff outlining the above changes and expectations.

Board Policy and Procedure Reference(s)

- Records and Information Management Policy, New Policy
- Freedom of Information and Protection of Privacy Policy (P094)
- Open Data Policy (P091)

Appendices

- Appendix A: Records and Information Management Procedure (PR677) – revised clean
- Appendix B: Records and Information Management Procedure (PR677) – past version

From

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Toronto District School Board

Operational Procedure PR677

Title: **RECORDS AND INFORMATION MANAGEMENT**

Adopted: September 1, 2006

Effectuated: September 1, 2006

Revised: **November 10, 2020**

Reviewed: September 2007, November 10, 2020

Authorization: Executive Council

1. RATIONALE

The Records and Information Management Procedure (the “Procedure”) supports implementation of the Records and Information Management Policy (P0XX) and the Toronto District School Board’s commitment to the effective, efficient and secure management of recorded information, regardless of format or media.

The Procedure ensures compliance with the *Education Act*, *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), and *Personal Health Information Protection Act* (PHIPA), and follows industry best practices in the provision of records and information management.

2. OBJECTIVE

To outline and establish provisions for the management of managing the Board’s recorded information assets, including to:

- establish a systematic recordkeeping system that supports the lifecycle of a record;
- provide evidence of business decisions, activities, and transactions of Board operations, including the delivery of its programs and services;
- manage information security and mitigate overall risks;
- preserve corporate memory and organizational history;
- facilitate and sustain day-to-day operations;
- ensure the protection of confidential and sensitive personal information;
- identify vital records for business continuity and disaster preparedness; and,
- support transparency, accountability, and public trust.

3. DEFINITIONS

Active Records means records required for day-to-day business relating to the administration or function of the organization. Active records are referred to regularly and are easily accessible.

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

Business Records or Official Records means any record of information created, collected and/or received during regular Board business that provides evidence of business decisions, actions, and transactions, including the delivery of programs and services.

Data is facts, figures and statistics objectively measured according to a standard or scale, such as frequency, volumes or occurrences and forms the basis of information.

Electronic Records means records that are captured, generated with and/or used by information technology devices.

Electronic Recordkeeping Systems means all electronic platforms and applications endorsed by the Board and used to create, capture, manage and store information including electronic document and records management systems (EDRMS), email, intranet sites, social media, databases, instant messaging, shared drives, clouds, and business information systems.

Freedom of Information (FOI) Request is a request under MFIPPA for access to information that is in the custody or control of the Board. Refer to the Freedom of Information and Protection of Privacy Policy (P094).

Health Information Custodian or “Custodian”, in accordance with the Personal Health Information Protection Act (PHIPA), is the Toronto District School Board for records related to personal health information.

Inactive Records means records that are no longer required in the day-to-day operations of an organization but must be retained for administrative, historical, fiscal, audit, or legal purposes.

Information is meaning and value derived through the analysis and interpretation of data.

Legal Hold is a process that an organization uses to preserve all forms of relevant and potentially relevant information when litigation, a government investigation, investigation, audit, FOI request, or other legal issue or dispute is reasonably anticipated or is underway. During legal hold, applicable retention periods under the TDSB’s records retention schedule are suspended and all available (including official and transitory) records must be preserved.

Metadata is a set of data that describes other data.

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) establishes legal obligations on how public organizations may collect, use, and disclose personal information. MFIPPA also establishes a right of access that enables individuals to request their own personal information and have it corrected.

Office of Primary Responsibility (OPR) is the business unit or department that is primarily responsible for the creation and maintenance of a particular series of records. The RRS names the OPR for each series of records. In some cases, these are very specific; in other cases, the OPR is generic. For example, all units hold program planning files, so all units are designated as the OPR for such files.

Official Records or *Business Records* means any record of information created, collected and/or received in the course of regular Board business that provides evidence of business decisions, actions, and transactions, including the delivery of programs and services.

Personal Information is recorded information about an identifiable individual. As defined by *MFIPPA* this may include, but is not limited to:

- Information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual,
- Information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved,
- Any identifying number, symbol or other particular assigned to the individual,
- The address, telephone number, fingerprints or blood type of the individual,
- The personal opinions or views of the individual except if they relate to another individual,
- Correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence,
- The views or opinions of another individual about the individual, and
- The individual's name if it appears with other personal information relating to the individual or where the disclosure of the name would reveal other personal information about the individual.

Personal Health Information Protection Act (PHIPA) establishes rules for the collection, use and disclosure of personal health information. It regulates health information custodians ("custodians") operating within the province of Ontario and to individuals and organizations that receive personal health information from health information custodians.

Record or Recorded Information means any record of information, however recorded, whether in printed form, on film, by electronic means or otherwise, made or received and retained by an organization in pursuance of legal obligations or in the transaction of business.

Examples include:

- reports, presentations, briefing notes; correspondence such as e-mails; letters, memos; books, pamphlets, plans, maps, drawings, diagrams, graphics; hand-written notes; calendars, text (SMS and/or MMS) messages, and instant messages (IM); voice messages; and video recordings.

Record Hold, also referred to as *Legal Hold*, is an order preventing the destruction or disposition of information required for any actual or anticipated *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) requests, potential or pending litigation or criminal investigations, audits or proceedings before a court or tribunal.

Records and Information Management (RIM) is the efficient and systematic control of the creation, receipt, maintenance, use and disposition of records throughout its lifecycle including the processes for capturing and maintaining evidence of and information about business activities and transactions in the form of records.

Records Retention Schedule (RRS) is a comprehensive list of records series titles, indicating for each series (1) the length of time each document or record will be retained as an active record, (2) the reason (legal, operational, fiscal, historical) for its retention, and (3) the final disposition (archival or destruction) of the record.

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

Transitory Records are records of short-term value that can be destroyed immediately or after meeting its transitory need. Examples include a working document used in the preparation of a final document such as reports, policies or procedures or routine emails to schedule or confirm meetings or events.

Vital Records means a record containing information that is (1) essential to the operations and/or survival of the organization, (2) necessary to recreate the organization’s legal and financial position, and (3) necessary to preserve its claims and rights and those of its stakeholders.

4. RESPONSIBILITY

Associate Director, Business Operations and Service Excellence.

5. APPLICATION AND SCOPE

This Procedure applies to all Board staff, Trustees, and service providers (including contractors, consultants) working on behalf of the Board.

This Procedure applies to all recorded information created, captured, collected or received in the normal course of Board business operations, whether held in digital (electronic) or hardcopy format.

6. PROCEDURE

6.1. General

- 6.1.1 Recorded information will be created and collected to support the delivery of programs and services, and regular Board business operations. This recorded information will be captured in TDSB-approved repositories and systems.
- 6.1.2 Recorded information will be organized and described in a meaningful way that is complete, accurate, current, relevant, and understandable.
- 6.1.3 Recorded information will be used, reused, shared, and disseminated where appropriate, respecting legislative and policy restrictions.
- 6.1.4 Recorded information will be safeguarded and protected against unauthorized access, disclosure, loss and damage, while supporting access and retrieval by those required to perform job duties.
- 6.1.5 Recorded information will be retained and disposed of in accordance with the TDSB's Records Retention Schedule, ensuring those of enduring business and historical value are properly preserved.

6.2. ROLES AND RESPONSIBILITIES

6.2.1. Senior Leadership Team

- The Director of Education, Associate Directors, Executive Superintendents and Executive Officers are assigned the highest level of responsibility for ensuring a successful records management program.
- In order to manage information optimally and best serve the interests of the Board, local schools and wider community, senior leadership team will be responsible for the establishment, implementation and maintenance of a records management program, which includes but is not limited to the allocation of resources and ensuring overall compliance with records management.

6.2.2. The TDSB's Records & Information Management (RIM) unit has the primary responsibility for developing, implementing and maintaining a records and information management program.

6.2.3. Superintendents, Principals, and Managers are responsible for:

- Ensuring RIM requirements are integrated into the planning, development, implementation, evaluation, and reporting of services and programs.
- Managing records and information in compliance with the Board's RIM Policy, Records Retention Schedule (RRS), and other relevant TDSB policies and applicable legislation.
- Creating and capturing recorded information that documents their area, department or school's business operations, activities, transactions and decisions to serve as evidence in pursuance of business and legal obligations.
- Communicating, implementing, and supporting compliance with the Records and Information Management (RIM) Program, including applicable policy, procedures, and the Records Retention Schedule (RRS) established by the Board;
- Ensuring staff are aware of and understand their RIM responsibilities, including their obligations to create and maintain records as an integral part of their work.

- Establishing and maintaining a file plan using the Board's Records Retention Schedule (RRS), and related guidelines, for the storage of recorded information.
- Ensuring that appropriate access privileges and security controls are in place to protect confidential and personal recorded information.
- Monitoring to ensure compliance within their area, department or school.
- Ensuring that the legislative requirements and corporate policies and practices related to access, privacy, security, and information management continue to apply when working from home

6.2.4. Staff are responsible for:

- Compliance with the Board's RIM Program, including policy, procedures, records retention schedule (RRS), and practices.
- Creating and managing recorded information in such a manner that provides clear, accurate, and complete evidence of their decisions, transactions, and activities, regardless of the communication methods.
- Creating accurate records and information that document their assigned work duties.
- Managing recorded information in accordance with applicable Board policies, procedures, record retention schedules, and legislative requirements.
- Ensuring recorded information are retained, destroyed or preserved in accordance with the TDSB's Records Retention Schedule (RRS), and procedures related to formal requests for records (e.g. legal hold, FOI request, audit, etc.).
- Ensuring they do not remove personal information from the office (electronic and/or hardcopy) without prior approval
- Participating in RIM training and organized record clean-up activities.

6.3. RECORDS RETENTION SCHEDULE (RRS)

- 6.3.1. The Records Retention Schedule (RRS) is the official schedule for the TDSB and will establish retention and disposition authority of Board recorded information based on enduring business value.
- 6.3.2. The RRS will ensure all Board recorded information is adequately identified, classified, scheduled, retained, preserved and properly disposed of in accordance with legislative and policy requirements.
- 6.3.3. The process for determining retention periods for recorded information will be based on appraisal and scheduled according to operational, legal, fiscal, and historical value, and, in accordance with legislative requirements and accountabilities.
- 6.3.4. All recorded information must be identified and scheduled in accordance with the RRS and will not be destroyed or removed from the custody or control of the Board, except as authorized in the schedule.
- 6.3.5. The RRS will be structured using a function-based classification system that organizes all recorded information by the key business functions of the Board and the activities involved to carry out the function.

6.3.6. Functions

The RRS is organized into 11 main functional areas of the Board:

- Administration (ADM)
- External Relations and Communications (EXT)
- Facilities and Property Management (FPM)
- Financial Management (FIN)
- Governance (GOV)
- Human Resources Management (HRM)
- Information Technology and Management (ITM)
- Legal Affairs (LEG)
- Research and Planning (RPL)
- Programs and Curriculum (PRO)
- Students (STU)

(a) Administration (ADM)

Records relating to general administrative matters such as meetings and committees not related to TDSB governance activities, office administration, ministry reports, and strategic planning. Records may include internal meeting and committees' decisions and agendas, and internal administrative support or services.

(b) External Relations and Communications (EXT)

This function promotes and manages relationships with the public, parents, and community; provides strategic communications support, design, and multimedia, including social media, and marketing across the TDSB. Additionally, this function provides development and support of web services to the Board's public, intranet, and school websites. Also included is support in dealing with the media, including issues that may arise; media releases, official statements, broad/webcasts, graphic designs, photography, videography, e-learning, special events, crisis management, special and high-profile visits.

(c) Facilities and Property Management (FPM)

This function pertains to the Board's financial, accounting, payroll and compensation services. Records relating to budgets, accounting (payables and receivables), purchasing, transportation, fundraising, grants, audit and risk management, insurance, distribution centre, capital assets; payroll, benefits, and compensation. Records also include personal expense payments, ONSIS reporting; equipment and furnishings, incident reporting.

(d) Financial Management (FIN)

This function pertains to the Board's financial, accounting, payroll and compensation services. Records relating to budgets, accounting (payables and receivables), purchasing, transportation, fundraising, grants, audit and risk management, insurance, distribution centre, capital assets; payroll, benefits, and compensation. Records also include personal expense payments, ONSIS reporting; equipment and furnishings, incident reporting.

(e) Governance (GOV)

This function covers how the TDSB is governed and regulated to ensure efficiency, accountability, and transparency, and to ensure compliance with statutory and regulatory obligations. Records relating to the Board of Trustee committee proceedings, including standing committees and election records. Also includes agendas, minutes, reports, corporate organizational charts, policy review and development, trustee management, ombudsperson, ministry audits, and, parent and community involvement.

(f) Human Resources Management (HRM)

This function includes records relating to TDSB employees, employee-relations, and provides various personnel services. Includes personnel records, labour relations, collective bargaining and agreements, employee information (including health information), conditions of work, attendance, overtime, salary rates, disability case management, human rights management, occupational health and safety, training and development, grievances, performance appraisals, and recruitment.

(g) Information Technology and Management (ITM)

This function relates to the production, maintenance and/or management of information-related resources and initiatives by the TDSB and external parties, including enterprise information systems and applications, IT infrastructure, corporate records management, libraries, and freedom to information and privacy. Records may include project plans, proposals, needs assessments, business cases, reports, project charters, FOI requests, privacy breach investigations, change requests, system development documentation, and system upgrade schedules.

(h) Legal Affairs (LEG)

This function relates to the legal matters of the Board, including contracts and agreements, copyright, trademarks, litigation and legal proceedings, legal advice and opinions; Ontario Human Rights Tribunal (OHRT) cases, and external legal correspondence.

(i) Programs and Curriculum (PRO)

This function provides the application and development of curriculum guidelines and educational programs for students, including continuing education, co-operative, extracurricular, adult, and community programs and services. Records may include, but are not limited to design proposals, guidelines, lesson plans, correspondence, and course outlines.

(j) Research and Planning (RPL)

The function of undertaking research and planning to support the ongoing operations of the TDSB and its schools. Records may include research surveys, studies, census, projections and reports regarding school boundaries, student demographics, curriculum, student and parent census, municipal planning and development, and statistics.

(k) Students (STU)

This function documents the delivery of programs and services to students at the school level, including student records regarding the enrolment, registration, and attendance; the Ontario Student Record (OSR), Office Index Cards (OIC); counselling, placements and assessment records; consent/permission forms; and extra-curricular such as field trips. Also includes student records relating to co-operative education, continuing education, international programs, student exchanges, and special education. Lastly, records include exams and testing; student marks, nutrition, bus transportation; non-monetary scholarships, grants and bursaries.

6.3.7. The RRS includes the following eight (8) column headings:

- a) Acronym – is the acronym or function code assigned to identify the functional category.
- b) Record Series Title – is the name of the record series and contains detailed information on the processes, actions, and/or transactions involved in the creation/production of the record series. Each series includes, the types of records included in the series and, where applicable, similar record series to review into the series.
- c) Office of Primary Responsibility (OPR) – is the office of primary responsibility is typically the originating business unit/department/school that created or became in custody of the record and becomes responsible for its lifecycle management. However, general records that are common across the Board will not have a specific OPR due to its common use.
- d) Total Retention – will define the consolidated total length for both active and inactive retention timelines.
- e) Final Disposition – will define the final action to be taken once the total retention period is reached. Final disposition includes archival review (before destruction), permanent, archival review before applying permanent retention, and destroy.
- f) Comments/Legislation – will provides a further explanation about the retention where necessary; for example, when the retention is based on an event, the event is explained for the records series (i.e., the event date is the date the record was created).
- g) Legacy Code – will reference the previous retention classification code that would apply to each record series, where applicable, as reference for employees to assist with determining what new record series applies using the RRS.
- h) Data & Information Classification –defines the sensitivity label classified to the associated records series title. Each record series is assigned one of three security classifications: ***Restricted, Internal or Public.***

6.3.8 The **Total Retention** and **Final Disposition** columns will reference the following codes in the footer of each page of the RRS:

Code	Definition	Characteristics
D/AR	Archival Review (before destruction)	Requires that, upon expiration of the assigned retention period, the record series be reviewed for any ongoing business value or historical significance before destruction is carried out. Records identified and selected during the archival review process are then selected for long-term preservation and archived, while the remaining records are destroyed. If, upon archival review, no records were identified as having enduring business value or historical significance then the entirety of the series should be destroyed.
CY	Current Year	Refers to the current calendar year (or fiscal year) from January 1 st to December 31 st .
CSY	Current School Year	Refers to the current school year or September 1 st to August 31 st .
D	Destroy/Delete	Requires that, upon expiration of the assigned retention period, the records are to be destroyed or deleted. Record series with medium or high sensitivity classifications must be destroyed or deleted securely and completely.
S	Superseded	Refers to the replacement of a document once it has been updated or revised. The new document supersedes the previous version. Several types of records series are living documents that continually get revised, updated or replaced.
T	Trigger event (for termination or close of an event or activity)	The trigger event will specify the event that must occur first to <i>trigger</i> the start of the retention period assigned.

6.3.9 RRS Change Requests

- a) The RRS will be reviewed annually by the RIM unit and any proposed change requests for new or to existing record series, will be reviewed by applicable stakeholders for consideration and approval. Any changes to the RRS will be reflected in the following year.
- b) All staff, including business units, departments, and schools, will complete and submit the *RRS Change Request Form* to the TDSB RIM Mailbox: RIM@tdsb.on.ca. All changes will be reflected in the latest version of the RRS, and an RRS Change Log will be updated to track all changes.

6.4. Official Format

- 6.4.1 When recorded information is exists in both electronic and physical format, the office of primary responsibility (OPR) will decide in which format to retain the official record. The decision must be applied consistently for each record series and duplicates destroyed.
- 6.4.2 When an electronic record is the official record, paper copies will be discarded.
- 6.4.3 For access and privacy purposes, there will be only one complete official copy of each record retained:
 - Back-up copies will be prepared only when there is sufficient need for authenticity of the original record, where they are considered Vital Records and to provide ease of access.

6.5. Legal Holds

- 6.5.1 Legal holds will be issued at the discretion of the TDSB's Legal Counsel in special circumstances involving e-discovery, and legal proceedings.
- 6.5.2 All recorded information pertaining to the specific hold will be forwarded to the Legal Services mailbox.
- 6.5.3 Legal holds will be issued and communicated to the system or appropriate stakeholders in circumstances that are subject, but not limited to: Freedom of Information (FOI) requests, internal/external audits, Ministry requests, or investigations.
- 6.5.4 During an active legal hold, normal retention periods for the recorded information, are for the requested recorded information subject to the hold are to be retained legal and record holds, the requested recorded information shall not be destroyed or altered in any way, and their retention suspended indefinitely until the hold is no longer in effect.

6.6. Organize and Store

- 6.6.1 Business units, departments, and schools should develop a file plan for organizing and storing their recorded information.
- 6.6.2 Recorded information will be organized, described and maintained to ensure timely access and retrieval.
- 6.6.3 Storage plans for recorded information will establish the short and long-term storage requirements for inactive recorded information, including paper, physical media and digital formats.
- 6.6.4 The TDSB's RIM unit will receive and maintain the destruction certificates, authorization and transmittal documents from business unit heads.
- 6.6.5 The Board's records management administrator will assist, maintain and coordinate inactive recorded information to the TDSB's vendor for records storage. Active recorded information is to be maintained at the site they originated in and shall be managed in accordance with the RRS. Exception to inactive OSRs received by schools to the Central Transcript Office.
- 6.6.6 Inactive Ontario Student Records (OSRs) that are received and purged from schools will be transferred to and stored centrally via the Central Transcript Office (CTO) for long-term preservation in accordance with the Ministry of Education's *Ontario Student Record (OSR) Guideline, 2000*. Refer to the [CTO's site](#) for all OSR-related documentation.
- 6.6.7 Recorded information will be stored securely, ensuring restricted access to recorded information containing sensitive and/or personal information, such as using lockable filing cabinets; practicing a clean desk routine; using privacy screens if monitor is easily exposed to others.
- 6.6.8 Recorded information will be labeled and organized for efficient retrieval and destruction.

6.7. Disposal

- 6.7.1 Disposition of recorded information will be done in accordance with the retention and final disposition criteria defined and included in the RRS.
- 6.7.2 Regular review of recorded information for disposal will be completed annually.
- 6.7.3 The destruction of recorded information will be documented using an official records destruction form and authorized by the senior or business manager, department head or principal responsible for their management. All destruction forms will be forwarded to the RIM unit for long-term storage and will be kept by the applicable manager.
- 6.7.4 All transitory records and information will be discarded once their purpose is met and no longer required. This includes working papers, reference information, duplicates, and drafts of documents when they are finalized.
- 6.7.5 Recorded information that includes sensitive confidential, and/or personal information will be destroyed securely. This means, using secured (locked) shredding bins, including emptying computer's electronic recycling bin.
- 6.7.6 Recorded information will be destroyed in such a way that ensures it cannot be reconstructed, read, or duplicated.
- 6.7.7 Recorded information subject to active legal or a record hold will be retained indefinitely until the hold is no longer in effect, regardless of the assigned retention.
- 6.7.8 When an employee departs from the Board, their records and information will be reviewed for disposition and official records will be forwarded to the applicable business manager, supervisor, principal or vice-principal.

6.8. Access, Security and Control

- 6.8.1 Access to confidential and sensitive data and information will be restricted to those with a legitimate work-related purpose, authority or on a 'need-to-know' basis for accessing such data and information.
- 6.8.2 Physical recorded information (e.g. paper) containing confidential and or sensitive information will be stored in secure locations (i.e. lockable cabinets, locked records storage areas, and/or off-site at Board-endorsed third-party record centres).
- 6.8.3 Only store confidential and sensitive recorded information in Board-approved and formally established information systems, repositories, cloud solutions or secured network drives.
- 6.8.4 Confidential and sensitive recorded information will not be stored on an individual's computer hard drive (e.g. (C :) Drive), external hard drives, or unencrypted USB drives.

- 6.8.5 Staff will securely and permanently destroy data and information in accordance with the RRS, and applicable policies and procedures.
- 6.8.6 Staff will not download or transfer confidential, sensitive and/or internal Board recorded information to unapproved storage devices.
- 6.8.7 Contractual arrangements will include provisions for the protection and appropriate use of Records and Information Management to mitigate risks.
- 6.8.8 Records and Information Management will be managed to support business continuity and recovery in the event of disaster.

6.9 Remote Working

- 6.9.1 TDSB policies and procedures, including compliance with legislative and accountability requirements, related to the management, security, access, and privacy of TDSB recorded information apply when working remotely or working from home.
- 6.9.2 Recorded information containing personal information, or other restricted or sensitive information will not be saved or stored to any personal device (i.e. home computer, tablet, external hard drive). Staff will only use a TDSB-issued and managed device(s) with an encrypted hard drive, accessed via Virtual Private Network (VPN).
- 6.9.3 Final versions of documents or files will be stored in a TDSB shared network drive, cloud repository or system (e.g. shared drives, Google Docs, MS Teams, MS One Drive via Office 365, MS SharePoint). Transitory records such as duplicates, and convenience copies stored on TDSB devices will be deleted regularly or when no longer needed.
- 6.9.4 Hard-copy (paper) records such as hand-written notes concerning your work activities, or preliminary work-in-progress versions of documents that are printed at-home, are confidential records requiring secure storage, handling, and destruction when no longer required.
- 6.9.5 Staff will establish and maintain a clean desk routine when leaving their remote workspace for any length of time and at the end of the day:
 - Secure hard-copy records; do not leave confidential work information unsecured; ensure they are stored in a lockable drawer or file cabinet.
 - Lock your computer or device screen if you do not turn off your computer.

7. EVALUATION

This operational procedure will be reviewed and amended, as required. At a minimum, it will be reviewed every four (4) years after the effective date.

8. APPENDICES

- TDSB Data & Information Classification (Appendix A)

9. REFERENCE DOCUMENTS

The Records Retention Schedule (RRS) via:

- TDSBWeb – [Records and Information Management \(RIM\) site.](#)

Legislation:

- *Canada Evidence Act*
- *Education Act*
- *Electronic Commerce Act*
- *Municipal Freedom of Information and Protection of Privacy Act*
- *Ontario Evidence Act*
- *Personal Health Information Protection Act*

Policies and Procedures:

- Acceptable Use of Information Technology Resources Policy (P088)
- Cyber Risk and Security Procedure (PR725)
- Freedom of Information and Protection of Privacy Policy (P094)
- Open Data Policy (P091)
- Records and Information Management Policy (P0XX)

Other Documents:

- *Ontario Student Record (OSR) Guideline, 2000*
- *TDSB's Records Management Classification System, August 18, 2004*

Appendix A

Data & Information Classification

Indicates the sensitivity level of the information within a record series. Each record series is assigned one of three (3) classifications labels: **Public**, **Internal** or **Restricted**. Each classification label is based on the level of risk associated, and the impact it would have on the TDSB, its employees, students, and or partners, should the information be compromised in any way.

The classifications ensure that the appropriate safeguards are in place and applied to protect it from unauthorized disclosure or access. The security classifications are highlighted in the RRS as follows:

Classification	Description
Restricted	This applies to data and information whose unauthorized disclosure could result in serious injury , significant financial impact, or major and irreparable harm to TDSB, its employees and partners.
Internal	This applies to data and information whose unauthorized disclosure could result in injury , breach of confidentiality or cause financial impact to TDSB, including individuals, litigation, penalty for non-compliance, negative publicity, damage to the TDSB brand and reputation.
Public	This applies to data and information whose unauthorized disclosure would not result in injury or cause harm to the TDSB, individuals, or other legitimate stakeholders.

NOTE: A record series classified as **Public** does not necessarily mean that the information is part of a routine disclosure or that it is already available to the public.

Public classification can mean that the record series could be requested and released through a Freedom of Information (FOI) Requests, or that if an unauthorized disclosure took place, it would not result in injury or harm to the TDSB or individuals.

Toronto District School Board

Operational Procedure PR677

Title: **RECORDED INFORMATION MANAGEMENT**

Adopted: September 1, 2006, **September 2007**

Revised:

Reviewed: December 2012

Authorization: Executive Council

1.0 OBJECTIVE

To provide information concerning the Board's recorded information management system including the records classification system and the records retention schedule

2.0 RESPONSIBILITY

Manager, Board Services

3.0 DEFINITIONS

In November 1998, a Records Classification System for the Toronto District School Board was approved.

Under the Municipal Freedom of Information and Protection of Privacy Act, the Board is required to ensure access to information under its control or custody, within the provisions of the legislation. Solid recorded information management practices, such as the use of accurate and consistent coding, filing and retrieval practices, assist the Board to meet its obligations to provide access to Information.

4.0 PROCEDURES

- 4.1 The Board's Recorded Information Management system is comprised of two parts: the Records Classification System and the Records Retention Schedule.
- 4.2 This system applies to both paper and electronic records and was distributed to all administrative staff in schools and education centres. As many changes have taken place within departments over the last few years this information is being reissued in this procedure format.
- 4.3 In order to assist staff with this process the procedure provides the following:
 - (a) Card outlining whole classification system (677A)
 - (b) Card outlining alphabetical index to the classification system (677B)

- (c) Information on how to a Windows folder called TDSB which includes sub-folders for every classification code (677J)

All records, including documents, **must be saved and/or filed** in accordance with the correct Records Classification Code, and **have the code noted** on the record.

4.4 Supporting Documents (published as forms)

The documents that follow comprise the actual procedure for the Records Classification System. They are accessed as forms on the Policy and Procedures website and may be printed and placed in a binder or referred to on-line, according to individual preference.

<u>Title</u>	<u>Document (Form)</u>	<u>Instructions</u>
DESKTOP REFERENCES		
Records Management Classification System: Quick Reference	677A	It is suggested that this be printed on PINK card stock and used as a handy desktop reference . It is three pages in length provides a quick reference of the classification codes.
Records Management Classification System: Subject Guide	677B	It is suggested that this be printed on GREY card stock and used as a handy desktop reference . It is 11 pages in length and provides a quick cross-reference of how common types of records should be coded.
USE ON-LINE OR PLACE IN BINDER (print on white paper)		
Cover page	677C	1 page in length
Table of Contents	677D	1 page in length
Recorded Information Management Model	677E	9 pages in length This document provides an overview of the Recorded Information Management model, from exactly what constitutes a "record" to examples of record coding.
Frequently Asked Questions	677F	2 pages in length. This document provides a summary of the records that would be includ-

<u>Title</u>	<u>Document (Form)</u>	<u>Instructions</u>
		ed in the eleven primary headings. (The primary headings are the alphabetical designation of the code.)
Summary or Primary Headings	677G	3 pages in length. This document provides a summary of the records that would be included in the eleven primary headings. (The primary headings are the alphabetical designation of the code.)
Scope Notes	677H	60 pages in length. This document is extremely useful in helping you to determine how a file should be coded. For each classification code, examples are given of what should be included and what should not be included.
LABELS FOR HARDCOPY FILES		
File Labels	677I	9 label sheets are required; This is a file that will print a set of file labels in the 2 x 15 format (30 labels per page). Nine label sheets are required.
OTHER INFORMATION		
Instructions for Installing a MSWindows TDSB Folder on Your Computer	677J	5 pages in length. This document provided instructions for downloading a Windows folder called TDSB which includes sub-folders for every classification code
Records Management Retention Guidelines	677K (alpha) 677L (by classification code)	25 pages each in length. These documents serve as a base to ensure that records are appropriately retained according to a legal and/or ministry retention schedule. Executive Assistants are responsible for off-site storage of departmental records. (This function is not related to the Board's Museum and Archives.)
Yearly Memo From Administrator	677M	7 pages in length. This memo is distributed at the beginning of every school year providing general information and updates re the Recorded Information Management system.

Contact for additional information:
Maria Mavroyannis

Manager, Board Services

5.0 REFERENCE DOCUMENTS

Operational Procedure

PR676: Freedom of Information and Protection of Privacy



Revised Procedure PR597, French Immersion/Extended French

To: Governance and Policy Committee

Date: 10 February, 2021

Report No.: 02-21-4026

Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that the revised French Immersion/Extended French Procedure (PR597), as presented in this report, be received for information.

Context

The French Immersion/Extended French Procedure was initially adopted on December 14, 2009 and last revised on December 10, 2019. Housekeeping changes were last made on March 17, 2020.

Staff initiated a review of the Procedure to update information regarding entry points to ensure alignment with the implementation of the new Middle French Immersion program (Grade 4 entry); a system-wide entry point in 40 TDSB schools overseen by the French Department. . Numerous housekeeping changes were also made, including updating titles of referenced TDSB policies and procedures.

The revised Procedure was approved by Executive Council on January 15, 2021. The French Immersion/Extended French Procedure (see Appendices A and B) is presented to the 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 March 10, 2021 for information.

Resource Implications

The Procedure will be implemented within existing budget framework.

Communications Considerations

The revised French Immersion/Extended French Procedure (PR597) will be posted on the Board's internal and external website and communicated through the System Leaders' Bulletin.

Board Policy and Procedure Reference(s)

- Accommodation and Program Review (P068)
- Admission Eligibility Requirements (PR518)
- Admission to Specialized Schools and Programs (PR612)
- Early Learning and Care (P022)
- French-as-a-Second Language (P080)
- Kindergarten Registration Procedure (PR696)
- Optional Attendance (P013)
- Optional Attendance (PR545)
- Transportation of Students (P020)
- Transportation of Students (PR504)

Appendices

- Appendix A: French Immersion/Extended French Procedure (PR597) – Revised Tracked Changes
- Appendix B: French Immersion/Extended French Procedure (PR597) – Revised Clean

From

Curtis Ennis, Associate Director – Equity, Well-being and School Improvement (Interim), by email at curtis.ennis@tdsb.on.ca or by phone at 416-397-3187.

Angela Caccamo, Centrally Assigned Principal – French as a Second Language, Classical and International Languages (K-12), by email at angela.caccamo@tdsb.on.ca or by phone at 416-396-7992.

Toronto District School Board

Operational Procedure PR597

Title: **FRENCH IMMERSION/EXTENDED FRENCH**

Adopted: December 14, 2009

Effectuated: December 14, 2009

Revised: **December 10, 2019, January 15, 2021**

Reviewed: **December 10, 2019, January 15, 2021**

Authorization: Executive Council

1.0 RATIONALE

The French Immersion/Extended French Operational Procedure ("The Procedure") supports the implementation of the French-as-a-Second Language Policy (P080).

2.0 OBJECTIVE

To provide procedures to support the Board's commitment to Core French, French Immersion and Extended French programs.

3.0 DEFINITIONS

Elementary Education

The Ontario Curriculum: French as a Second Language: Core French - Grades 4-8; Extended French; Grades 4-8; French Immersion - Grades 1-8, Revised 2013

Core French is mandatory from Grades 4 to 8 for all students in English-language elementary schools. Policy and program requirements for elementary school Core French programs dictate that students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8, and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8.

The Ontario Curriculum: French as a Second Language: Core French - Grades 4-8; Extended French; Grades 4-8; French Immersion - Grades 1-8, Revised 2013[3](#)

Extended French and French Immersion are French-as-a-Second-Language (FSL) programs in which French is not only taught as a subject but also serves as the language of instruction in other subjects. The provision of Extended French and/or a French Immersion program is optional.

In a French Immersion program, French must be the language of instruction for a minimum of 50 percent of the total instructional time at every grade level of the program.

In an Extended French program, French must be the language of instruction for a minimum of 25 percent of the total instruction time at every grade level.

Secondary Education

The Ontario Curriculum, Grades 9 and

12: French as a Second Language – Core French, Extended French, and French Immersion, Revised 2014

French as a Second Language programs are available as Core, Extended and Immersion in secondary school. Students will select their program based on the total number of hours of French instruction accumulated by the end of Grade 8 (600 for Core French, a minimum of 1260 for Extended French, and a minimum of 3800 for French Immersion).

Core French: One compulsory credit is required for graduation, generally earned in Grade 9. Students may receive a Certificate of Achievement in Core French upon successful completion of Grade 12.

Extended French: Students who complete the program are required to take 4 consecutive courses in Extended French and a minimum of 3 courses in other subjects taught in French. Successful students are eligible to receive a Certificate of Bilingual Studies in Extended French from the TDSB.

French Immersion: Students who complete the program are required to take 4 consecutive courses in French Immersion and a minimum of 6 courses in other subjects taught in French. Successful students are eligible to receive a Certificate of Bilingual Studies in French Immersion from the TDSB.

4.0 RESPONSIBILITY

Associate Director, [Equity, Well-Being and School Improvement, School Operations and Service Excellence](#)

5.0 APPLICATION AND SCOPE

This Procedure applies to all TDSB staff.

6.0 PROCEDURES

PART 1: Admissions and Placements

6.1. Determination of Program Locations

- (a) The system wide Early French Immersion and ~~Middle Junior Extended~~ French ~~Immersion~~ programs are overseen by the central FSL Department.
- (b) Program locations are determined using the following criteria:
 - (i) Continuation of exemplary program delivery and sustainability;
 - (ii) Sufficient enrolment in the Senior Kindergarten and/or Junior classes to ensure healthy class sizes at all grade levels, considering attrition rates;
 - (iii) Balance of English and French enrolment in dual track schools;
 - (iv) The maintenance of viable English programs, characterized by the relative population of the English stream to the French stream;
 - (v) Location of site within a catchment area;
 - (vi) Pathways to intermediate and secondary programs;
 - (vii) Transportation;
 - (viii) Existing Immersion/Extended programs within the school and area;
 - (ix) Other school programs (e.g. Special Education, music, child care);
 - (x) Pupil place capacity and space utilization rate (SK to Grade 12);
 - (xi) Projected enrolments over time; and
 - (xii) Portables as an option to accommodate additional students

6.2. Admission

- (a) Every student in the TDSB may apply for French Immersion and Extended French Programs at the appropriate entry point.
- (b) Information on program availability at local schools is available at www.tdsb.on.ca/pars and at individual schools.

6.3. Entry Points

(a) System Entry Points

In the TDSB, there are a number of entry points to French Immersion ~~and Extended French~~ Programs. These include the following:

- (i) Senior Kindergarten (Early Immersion)
- (ii) Grade 4 (~~Middle Extended~~ French ~~Immersion~~)

(b) Additional Entry Points (locally managed by the school Principal)

- (i) Grade 6 (Intensive Extended French in one school only)
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- ~~(ii)~~ Grade 4 (Middle Immersion in two schools only)
~~(iii)~~(ii) Grade 7 (Extended French in 14 schools only)

6.4. Admission of Siblings

The Board supports a Sibling Rule which ensures that children with siblings in the French program in the school and who will be in attendance the following year will have a priority placement.

6.5. Optional Attendance

In the TDSB, students may access a program outside their French Immersion or Extended French catchment area by applying through Optional Attendance to register in that program. Parents may obtain an Optional Attendance application form at www.tdsb.on.ca/parents or from their local school and apply to the requested school for consideration. Admission will be based on availability of space in the program. No transportation is provided for students admitted under Optional Attendance.

- (a) Once admitted to a school, the student will have the right to complete the French Immersion/Extended French Program in the schools through the designated pathway for that school.
- (b) If a student changes residence, he or she may be moving out of the catchment area of the French Immersion or Extended school designated for their address. Where a change in address results in movement out of the designated catchment area, students must apply under Optional Attendance to continue in their current school. These admissions through Optional Attendance are automatically accepted; no transportation will be provided, consistent with the Optional Attendance Policy.

6.6. Registration

Registration in individual schools is consistent with PR.696 SCH, which describes the process and requirements for registration in all schools. This includes verification of the right to attend in selected schools.

6.7. Program Placement

(a) Admission

- (i) Access to Immersion ~~and Extended French~~ programs is based on the English home school determined by the home address.
 - (ii) Catchment areas are determined for each ~~Extended French and~~ French Immersion program. Catchment areas may be changed at any time in accordance with Board policy and procedures.
-

- (iii) The application process for the two system entry points (i.e. SK French Immersion and ~~Junior-Extended~~Middle French Immersion – Gr. 4 Entry) is managed by the central FSL department through a central online application process.
 - (iv) A defined date for application is determined each year and posted on the TDSB website. Applications received before the deadline will be accommodated. Applications received after the deadline may be accommodated after on time applications are processed based on availability of space.
 - (v) Applications are available through an online application for SK French Immersion and Grade 4 ~~Middle Junior-Extended~~ French Immersion at www.tdsb.on.ca/pars. Assistance is available at local schools for families without computer access.
 - (vi) The application process for the additional entry points (i.e. Gr. 6 Intensive Extended, ~~Gr. 4 Middle Immersion~~, and Gr. 7 Extended French) is locally managed at the school level.
- (b) Process for Accommodating Students Where Insufficient Space is Available (Two System Entry points)
- (i) When insufficient space is available at a particular school, students will be accommodated in schools with space available for the program.
 - (ii) Where applications exceed capacity, staff will undertake the following:
 - The central FSL Department in collaboration with the Planning Department will work to determine the next closest school with available space.
 - The FSL Department will inform the local school Superintendent.
 - If there is no space in a host school in the geographic area for additional classes to be created, a program may be opened in a new site in consultation with the FSL Department, the Planning Department and the local school Superintendent.
 - If none of the previous steps is possible, then students will be admitted to the host school subject to a system-wide procedure (proximity or lottery). The remaining students will be offered placement in the next closest French Immersion ~~or Junior-Extended French~~ School with space.
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(c) Process for Accommodating Students Where Insufficient Space is Available

(Additional Entry points i.e. Gr. 6 Intensive Extended, [Gr. 4 Middle Immersion](#), Gr. 7 Extended French)

- (i) When insufficient space is available at a particular school, then students will be admitted to the host school subject to a local school procedure (i.e. lottery). The remaining students will be held on a local school wait-list subject to available space.

(d) Catchment Areas

- (ii) Each school offering Extended French or French Immersion in TDSB has a designated catchment area, based on the English home school determined by the home address of students. Students from this area may apply to attend the program in their designated school. Catchment areas may be changed at any time in accordance with Board policy and procedures.
- (iii) Students are ensured a placement from elementary through secondary schools. These identified elementary-intermediate-secondary schools for each catchment are defined as a pathway.
- (iv) Once admitted to a French Immersion or Extended French program, students will have the right to follow the pathway designated for the school of entry to the program and to complete the program. See [6.21 4.22](#)

6.8. Admission at Other than Designated Entry Points(a) Immersion to Extended at Intermediate and Secondary Levels

Students seeking admission from Immersion to Extended French are considered on a case by case basis by the principal in consultation with Central FSL Program staff.

(b) Last Date of Admission to Regular Entry Points

Subject to availability of space and the Ministry of Education class size requirements, the last date for admission to the regular entry points is as follows:

- (i) Early [French](#) Immersion (SK) - Last day of December classes
- (ii) Middle [French](#) Immersion (Grade 4) - September 30
- (iii) Extended French (Grades ~~4~~, 6 and 7) - September 30

(c) Admission from Other Jurisdictions

- (i) Students who move into TDSB may be placed in French Immersion or Extended French programs if they have been enrolled in equivalent French Immersion or Extended French programs in other school boards in Ontario.
- (ii) For other jurisdictions or for students without an equivalent French as a Second Language background, students may apply consistent with the Late Admission Procedure in 6.9.
- (iii) Students from Francophone or private schools that offer equivalent French programs may apply to attend a French Immersion program if space is available.
- (d) Demission from French Immersion/Extended French Programs
 - (i) Where students experience significant difficulties in a second language environment, students may be demitted from programs with parental/guardian consultation and consent. Such action may be taken after attempts to do the following:
 - The provision of remedial support to the student through the School Support Team at the school
 - The creation of an IEP for the student
 - A meeting with parents/guardians to review the achievement of the student in the program
 - (ii) Students who leave a program may be required to return to their local school for the English Program as determined by home address or to apply for optional attendance in any English Program School. Admission through Optional Attendance will be based on availability of space in the school requested.

6.9. Late Admission and Re-Entry to French Immersion/Extended French

- (a) Students may be admitted to a French Immersion/Extended French program at other than the entry point after a review of student records or confirmation of an equivalent background in French, as determined by the principal in consultation with Program staff.
 - (b) Where the student's background in French is deemed to be equivalent and space is available, the student will be admitted to the program.
 - (c) Where the student's background in French is not equivalent, no late admission will be allowed. The student may be referred to another entry point, where such is possible.
 - (d) Where the equivalent background in French is in question, request for admission to French Immersion and Extended French program will be directed to an Admissions Committee by the Principal of the request school. The admissions committee will consist of:
-

- (i) Principal or designate of the requested school
- (ii) Receiving teacher of the appropriate grade
- (iii) Representative of the central FSL department.

PART 2: Instruction

6.10. Core French in Elementary Schools

The Ministry of Education has mandated Core French from Grades 4-8 for all students in English Language Schools. By the end of Grade 8, student will receive 600 hours of French instruction.

6.11. French Immersion and Extended French in Elementary Schools

Both French Immersion and Extended French are French as a Second Language Programs in which French is the language of instruction for a portion of each school day. In French Immersion, French is the language of instruction for a minimum of 50 per cent of the day, while in Extended French, French is the language of instruction for a minimum of 25 per cent of the day.

6.12. Core French in Secondary Schools

Students with 600 hours of French instruction by the end of Grade 8 will take a Core French program. One compulsory credit is required for graduation, generally earned in Grade 9. Students who complete four consecutive credits in Core French are eligible to receive a Certificate of Achievement in Core French from the TDSB.

6.13. Extended French in Secondary Schools

Students require a minimum of 1260 hours, or equivalent, of French instruction for admission to an Extended French program in secondary school. Students who complete the program are required to take 4 consecutive courses in Extended French and a minimum of 3 courses in other subjects taught in French. Successful students are eligible to receive a Certificate of Bilingual Studies in Extended French from the TDSB.

6.14. French Immersion in Secondary Schools

Students require a minimum of 3800 hours, or equivalent, of French instruction for admission to French Immersion programs in secondary school. Students who complete the program are required to take 4 consecutive courses in French Immersion and a minimum of 6 courses in other subjects taught in French. Successful students are eligible to receive a Certificate of Bilingual Studies in French Immersion from the TDSB.

6.15. Subjects

In Early French Immersion programs, from Kindergarten to Grade 3, all

subjects are taught in French. English is introduced in Grade 4 for 40 minutes to one hour daily. This continues in Grade 5 when English instruction is increased from 75 minutes to half day. At Grade 6, 7 and 8, half the day is taught in French and half the day in English. The subjects taught in French are Language, History/Geography, Math and The Arts.

In Junior Extended French programs from Grades 4 to 8, half the day is in French and half in English. Subjects taught in French are Language, Social Studies and The Arts. Students from the Junior Extended French program blend with students from the Grade 7 entry Extended French program in Grade 9.

In Middle French Immersion programs, for Grades 4 and 5, all subjects are taught in French. English is introduced in Grade 6 with Science and English Language taught in English from Grade 6-8. for one hour daily. Students from the Middle French Immersion program blend with students from the Early French Immersion program in Grade 9, ~~where half the day is taught in French. The subjects taught in French are Language, History/Geography, Math and The Arts.~~

In Grade 7 entry Extended French, French is taught for three periods per day. Subjects taught in French are Language, History/Geography and The Arts. Students from the Junior Extended French program blend with students from the Grade 7 entry program in Grade 9.

In secondary school Extended French and French Immersion programs, subjects taught in French will vary from school to school depending on the qualifications of the staff of the school.

Curriculum Content

The curriculum for Core, Immersion and Extended French is approved by the Ministry of Education for the province of Ontario. Complete descriptions are available at <http://www.edu.gov.on.ca/eng/parents/curriculum.html>

6.16. Combined Grades

Combined grades may be organized for the teaching of the French Immersion and Extended French programs.

6.17. English as a Second Language

Students who are new to Canada and speak a language other than English may access Immersion and Extended French programs in the same way as all other students.

6.18. Special Education

- (a) French as a Second Language: Core French
-

- (i) Core French is part of every student's program, including students who are identified as requiring special education programming.
 - (ii) Process for Supporting Students in Core French
 - As expected in all subjects, accommodations and modifications should be used to support all students, as required and as noted in the IEP.
 - The student should be supported through the In-School Team/School Support Team process at the school.
 - (iii) Process for Exemptions from Core French (Elementary)
 - Decisions for exemptions should be considered on a case-by-case basis. The child's teacher(s), the resource teacher and administrators will provide advice and consultation.
 - Consideration for exemption may be given to:
 - ✓ Students working on alternative program expectations i.e. not working on academic expectations from The Ontario Curriculum (e.g. DD in special schools or programs), students with autism who have extremely limited or no receptive/expressive communication, and students with severe behaviour disorders/emotional disturbances; or
 - ✓ Students with severe learning/language disabilities that include significant central auditory processing deficits requiring extensive modification and accommodations.
 - Initial consultation should involve the Core French teacher, the classroom teacher, the MART and the administrator(s) of the school regarding the difficulties that the student is experiencing.
 - Program support should be provided to the Core French teacher by involving the MART, the central FSL Department and other teachers and/or by referring to the document entitled *Program Adaptations for Students with Special Needs in the Core French Classroom – A Resource Guide for Core French* available on the Principals' website and/or referring to the Ministry document entitled "*Including Students with Special Education Needs in French as a Second Language Programs 2015*"
<http://www.edu.gov.on.ca/eng/amenagement/includingFLS2015.pdf>
 - Students may be exempted after on-going attempts at program modification and diverse avenues to support the student in the Core French program have been unsuccessful.
-

- The School Support Team or parent may make the recommendation for exemption.
- Consultation and communication with parents are vital. The Principal must consult with the parents of the student to determine if an exemption is appropriate.

Next Steps if an exemption is appropriate:

- ✓ If a decision to exempt a student is made, the parents/guardians should be informed **in writing** of the impact of the exemption in terms of missing a compulsory credit in secondary school when requesting a substitution.
- ✓ The parents **must provide a written, signed** request to the school for the exemption. It must state that the parent understands that Core French is a mandatory program for Grades 4-8 and that there is one compulsory credit at the secondary level.
- ✓ A description of the **alternative program** (i.e. a curriculum subject, reportable) the school is offering to the student to replace the Core French Program should also be included.
- ✓ A copy of the request is kept in the OSR.
- ✓ A copy is sent to the Learning Network Superintendent.
- ✓ The decision relating to the program exemption is recorded in the student's IEP (page 2) with a statement of the educational rationale for the decision.
- ✓ The exemption should be noted in the student's Individual Learning Profile (ILP).

(b) Process for Exemptions from Core French (Secondary Substitutions)

- (i) The same process, described above, should be used to determine secondary substitutions.
- (ii) Decisions for substitutions should be considered on a case-by-case basis.
- (iii) Consultation and communication with parents are vital. Parents should be informed in writing of the impact of a course substitution.

6.19. French Immersion and Extended French Programs

- (a) Students who are identified with exceptionalities may be admitted to Immersion and Extended programs and should be supported with appropriate accommodations and/or modifications as outlined on their IEP.
- (b) Where students experience challenges, the In-School Support Team/School Support Team will discuss the strategies, accommodations and/or modifications used to date. School administrators, together with the family and teacher(s) will review the student's progress.

PART 3: Accommodation

6.20. Accommodation Issues

Long-term accommodation issues at TDSB are reviewed regularly by the Planning Department. Planning and Program staff consider the expansion, contraction, establishment or relocation of French programs as per policy P068 Accommodation and Program Review Policy.

6.21. Designated Pathway

Each school offering Extended French or French Immersion in TDSB has a designated catchment area. Students from this area may apply to attend the program in their designated school. From elementary through secondary schools, receiving schools are identified and the elementary-intermediate-secondary schools for each catchment are defined as a pathway.

6.22. Location of Schools Offering French Immersion and Extended French

A list of current schools offering Extended French or French Immersion can be found at www.tdsb.on.ca/programs.

6.23. Immersion Centers

TDSB has 6 Immersion Centres for which there is no English program catchment. French Immersion Centres deliver programming from SK only. In order to become an Immersion Centre, a Program Area Review Team must be called to consider the needs of the school and neighbourhood schools.

6.24. Enrolment Cap

Caps to student enrolment and average class size requirements are determined annually by the Ministry of Education and are aligned with Primary Class Size Legislation. French Immersion and Extended French programs are subject to a cap as required by the Ministry of Education.

6.25. Class Size: Minimum Opening, Maximum, Blending

- (a) In order to maintain program viability, sufficient enrolment in the in-take class is vital. The Board recommends the following minimum enrolments:
 - (i) Early French Immersion (SK) – 2 classes
 - (ii) Middle French Immersion (Grade 4) – 1 class of 25-30 students
 - (iii) Extended French (Grade 4 and 7) – 1 class of 25-30 students
 - (iv) Secondary school – 2 classes feeding into the school
 - (b) Program staff in consultation with Planning Department will determine classes based on space availability.
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- (c) In other grades, principals, in consultation with staffing committees may adjust the Staffing Model to create combined classes.
- ~~(d) Early and Middle French Immersion are blended at Grade 7 for instruction where both streams are contained in one school. The Grade 4 and Grade 7 Extended streams blend in Grade 9.~~

PART 4: Financial Support

Funds are provided through the Ministry of Education from the Special Purpose Language Grant to support French as a Second Language programs. This is allocated to the Board on the basis of enrolment in all French programs: Core French, French Immersion and Extended French programs.

6.26. Startup Costs

For SK French Immersion programs, schools designated as new sites receive a subsidy for each new class to the school as well as an annual library supplement.

For Grade 4 programs, Middle French Immersion/Junior Extended French schools designated as new sites receive a subsidy for each new class to the school as well as an annual library supplement.

6.27. Operating Budgets

Immersion and Extended French schools receive a supplement which is included in school budgets. Principals in consultation with school staff determine the budget priorities for each school.

PART 5: Transportation

- (a) Where transportation is approved by the Transportation Department, students from Senior Kindergarten to Grade 5 will be transported by bus. Where transportation is approved by the Transportation Department, students from Grades 6 to 8 will be provided with TTC tickets.
 - (b) Students may be transported to French Immersion and Extended French programs if the distance from home to school exceeds the following:
 - (i) Senior kindergarten to Grade 5: 1.6 km or more
 - (ii) Grade 6 to 8: 3.2km or more
 - (c) Students who have elected to attend a French Immersion or Extended French program under Optional Attendance will not receive transportation.
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PART 6: Human Resources(a) Administration of Core French, Extended French and French Immersion Programs

The administration of the program is under the supervision of a Superintendent. Program staff assists with implementation of the program and support for instruction. Principals are responsible for the day to day operation of programs in the schools.

(b) Staffing

Staffing for French Immersion and Extended French programs is allocated to schools on the basis of staffing formulas as well as Regulations under the Education Act and/or Collective Agreement negotiated with the teacher unions. In addition, Designated Early Childhood Educators (in SK) are assigned to the program as allocated in the current year budget.

6.28. Teacher Qualifications

- (a) Teachers will hold an Ontario Teachers Certificate which qualifies them to teach in the English Language schools of Ontario. In addition, teachers of Core, Extended and Immersion French will hold Additional Qualifications to teach French as a Second Language in an English school.
- (b) Teachers without an Ontario Teachers' Certificate may teach under a Letter of Permission as allowed by the regulation on Teacher Certification.
- (c) For teachers with Ontario Teachers' Certificates but no additional qualification in French, boards may apply for them to teach under a Letter of Approval in certain circumstances.

PART 7: French as a Second Language Community Advisory Committee (FSLCAC)

The role of the FSLCAC is to consult with and advise the Board on French as a Second Language matters. As a Board community advisory committee, the FSLCAC will contribute to the work of trustees and staff. This partnership of trustees, staff and parents will foster excellence and growth in FSL programs at the Board.

7.0 EVALUATION

This Procedure will be reviewed as required, but at a minimum every four (4) years.

8.0 APPENDICES

Not Applicable

9.0 REFERENCE DOCUMENTS

Policies

- Optional Attendance (P013)
- Transportation of Students (P020)
- Child Care in Schools (P022)
- Accommodation and Program Review (P068)

Operational Procedures

- Transportation of Students (PR504)
- Admission Eligibility Requirements (PR518)
- Admission to Specialized Schools and Programs (PR612)
- Optional Attendance (PR545)

Ministry of Education Documents

- The Ontario Curriculum: French as a Second Language: Core French - Grades 4-8; Extended French; Grades 4-8; French Immersion - Grades 1-8, Revised 2013
 - The Ontario Curriculum, Grades 9 and 12: French as a Second Language – Core French, Extended French, and French Immersion, Revised 2014
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Toronto District School Board

Operational Procedure PR597

Title: **FRENCH IMMERSION/EXTENDED FRENCH**

Adopted: December 14, 2009

Effectuated: December 14, 2009

Revised: September 3, 2019; **December 10, 2019, January 15, 2021**

Reviewed: September 3, 2019; **December 10, 2019, January 15, 2021**

Authorization: Executive Council

1.0 RATIONALE

The French Immersion/Extended French Operational Procedure ("The Procedure") supports the implementation of the French-as-a-Second Language Policy (P080).

2.0 OBJECTIVE

To provide procedures to support the Board's commitment to Core French, French Immersion and Extended French programs.

3.0 DEFINITIONS

Elementary Education

The Ontario Curriculum: French as a Second Language: Core French - Grades 4-8; Extended French - Grades 4-8; French Immersion - Grades 1-8, Revised 2013.

Core French is mandatory from Grades 4 to 8 for all students in English language elementary schools. Policy and program requirements for elementary school Core French programs dictate that students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8, and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8.

Extended French and French Immersion are French as a Second Language (FSL) programs in which French is not only taught as a subject but also serves as the language of instruction in other subjects. The provision of Extended French and/or a French Immersion program is optional.

In a French Immersion program, French must be the language of instruction for a minimum of 50 percent of the total instructional time at every grade level of the program.

In an Extended French program, French must be the language of instruction for a minimum of 25 percent of the total instruction time at every grade level.

Secondary Education

The Ontario Curriculum, Grades 9 to 12: *French as a Second Language – Core French, Extended French, and French Immersion, Revised 2014.*

French as a Second Language programs are available as Core, Extended and Immersion in secondary school. Students will select their program based on the total number of hours of French instruction accumulated by the end of Grade 8 (600 for Core French, a minimum of 1260 for Extended French, and a minimum of 3800 for French Immersion).

Core French: One compulsory credit is required for graduation, generally earned in Grade 9. Students may receive a Certificate of Achievement in Core French upon successful completion of Grade 12.

Extended French: Students who complete the program are required to take 4 consecutive courses in Extended French and a minimum of 3 courses in other subjects taught in French. Successful students are eligible to receive a Certificate of Bilingual Studies in Extended French from the TDSB.

French Immersion: Students who complete the program are required to take 4 consecutive courses in French Immersion and a minimum of 6 courses in other subjects taught in French. Successful students are eligible to receive a Certificate of Bilingual Studies in French Immersion from the TDSB.

4.0 RESPONSIBILITY

Associate Director, Equity, Well-Being and School Improvement

5.0 APPLICATION AND SCOPE

This Procedure applies to all TDSB staff.

6.0 PROCEDURES

PART 1: Admissions and Placements

6.1. Determination of Program Locations

- (a) The system wide Early French Immersion and Middle French Immersion programs are overseen by the central FSL Department.
- (b) Program locations are determined using the following criteria:
 - (i) Continuation of exemplary program delivery and sustainability;
 - (ii) Sufficient enrolment in the Senior Kindergarten and/or Junior classes to ensure healthy class sizes at all grade levels, considering attrition rates;
 - (iii) Balance of English and French enrolment in dual track schools;
 - (iv) The maintenance of viable English programs, characterized by the relative population of the English stream to the French stream;
 - (v) Location of site within a catchment area;
 - (vi) Pathways to intermediate and secondary programs;
 - (vii) Transportation;
 - (viii) Existing Immersion/Extended programs within the school and area;
 - (ix) Other school programs (e.g. Special Education, music, child care);
 - (x) Pupil place capacity and space utilization rate (SK to Grade 12);
 - (xi) Projected enrolments over time; and
 - (xii) Portables as an option to accommodate additional students.

6.2. Admission

- (a) Every student in the TDSB may apply for French Immersion and Extended French Programs at the appropriate entry point.
- (b) Information on program availability at local schools is available at www.tdsb.on.ca/pars and at individual schools.

6.3. Entry Points

(a) System Entry Points

In the TDSB, there are a number of entry points to French Immersion Program. These include the following:

- (i) Senior Kindergarten (Early Immersion)
- (ii) Grade 4 (Middle French Immersion)

(b) Additional Entry Points (locally managed by the school Principal)

- (i) Grade 6 (Intensive Extended French in one school only)
- (ii) Grade 7 (Extended French in 14 schools only)

6.4. Admission of Siblings

The Board supports a Sibling Rule which ensures that children with siblings in the French program in the school and who will be in attendance the following year will have a priority placement.

6.5. Optional Attendance

In the TDSB, students may access a program outside their French Immersion or Extended French catchment area by applying through Optional Attendance to register in that program. Parents may obtain an Optional Attendance application form at www.tdsb.on.ca/parents or from their local school and apply to the requested school for consideration. Admission will be based on availability of space in the program. No transportation is provided for students admitted under Optional Attendance.

- (a) Once admitted to a school, the student will have the right to complete the French Immersion/Extended French Program in the schools through the designated pathway for that school.
- (b) If a student changes residence, they may be moving out of the catchment area of the French Immersion or Extended school designated for their address. Where a change in address results in movement out of the designated catchment area, students must apply under Optional Attendance to continue in their current school. These admissions through Optional Attendance are automatically accepted; no transportation will be provided, consistent with the Optional Attendance Policy (P013), Optional Attendance Procedure (PR545), Admission Eligibility Requirements Procedure (PR518) and Admission to Specialized Schools and Programs Procedure (PR612).

6.6. Registration

Registration in individual schools is consistent with the Early Learning and Care Policy (P022) and the Kindergarten Registration Procedure (PR696), which describes the process and requirements for registration in all schools. This includes verification of the right to attend in selected schools.

6.7. Program Placement

(a) Admission

- (i) Access to Immersion programs is based on the English home school determined by the home address.
 - (ii) Catchment areas are determined for each French Immersion program. Catchment areas may be changed at any time in accordance with Board policy and procedures.
 - (iii) The application process for the two system entry points (i.e. SK French Immersion and Middle French Immersion – Gr. 4 Entry) is managed by the central FSL department through a central online application process.
 - (iv) A defined date for application is determined each year and posted on the TDSB website. Applications received before the deadline will be accommodated. Applications received after
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the deadline may be accommodated after on time applications are processed based on availability of space.

- (v) Applications are available through an online application for SK French Immersion and Grade 4 Middle French Immersion at www.tdsb.on.ca/pars. Assistance is available at local schools for families without computer access.
 - (vi) The application process for the additional entry points (i.e. Gr. 6 Intensive Extended, , and Gr. 7 Extended French) is locally managed at the school level.
- (b) Process for Accommodating Students Where Insufficient Space is Available (Two System Entry points)
- (i) When insufficient space is available at a particular school, students will be accommodated in schools with space available for the program.
 - (ii) Where applications exceed capacity, staff will undertake the following:
 - The central FSL Department in collaboration with the Planning Department will work to determine the next closest school with available space.
 - The FSL Department will inform the local school Superintendent.
 - If there is no space in a host school in the geographic area for additional classes to be created, a program may be opened in a new site in consultation with the FSL Department, the Planning Department and the local school Superintendent.
 - If none of the previous steps are possible, then students will be admitted to the host school subject to a system-wide procedure (proximity or lottery). The remaining students will be offered placement in the next closest French Immersion School with space.
- (c) Process for Accommodating Students Where Insufficient Space is Available (Additional Entry points i.e. Gr. 6 Intensive Extended, Gr. 7 Extended French)
- (i) When insufficient space is available at a particular school, then students will be admitted to the host school subject to a local school procedure (i.e. lottery). The remaining students will be held on a local school wait-list subject to available space.
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(d) Catchment Areas

- (ii) Each school offering Extended French or French Immersion in TDSB has a designated catchment area, based on the English home school determined by the home address of students. Students from this area may apply to attend the program in their designated school. Catchment areas may be changed at any time in accordance with Board policy and procedures.
- (iii) Students are ensured a placement from elementary through secondary schools. These identified elementary-intermediate-secondary schools for each catchment are defined as a pathway.
- (iv) Once admitted to a French Immersion or Extended French program, students will have the right to follow the pathway designated for the school of entry to the program and to complete the program. See 6.21

6.8. Admission at Other than Designated Entry Points

(a) Immersion to Extended at Intermediate and Secondary Levels

Students seeking admission from Immersion to Extended French are considered on a case by case basis by the principal in consultation with Central FSL Program staff.

(b) Last Date of Admission to Regular Entry Points

Subject to availability of space and the Ministry of Education class size requirements, the last date for admission to the regular entry points is as follows:

- (i) Early French Immersion (SK) - Last day of December classes
- (ii) Middle French Immersion (Grade 4) - September 30
- (iii) Extended French (Grades 6 and 7) - September 30

(c) Admission from Other Jurisdictions

- (i) Students who move into TDSB may be placed in French Immersion or Extended French programs if they have been enrolled in equivalent French Immersion or Extended French programs in other school boards in Ontario.
 - (ii) For other jurisdictions or for students without an equivalent French as a Second Language background, students may apply consistent with the Late Admission Procedure in 6.9.
 - (iii) Students from Francophone or private schools that offer
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equivalent French programs may apply to attend a French Immersion program if space is available.

- (d) Demission from French Immersion/Extended French Programs
- (i) Where students experience significant difficulties in a second language environment, students may be demitted from programs with parental/guardian consultation and consent. Such action may be taken after attempts to do the following:
- The provision of remedial support to the student through the School Support Team at the school;
 - The creation of an Individual Education Plan (IEP) for the student; and
 - A meeting with parents/guardians to review the achievement of the student in the program.
- (ii) Students who leave a program may be required to return to their local school for the English Program as determined by home address or to apply for optional attendance in any English Program School. Admission through Optional Attendance will be based on availability of space in the school requested.

6.9. Late Admission and Re-Entry to French Immersion/Extended French

- (a) Students may be admitted to a French Immersion/Extended French program at other than the entry point after a review of student records or confirmation of an equivalent background in French, as determined by the principal in consultation with Program staff.
- (b) Where the student's background in French is deemed to be equivalent and space is available, the student will be admitted to the program.
- (c) Where the student's background in French is not equivalent, no late admission will be allowed. The student may be referred to another entry point, where such is possible.
- (d) Where the equivalent background in French is in question, request for admission to French Immersion and Extended French program will be directed to an Admissions Committee by the Principal of the request school. The admissions committee will consist of:
- (i) Principal or designate of the requested school;
 - (ii) Receiving teacher of the appropriate grade ; and
 - (iii) Representative of the central FSL department.

PART 2: Instruction

6.10. Core French in Elementary Schools

The Ministry of Education has mandated Core French from Grades 4-8 for all students in English Language Schools. By the end of Grade 8, students

will receive 600 hours of French instruction.

6.11. French Immersion and Extended French in Elementary Schools

Both French Immersion and Extended French are French as a Second Language Programs in which French is the language of instruction for a portion of each school day. In French Immersion, French is the language of instruction for a minimum of 50 per cent of the day, while in Extended French, French is the language of instruction for a minimum of 25 per cent of the day.

6.12. Core French in Secondary Schools

Students with 600 hours of French instruction by the end of Grade 8 will take a Core French program. One compulsory credit is required for graduation, generally earned in Grade 9. Students who complete four consecutive credits in Core French are eligible to receive a Certificate of Achievement in Core French from the TDSB.

6.13. Extended French in Secondary Schools

Students require a minimum of 1260 hours, or equivalent, of French instruction for admission to an Extended French program in secondary school. Students who complete the program are required to take 4 consecutive courses in Extended French and a minimum of 3 courses in other subjects taught in French. Successful students are eligible to receive a Certificate of Bilingual Studies in Extended French from the TDSB.

6.14. French Immersion in Secondary Schools

Students require a minimum of 3800 hours, or equivalent, of French instruction for admission to French Immersion programs in secondary school. Students who complete the program are required to take 4 consecutive courses in French Immersion and a minimum of 6 courses in other subjects taught in French. Successful students are eligible to receive a Certificate of Bilingual Studies in French Immersion from the TDSB.

6.15. Subjects

In Early French Immersion programs, from Kindergarten to Grade 3, all subjects are taught in French. English is introduced in Grade 4 for 40 minutes to one hour daily. This continues in Grade 5 when English instruction is increased from 75 minutes to half the day. At Grade 6, 7, and 8, half the day is taught in French and half the day in English. The subjects taught in French are Language, History/Geography, Math and The Arts.

In Junior Extended French programs from Grades 4 to 8, half the day is in French and half in English. Subjects taught in French are Language, Social Studies and The Arts. Students from the Junior Extended French program

blend with students from the Grade 7 entry Extended French program in Grade 9.

In Middle French Immersion programs, for Grades 4 and 5, all subjects are taught in French. English is introduced in Grade 6 with Science and English Language taught in English from Grade 6-8. . Students from the Middle French Immersion program blend with students from the Early French Immersion program in Grade 9.

In Grade 7 entry Extended French, French is taught for three periods per day. Subjects taught in French are Language, History/Geography and The Arts. Students from the Junior Extended French program blend with students from the Grade 7 entry program in Grade 9.

In secondary school Extended French and French Immersion programs, subjects taught in French will vary from school to school depending on the qualifications of the staff of the school.

Curriculum Content

The curriculum for Core, Immersion and Extended French is approved by the Ministry of Education for the province of Ontario. Complete descriptions are available at <http://www.edu.gov.on.ca/eng/parents/curriculum.html>

6.16. Combined Grades

Combined grades may be organized for the teaching of the French Immersion and Extended French programs.

6.17. English as a Second Language

Students who are new to Canada and speak a language other than English may access Immersion and Extended French programs in the same way as all other students.

6.18. Special Education

(a) French as a Second Language: Core French

- (i) Core French is part of every student's program, including students who are identified as requiring special education programming.
 - (ii) Process for Supporting Students in Core French
 - As expected in all subjects, accommodations and modifications should be used to support all students, as required and as noted in the IEP.
 - The student should be supported through the In-School Team/School Support Team process at
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the school.

(iii) Process for Exemptions from Core French (Elementary)

- Decisions for exemptions should be considered on a case-by-case basis. The child's teacher(s), the resource teacher and administrators will provide advice and consultation.
- Consideration for exemption may be given to:
 - ✓ Students working on alternative program expectations i.e. not working on academic expectations from The Ontario Curriculum (e.g. DD in special schools or programs), students with autism who have extremely limited or no receptive/expressive communication, and students with severe behaviour disorders/emotional disturbances; or
 - ✓ Students with severe learning/language disabilities that include significant central auditory processing deficits requiring extensive modification and accommodations.
- Initial consultation should involve the Core French teacher, the classroom teacher, the Methods and Resources teacher (MART) and the administrator(s) of the school regarding the difficulties that the student is experiencing.
- Program support should be provided to the Core French teacher by involving the MART, the central FSL Department and other teachers and/or by referring to the document entitled *Program Adaptations for Students with Special Needs in the Core French Classroom – A Resource Guide for Core French* available on the Principals' website and/or referring to the Ministry document entitled *"Including Students with Special Education Needs in French as a Second Language Programs 2015"*
<http://www.edu.gov.on.ca/eng/amenagement/includingFLS2015.pdf>
- Students may be exempted after on-going attempts at program modification and diverse avenues to support the student in the Core French program have been unsuccessful.
- The School Support Team or parent may make the recommendation for exemption.
- Consultation and communication with parents are vital. The Principal must consult with the parents of the student to determine if an exemption is appropriate.

Next Steps if an exemption is appropriate:

- ✓ If a decision to exempt a student is made, the parents/guardians should be informed **in writing** of the impact of the exemption in terms of missing a compulsory credit in secondary school when requesting a substitution.

- ✓ The parents **must provide a written, signed** request to the school for the exemption. It must state that the parent understands that Core French is a mandatory program for Grades 4-8 and that there is one compulsory credit at the secondary level.
- ✓ A description of the **alternative program** (i.e. a curriculum subject, reportable) the school is offering to the student to replace the Core French Program should also be included.
- ✓ A copy of the request is kept in the OSR.
- ✓ A copy is sent to the Learning Network Superintendent.
- ✓ The decision relating to the program exemption is recorded in the student's IEP (page 2) with a statement of the educational rationale for the decision.
- ✓ The exemption should be noted in the student's Individual Learning Profile (ILP).

(b) Process for Exemptions from Core French (Secondary Substitutions)

- (i) The same process, described above, should be used to determine secondary substitutions.
- (ii) Decisions for substitutions should be considered on a case-by-case basis.
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6.19. French Immersion and Extended French Programs

- (a) Students who are identified with exceptionalities may be admitted to Immersion and Extended programs and should be supported with appropriate accommodations and/or modifications as outlined on their IEP.
- (b) Where students experience challenges, the In-School Support Team/School Support Team will discuss the strategies, accommodations and/or modifications used to date. School administrators, together with the family and teacher(s) will review the student's progress.

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6.20. Accommodation Issues

Long-term accommodation issues at TDSB are reviewed regularly by the Planning Department. Planning and Program staff consider the expansion, contraction, establishment or relocation of French programs as per the Accommodation and Program Review Policy (P068).

6.21. Designated Pathway

Each school offering Extended French or French Immersion in TDSB has a designated catchment area. Students from this area may apply to attend

the program in their designated school. From elementary through secondary schools, receiving schools are identified and the elementary-intermediate-secondary schools for each catchment are defined as a pathway.

6.22. Location of Schools Offering French Immersion and Extended French

A list of current schools offering Extended French or French Immersion can be found at www.tdsb.on.ca/programs.

6.23. Immersion Centers

TDSB has 6 Immersion Centres for which there is no English program catchment. French Immersion Centres deliver programming from SK only. In order to become an Immersion Centre, a Program Area Review Team must be called to consider the needs of the school and neighbourhood schools.

6.24. Enrolment Cap

Caps to student enrolment and average class size requirements are determined annually by the Ministry of Education and are aligned with Primary Class Size Legislation. French Immersion and Extended French programs are subject to a cap as required by the Ministry of Education.

6.25. Class Size: Minimum Opening, Maximum, Blending

- (a) In order to maintain program viability, sufficient enrolment in the in-take class is vital. The Board recommends the following minimum enrolments:
 - (i) Early French Immersion (SK) – 2 classes
 - (ii) Middle French Immersion (Grade 4) – 1 class of 25-30 students
 - (iii) Extended French (Grade 7) – 1 class of 25-30 students
 - (iv) Secondary school – 2 classes feeding into the school
- (b) Program staff in consultation with Planning Department will determine classes based on space availability.
- (c) In other grades, principals, in consultation with staffing committees may adjust the Staffing Model to create combined classes.

PART 4: Financial Support

Funds are provided through the Ministry of Education from the Special Purpose Language Grant to support French as a Second Language programs. This is allocated to the Board on the basis of enrolment in all French programs: Core French, French Immersion and Extended French programs.

6.26. Startup Costs

For SK French Immersion programs, schools designated as new sites receive a subsidy for each new class to the school as well as an annual library supplement.

For Grade 4 programs, Middle French Immersion/Junior Extended French schools designated as new sites receive a subsidy for each new class to the school as well as an annual library supplement.

6.27. Operating Budgets

Immersion and Extended French schools receive a supplement which is included in school budgets. Principals in consultation with school staff determine the budget priorities for each school.

PART 5: Transportation

- (a) In accordance with the Transportation of Students Policy (P020) and Transportation of Students Procedure (PR504), and where transportation is approved by the Transportation Department, students from Senior Kindergarten to Grade 5 will be transported by bus. Where transportation is approved by the Transportation Department, students from Grades 6 to 8 will be provided with TTC tickets.
- (b) Students may be transported to French Immersion and Extended French programs if the distance from home to school exceeds the following:
 - (i) Senior kindergarten to Grade 5: 1.6 km or more
 - (ii) Grade 6 to 8: 3.2 km or more
- (c) Students who have elected to attend a French Immersion or Extended French program under Optional Attendance will not receive transportation.

PART 6: Human Resources

- (a) Administration of Core French, Extended French and French Immersion Programs

The administration of the program is under the supervision of a Superintendent. Program staff assists with implementation of the program and support for instruction. Principals are responsible for the day to day operation of programs in the schools.

- (b) Staffing

Staffing for French Immersion and Extended French programs is allocated to schools on the basis of staffing formulas as well as

Regulations under the Education Act and/or Collective Agreement negotiated with the teacher unions. In addition, Designated Early Childhood Educators (in SK) are assigned to the program as allocated in the current year budget.

6.28. Teacher Qualifications

- (a) Teachers will hold an Ontario Teachers Certificate which qualifies them to teach in the English Language schools of Ontario. In addition, teachers of Core, Extended and Immersion French will hold Additional Qualifications to teach French as a Second Language in an English school.
- (b) Teachers without an Ontario Teachers' Certificate may teach under a Letter of Permission as allowed by the regulation on Teacher Certification.
- (c) For teachers with Ontario Teachers' Certificates but no additional qualification in French, the Board may apply for them to teach under a Letter of Approval in certain circumstances.

PART 7: French as a Second Language Community Advisory Committee (FSLCAC)

The role of the FSLCAC is to consult with and advise the Board on French as a Second Language matters. As a Board community advisory committee, the FSLCAC will contribute to the work of trustees and staff. This partnership of trustees, staff and parents will foster excellence and growth in FSL programs at the Board.

7.0 EVALUATION

This Procedure will be reviewed as required, but at a minimum every four (4) years.

8.0 APPENDICES

Not Applicable

9.0 REFERENCE DOCUMENTS

Policies

- Accommodation and Program Review (P068)
 - Early Learning and Care (P022)
 - French-as-a-Second Language (P080)
 - Optional Attendance (P013)
 - Transportation of Students (P020)
-

Operational Procedures

- Admission Eligibility Requirements (PR518)
- Admission to Specialized Schools and Programs (PR612)
- Kindergarten Registration Procedure (PR696)
- Optional Attendance (PR545)
- Transportation of Students (PR504)

Ministry of Education Documents

- The Ontario Curriculum: French as a Second Language: Core French - Grades 4-8; Extended French - Grades 4-8; French Immersion - Grades 1-8, Revised 2013
 - The Ontario Curriculum, Grades 9 to 12: French as a Second Language – Core French, Extended French, and French Immersion, Revised 2014
-



PR523, Access to School Premises: Revised Procedure

To: Governance and Policy Committee

Date: 10 February, 2021

Report No.: 02-21-4025

Strategic Directions

- Create a Culture for Student and Staff Well-Being
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that the revised Trespass to Property Procedure, renamed to the Access to School Premises Procedure (PR523), as presented in this report, be received for information.

Context

In the province of Ontario a principal is granted the authority to limit access to a school premises in 3 distinct ways. Those ways include suspension/expulsion, Education Act sections 306 and 310, Refusal to Admit, Education Act section 265 1(m) and finally through O. Reg. 474/00 Access to School Premises.

Currently, in the TDSB a principal can trespass a person from their school in accordance with TDSB Procedure PR523 (Trespass to Property). This procedure is largely based on the Trespass to Property Act (Ontario 2016).

Procedure 523 has been reviewed, rewritten and renamed (Appendix A). The renaming and revisions to the procedure is to directly align the procedure with O. Reg 474/00 Access to School Premises. The procedure should, at its core, set out who has the legal right and who does not have the legal right to access a schools premise. O. Reg 474/00 does this in detail and this is reflected in the revised procedure. Further, the

procedure should outline when, how and who should be consulted when a site manager, including a school principal, is going to deny access to the premises.

This is not to say that the TDSB would not also rely on the Trespass to Property Act when a decision to deny access to a school premise has been reached. The attached letters (Appendix B), also cite the Trespass to Property Act as further legislative authority for denying access to a school premise.

There is a proposed section related to canines and canine owners that has been added to the procedure. The TDSB is often asked to cite where in policy and procedure we limit access to canines on board properties. This procedure may be a possible place to record and document this information.

It is also important to note that the revised procedure also provides direction to site managers, including school principals, to review, establish, communicate and provide signage for secure access to schools. This includes entry and exit plans, door usage plans and instructions for visitors to the school, including appropriate school signage, a sign in and out process, and name tag wearing for identification purposes.

As well, there are rare occasions when a person should be denied access to all school board sites. The proposed procedure sets out a process for these instances including appropriate documentation for an individual.

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 February 10, 2021 for information.

Resource Implications

The current proposal does not put a strain on existing TDSB resources. The TDSB has supports and resources already in place that will enable the proposed changes to be implemented.

Communications Considerations

The Access to School Premises Procedure (PR583) is posted on the Board's internal and external website and will be communicated through the System Leaders' Bulletin and sent to school Principals and Site Managers for immediate use.

In addition, a communication plan will be developed for Trustees, Senior Team, Principals, Vice-Principals and school communities outlining the above changes and expectations.

Board Policy and Procedure Reference(s)

Caring and Safe Schools (P051)

Board Code of Conduct (PR585)

Refusal to Admit (PR724)

Police-School Board Protocol (PR698)

Appendices

- Appendix A: PR 523, Access to School Premises
- Appendix B: PR 523, Trespass to Property

From

[Jim Spyropoulos](#), Executive Superintendent, Human Rights and Indigenous Education
or [Ted Libera](#) Centrally Assigned Principal, Caring and Safe Schools and Alternative
Programs

Toronto District School Board

Procedure PR523

Title: **Access to School Board Premises**

Adopted: February 29, 2000

Effectuated: February 29, 2000

Revised: November 2, 2000; **January 10, 2021**

Reviewed: November 2, 2000; **January 10, 2021**

Authorization: Executive Council

1.0 RATIONALE

The Access to School Board Premises Procedure (the "Procedure") supports the implementation of the Caring and Safe Schools Policy (P031).

Access to school board premises is determined by the premises' site manager, typically the school Principal. The parameters for access to school board premises are set out in *O. Reg. 474/00, Access to School Premises*, under the *Education Act*.

2.0 OBJECTIVES

To provide guidelines regarding trespass to property at the TDSB

3.0 DEFINITIONS

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

Board Premises or *Board Property* refers to any TDSB land, premises, location or thing at, upon, in or near which a student learns or an employee works.

Occupier refers to:

- (a) a person who is in physical possession of premises, or
- (b) a person with responsibility for the control over the condition of the premises, or the activities there carried on, or control over persons allowed to enter the premises, notwithstanding that there is more than one occupier for the same premises

Premises refers to lands and structures, or either of the, and includes:

- (a) water,
- (b) ships and vessels,
- (c) trailer and portable structures designed or used for residence,
- (d) business or shelter,
- (e) trains, railway cars, vehicles and aircraft, except while in operation.

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

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.

4.0 RESPONSIBILITY

Executive Superintendent, Human Rights and Indigenous Education

5.0 APPLICATION AND SCOPE

This Procedure applies to all students and employees of the Board. The Procedure also covers, parents/guardians, school council members, visitors, third party service providers, volunteers, permit holders, customers of the Board and other members of organizations while partaking in any activities that occur in Board premises or while engaging in Board related functions.

Schools and school-related activities, such as extra-curricular activities and excursions comprise the learning and working environment, fall within the scope of this Procedure, as do Board offices and facilities (including eating, lounge/changing areas and vehicles used for work purposes or on work property). Conferences, workshops, training sessions and staff functions (e.g., staff parties, retirement celebrations) also fall within the scope of this Procedure.

6.0 PROCEDURES

6.1 School Board Premises

Access to school board premises is determined by the premises' site manager, typically the school Principal. The parameters for access to school board premises are set out in *O. Reg. 474/00, Access to School Premises*, under the

Education Act. This procedure will assist site managers should they deem it necessary to deny access to school premises to a person(s).
 The *Trespass to Property Act, R.S.O. 1991*, also provides school site managers to exercise control over persons entering onto their property

6.2 Persons who are legally permitted to be on school board premises

Further to the Access to School Premises regulation, the following persons are permitted to be on school board premises:

1. A person enrolled as a pupil in the premise
2. A parent or guardian of such pupil
3. A person employed or retained by the Board
4. A person who is otherwise on premises for a lawful purpose
5. A person who is invited to attend an event, a class or a meeting on the premises
6. A person who is invited onto school premises for a particular purpose by the Principal, a Vice-Principal or another person authorized by the Board to do so is permitted to be on school board premise

6.3 Access to school board premises

Those persons outlined in section 6.2 will have access to school board premises when the premises are being used for a purpose authorized by the Board.
 At the start of each school year the Principal and/or Site Managers will:

1. Ensure that they have entry and exit plans that are understood by all members of the school community and reviewed annually,
2. Establish (both elementary and secondary schools and other school board sites), review, and communicate which doors are open, locked, and to be used by whom, during specified times, (please refer to Section 5 of this procedure Guidelines for a Safe Entry Plan), and
3. Ensure that proper signage is in place and visible instructing all visitors to start their visit to the premise at the main office (please refer to the TDSB signage and engraving catalogue to purchase signage).

6.4 Denying access to school board premises for persons who are legally permitted to be on the premises

Under O. Reg 474/00 Access to School Premises, a person is not permitted to remain on premises:

1. if in the judgement of a principal, a vice-principal, site manager or another person authorized by the board to make such a

- determination, his or her presence is detrimental to the safety or well-being of a person on the premises or,
2. if a policy or procedure of the Board requires the person to report their presence on premises in a specified manner and the person fails to do so.

PLEASE NOTE THAT A STUDENT CANNOT BE TRESPASSED, OR ISSUED A WARNING TO TRESPASS TO A PREMISE IN WHICH THEY ARE ENROLLED AS A PUPIL, OR IF THE PUPIL IS ATTENDING A PROGRAM FOR SUSPENDED OR EXPELLED PUPILS THAT IS LOCATED ON THE PREMISES

Should an incident occur involving a person's access to a school board premise the Principal and/or Site Managers will:

1. Conduct an investigation to determine what occurred during the incident,
2. Consult with their Superintendent of Education and their Caring and Safe Schools staff,
3. Determine if the incident requires a follow up with the person(s) involved, and communicate with that person(s) accordingly (i.e. meeting, warning letter (template letter attached as Appendix A),
4. Issue a Trespass to Property Letter (template letter attached as Appendix B), if the Principal deems that the person's presence is detrimental to the safety or well-being of a person on the premises, and
5. Inform Toronto Police Service if appropriate.

6.5 Persons who are not legally permitted to be on school board premises

Under O. Reg 474/00 Access to School Premises, a person is not permitted to remain on school premises:

1. if in the judgement of a principal, a vice-principal, site manager or another person authorized by the board to make such a determination, his or her presence is detrimental to the safety or well-being of a person on the premises (i.e. students from another school),
2. if a policy or procedure of the Board requires the person to report their presence on premises in a specified manner and the person fails to do so.

PLEASE NOTE THAT A STUDENT CANNOT BE TRESPASSED, OR ISSUED A WARNING TO TRESPASS, TO A PREMISE IN WHICH THEY ARE ENROLLED AS A PUPIL, OR IF THE PUPIL IS ATTENDING A PROGRAM FOR SUSPENDED OR EXPELLED PUPILS THAT IS LOCATED ON THE PREMISES

6.6 Denying Access to School Board Premises (persons who are not legally permitted to be on school board premises)

Should an incident occur involving a person's access to school board premises the Principal and/or Site Manager will:

1. Conduct an investigation to determine what occurred during the incident,
2. Consult with their Superintendent of Education and their Caring and Safe Schools staff,
3. Determine if the incident requires a follow up with the person(s) involved, and communicate with that person(s) accordingly (i.e. meeting, warning letter (template letter attached as Appendix A)),
4. Issue a Trespass to Property Letter (template letter attached as Appendix C), if the Principal deems that the person's presence is detrimental to the safety or well-being of a person on the premises; and
5. Inform Toronto Police Service if appropriate.

6.7 Access to School Board Premises

The *Trespass to Property Act, R.S.O. 1991*, provides Board site managers the discretion to exercise control over persons entering onto their property.

6.8 Denying Access to all sites of the School Board

From time to time, it may be prudent for a person to be denied access to all sites of the School Board.

Should an incident occur involving a person's access to all school board premises the Principal and/or Site Manager will:

1. Conduct an investigation to determine what occurred during the incident,
2. Consult with their Superintendent of Education and their Caring and Safe Schools staff,
3. Determine if the incident requires a follow up with the person(s) involved, and communicate with that person(s) accordingly (i.e. meeting, warning letter (template letter attached as Appendix A), and
4. If it is deemed that the person's presence is detrimental to the safety or well-being of a person(s) at all TDSB sites, the Principal and/or Site Manager will consult with Centrally Assigned Principal for Caring and Safe Schools to issue a Trespass to Property Letter (template letter attached as Appendix D).

The Centrally Assigned Principal for Caring and Safe Schools will;

1. Review the circumstances necessitating a Trespass to all TDSB Properties letter,

2. Prepare a trespass letter for all School Board sites (Appendix D) if it is deemed that the person's presence is detrimental to the safety or well-being of a person(s) at all TDSB sites,
3. Review the trespass letter and the circumstances necessitating the letter with the appropriate Associate Director of Education,
4. Upon approval and signature of the appropriate Associate Director of Education, issue the Trespass to all TDSB sites letter, and
5. Inform Toronto Police Service if appropriate.

6.9 Annual Review of Issued Trespass Letters

In all cases the issuance of a trespass letter is not to be taken lightly. An investigation of the incident involving a person's access to school premises, and consultation with the appropriate TDSB staff must occur every time a trespass to property letter is issued. Each trespass letter must be reviewed annually by the Principal and/or Site Manager of the site to which the letter pertains to determine if the circumstances that necessitated the letter still exist.

If a trespass to property letter is to be rescinded a meeting should be occur with the Principal/Site Manager and the person to whom the trespass letter applies, to review access to school premises expectations and to ensure that the incident that necessitated the letter (or a similar incident) does not occur again (please see Appendix E for template letter for rescinding a trespass to property).

6.10 Use of School Board Premises by Canine Dog Owners

The TDSB does not allow canines (dogs) on their properties at any time. As such the expectation is that canines will not be on any TDSB property. The exception to this section will be in accordance with the Student Use of Service Animals in Schools Policy (P096) and the Use of Service Animals by the General Public Procedure (PR604). The use of service animals at the TDSB must be in accordance with both the above named documents as these documents provide directions for the administration of the school and support of service animals in the school environment.

6.11 Guidelines for a Safe Entry Plan

Under the *Education Act, R.S.O. 1990, c. E.2*, Principals and site managers are responsible for safety at their schools/sites. That includes establishing a plan for safe entry to the school/site. While all Board premises are different, all must establish a plan for safe entry.

Elementary schools

Each elementary school will establish, review and communicate the Ministry of Education Safe Welcome Program, which includes the use of secure front door access. While elementary schools will use an electronic system for securing their front doors, it is the Principal of the school who determines its usage,

including the hours the system is operational. It is expected that if you have a secure front door access system front doors and perimeter doors will be locked as appropriate during the school day.

Elementary principals should also consider the following when creating their Safe Entry Plan:

- Times that the secure front door access system will be active
- Doors that will be unlocked for access to the school when the secure front door access system is not in use
- Ability to monitor any unlocked door during the school day
- Childcare/Tenant access to the school (please refer to PR 663, Key and Access Control)
- After hour access i.e. Continuing Education classes, permit usage, etc.

Secondary Schools

Each secondary school will establish, review and communicate which doors are open, locked and to be used by whom during specified times. This plan should be reviewed annually and shared with all members of the school community. Secondary principals should consider the following when creating their Safe Entry Plan:

- Times that doors will be locked and unlocked
- Ability to monitor any unlocked door(s) during the school day
- Childcare/Tenant access to the school (please refer to PR 663, Key and Access Control)
- After hour access i.e. Continuing Education classes, permit usage, etc.

School Board Sites

Sites other than schools will establish, review and communicate which doors are open, locked and to be used by whom during specified times. This plan should be reviewed annually and shared with all members of their community. Site managers should consider the following when creating their Safe Entry Plan:

- Times that doors will be locked and unlocked
- Ability to monitor any unlocked door(s) during the school day
- Childcare/Tenant access to the school (please refer to PR 663, Key and Access Control)
- After hour access i.e. Continuing Education classes, permit usage, etc

7.0 EVALUATION

This operational procedure will be reviewed and amended, as required. At a minimum, it will be reviewed every four (4) years after the effective date.

8.0 APPENDICES

- Appendix A: Trespass to Property Warning Letter Template
- Appendix B: Trespass to Property Letter Template - For persons who are legally permitted to be on school premises, e.g. parents/guardians
- Appendix C: Trespass to Property Letter Template - For persons who are not legally permitted to be on school premises
- Appendix D: Trespass to Property Letter Template - For persons who are not legally permitted to be on school premises and being denied access to all school board properties
- Appendix E: Rescinding Trespass to Property Letter Template

9.0 REFERENCE DOCUMENTS

Policies:

- Caring and Safe Schools (P051)
- Student Use of Service Animals in Schools (P096)

Operational Procedures:

- Workplace Harassment Prevention and Human Rights (PR515)

Legislative Acts and Regulations:

- *Education Act*
- *Trespass to Property Act*
- *O. Reg. 474/00, Access to School Premises*

Appendix A

Trespass to Property Warning Letter Template

*Please note that a student cannot be issued a warning to trespass to a school in which they are enrolled, or if the pupil is attending a program for suspended or expelled pupils that is located on the school premises

[insert letterhead]

[insert method of delivery]

[insert name of individual to be warned or individual's parent/guardian if individual is under 18]

[insert address]

Toronto , Ontario

[insert postal code]

Dear [insert name individual to be warned or individual's parent/guardian if individual is under 18]:

Re: [insert incident]

I am writing to state my concerns regarding your [insert incident(s) leading to warning] at [insert name of school/property if applicable] on [insert date of incident(s) leading to warning]. [insert incident(s) details leading to warning].

Your behavior, as described above, was inappropriate and unacceptable. The Toronto District School Board's *Code of Conduct* sets out standards of behavior for all members of the school community, including [insert appropriate party]. The *Code of Conduct* provides [insert applicable reference from section 4.2 (a) or (b) of the Board Code of Conduct, PR585, i.e. "that all members of the school community must treat one another with dignity and respect at all times, and especially when there is a disagreement."]. The *Code of Conduct* specifically states that [insert applicable preamble from section 4.3 of the Board Code of Conduct, PR585, i.e. "[p]arents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students."]. Further some of the means by which [insert applicable party] fulfill their role include:

- [insert applicable reference from section 4.3 of the Board Code of Conduct, PR585, i.e. showing respect for the Principal and school staff; and

- showing that they are familiar with the Code of Conduct, the Board's Code of Conduct and school rules].

Your behavior on [insert date of incident(s) leading to warning] cannot and will not be condoned by the Toronto District School Board.

Please be advised that a [site manager i.e. principal] may deny a person access to the school premises under the *Education Act*, R.S.O. 1990, c. E.2, and in extreme circumstances may trespass a person pursuant to the *Trespass to Property Act* R.S.O. 1990, c.T.21.

I trust that my expectations are clear.

1.0 Yours truly,

2.0

3.0

[insert name]

[insert title], [insert school/property name]

4.0

cc: [insert name], Superintendent of Education
[insert name], Caring and Safe Schools Administrator

Appendix B

Trespass to Property Letter Template
For persons who are legally permitted to be on school premises, e.g.
parents/guardians

1.0 *Please note that a student cannot be issued a trespass to a school in which they are enrolled, or if the pupil is attending a program for suspended or expelled pupils that is located on the school premises

[insert letterhead]

[insert method of delivery]

[insert name of individual to be trespassed or individual's parent/guardian if individual is under 18]

[insert address]

Toronto , Ontario

[insert postal code]

Dear [insert name individual to be trespassed or individual's parent/guardian if individual is under 18]:

Re: [insert school/property name]

This letter is notice to you/name that you/name's is/are prohibited from entering upon the property known as School name located at School Address.

Under the *Education Act*, R.S.O. 1990, c. E.2, Ontario Regulation 474/00, *Access to School Premises*, authorizes a principal, a vice-principal or another person authorized by the Toronto District School Board to direct a person to leave the school premises where, in the judgment of the principal, vice-principal or other authorized person, the presence of that person is detrimental to the safety or well-being of a person on the premises.

Enter factual details related to issuing the trespass letter.

Your/name's presence on School name property has been considered detrimental to the safety and well-being of persons on School name premises.

Please be advised that if you/name enter(s) upon school name's premises the police will be called immediately. Failure to comply with this notice may result in prosecution under the Trespass to Property Act, R.S.O. 1990, c. T.21, and if

convicted a fine of up to \$5,000.00 under the Provincial Offences Act, R.S.O. 1990 c. P.33, and/or a fine of up to \$10,000.00 under the Trespass to Property Act.

Should you/name require access to School name, please contact me by phone at school phone number or in writing and we will discuss the matter. In the event of an emergency, School name staff will contact you/name and you/name will report directly to School name's main office.

Yours Truly,

[insert name]

[insert title], [insert school/property name]

cc: [insert name], Superintendent of Education
[insert name], Caring and Safe Schools Administrator
[insert school/property name] Head Caretaker [if applicable]
Toronto District School Board Security – 15 Oakburn Crescent
Toronto Police Service, [insert division number] Division

Appendix C

Trespass to Property Letter Template
For persons who are not legally permitted to be on school premises

[insert letterhead]

[insert method of delivery]

[insert name of individual to be trespassed or individual's parent/guardian if individual is under 18]

[insert address]

Toronto , Ontario

[insert postal code]

Dear [insert name individual to be trespassed or individual's parent/guardian if individual is under 18]:

Re: [insert school/property name]

This letter is notice to you/name that you/name is/are prohibited from entering upon the property known as School name located at School address.

Under the *Education Act*, R.S.O. 1990, c. E.2, Ontario Regulation 474/00, *Access to School Premises*, authorizes a principal, a vice-principal or another person authorized by the Toronto District School Board to direct a person to leave the school premises where, in the judgment of the principal, vice-principal or other authorized person, the presence of that person is detrimental to the safety or well-being of a person on the premises.

Enter factual details related to issuing the trespass letter.

Your/name's presence on School name property has been considered detrimental to the safety and well-being of persons on School name premises.

Please be advised that if you/name enter(s) upon school name's premises the police will be called immediately. Failure to comply with this notice may result in prosecution under the Trespass to Property Act, R.S.O. 1990, c. T.21, and if convicted a fine of up to \$5,000.00 under the Provincial Offences Act, R.S.O. 1990 c. P.33, and/or a fine of up to \$10,000.00 under the Trespass to Property Act.

Yours Truly,

[insert name]

[insert title], [insert school/property name]

cc: [insert name], Superintendent of Education
[insert name], Caring and Safe Schools Administrator
[insert school/property name] Head Caretaker [if applicable]
Toronto District School Board Security – 15 Oakburn Crescent
Toronto Police Service, [insert division number] Division

Appendix D

Trespass to Property Letter Template
For persons who are not legally permitted to be on school premises and being
denied access to all school board properties

[insert letterhead]

[insert method of delivery]

[insert name of individual to be trespassed or individual's parent/guardian if individual is under 18]

[insert address]

Toronto , Ontario

[insert postal code]

Dear [insert name individual to be trespassed or individual's parent/guardian if individual is under 18]:

Re: [insert school/property name]

This letter is notice to you/name that you/name is/are prohibited from entering upon any property owned and/or operated by the Toronto District School Board ("TDSB").

Under the *Education Act*, R.S.O. 1990, c. E.2, Ontario Regulation 474/00, *Access to School Premises*, a person authorized by the Toronto District School Board may direct a person to leave the school premises where, in the judgment of person authorized by the Toronto District School Board, the presence of that person is detrimental to the safety or well-being of a person on the Toronto District School Board premises.

Enter factual details related to issuing the trespass letter.

Your presence on any property owned and/or operated by the TDSB has been considered detrimental to the safety and well-being of persons on all TDSB's premises.

Please be advised that if you/name enter(s) upon TDSB's premises the police will be called immediately. Failure to comply with this notice may result in prosecution under the Trespass to Property Act, R.S.O. 1990, c. T.21, and if convicted a fine of up to \$5,000.00 under the Provincial Offences Act, R.S.O. 1990 c. P.33, and/or a fine of up to \$10,000.00 under the Trespass to Property Act.

Should you require access to TDSB's premises, please contact [Name] by phone at [phone number] or in writing at [email address] to discuss the matter.

Your
Truly
,

[insert name]

Director or Associate Director, TDSB

cc: [insert name], Superintendent of Education
[insert name], Caring and Safe Schools Administrator
[insert school/property name] Head Caretaker [if applicable]
Toronto District School Board Security – 15 Oakburn Crescent
Toronto Police Service, [insert division number] Division

Appendix E

Rescinding Trespass to Property Letter Template

[insert letterhead]

[insert method of delivery]

[insert name of individual to be trespassed or individual's parent/guardian if individual is under 18]

[insert address]

Toronto , Ontario

[insert postal code]

Dear [insert name individual to be trespassed or individual's parent/guardian if individual is under 18]:

Re: Trespass Letter dated [insert date of Trespass Letter]

Please be advised that the Trespass Letter dated [insert date], trespassing [name of individual trespassed] to [insert name of school/property] is no longer in effect.

Sincerely,

[insert name]

[insert title], [insert school/property name]

cc: [insert name], Superintendent of Education
[insert name], Caring and Safe Schools Administrator
[insert school/property name] Head Caretaker [if applicable]
Toronto District School Board Security – 15 Oakburn Crescent
Toronto Police Service, [insert division number] Division

Toronto District School Board

Operational Procedure PR.523 SCH

Title: **TRESPASS TO PROPERTY**

Adopted: February 29, 2000

Revised: **November 2, 2000**

Authorization:

1.0 OBJECTIVE

To provide guidelines regarding trespass to property

2.0 DEFINITIONS

2.1. "Occupier" includes:

- (a) a person who is in physical possession of premises, or
- (b) a person with responsibility for the control over the condition of the premises, or the activities there carried on, or control over persons allowed to enter the premises, notwithstanding that there is more than one occupier for the same premises

2.2. "Premises" means lands and structures, or either of the, and includes:

- (a) water,
- (b) ships and vessels,
- (c) trailer and portable structures designed or used for residence,
- (d) business or shelter,
- (e) trains, railway cars, vehicles and aircraft, except while in operation.

3.0 RESPONSIBILITY

Associate Director

4.0 PROCEDURES

Trespass to Property Act

The *Trespass to Property Act*, like the *Education Act*, is a provincial statute. It is another Act that gives educators powers of arrest and detention. It allows educators to exercise control over the persons entering onto their property.

Schools are not public property. The right to use facilities is determined by the *Education Act* and also at the discretion of the local school boards (*Ed. Act, Section 171 (1) par 24*). The person entering onto a school property will have a valid and/or lawful reason to be on that property.

The signs that are posted on the entrances to schools state “that all visitors will first report to the main office”. This kind of signage is one way of telling visitors that they will be lawfully allowed on the property if they comply with this condition. Failure to comply may result in the person being considered a trespasser.

4.1 Trespass offences

- (a) Everyone who is not acting under a right or authority conferred by law and who:
 - (i) without express permission of the occupier, the proof of which lies on the defendant
 - (A) enters onto the premises when entry is prohibited under this Act; or
 - (B) engages in an activity on the premises when the activity is prohibited under this Act; or
 - (C) does not leave the premises immediately after the person is directed to do so by the occupier of the premises or a person authorized by the occupier, is guilty of an offence and on conviction is liable to a fine of not more than \$2,000.00

4.2 Prohibited areas, entry

- (a) Entry on a premises may be prohibited by notice to that effect and entry is prohibited without any notice on a premises:
 - (i) that is enclosed in a manner that indicates that occupier’s intention to keep persons off the premises....

4.3 Method of giving notice

- (a) A notice under this Act, may be given:
 - (i) orally or in writing
 - (ii) by means of signs posted so that a sign is clearly visible in daylight under normal conditions from the approach to each ordinary point of access to the premises to which it applies
- (b) Courts prefer to have the notice given in writing. Notices should be served annually, especially for new students that become habitual trespassers

4.4 Some examples of offences

- (a) A person that enters onto a school property who is not a student at that school and ignores the sign posted at the entrance has committed the offence of “entry when entry is prohibited”. This would also apply to a student who is under suspension, exclusion or expulsion from his/her own school during the suspension period
- (b) If a person is engaging in an activity where a sign is posted prohibiting that activity or a permit has not been granted for that activity, the person is committing an offence under this Act as well. Even where a sign is not posted, once a person is told the activity is prohibited and they continue, they are committing an offence
- (c) In the last section of offences, once the person has been told to leave the property and they refuse, they are again committing an offence under the Act

4.5 Access to school premises: trespass warning letters

As a result of the *Access to School Premises Regulation (O. Reg. 474/00)* which came into force on September 1, 2000, executives' council has approved changes to the Board's two existing trespass warning letters and the addition of a third letter.

The new *Access to School Premises Regulation* which is made under the authority of amendments to the *Education Act*, contained in the *Safe Schools Act*, 2000, specifies who is permitted to be on school premises on any day or at any time. Persons who are on school premises without being authorized by regulation have committed an offence and can be charged under the *Education Act (s. 305)*. Upon conviction, the fine carries a maximum penalty of \$5000.00.

- (a) Form 523A is a letter addressed to persons who are legally permitted to be on school premises, e.g. parents/guardians, pursuant to the *Safe Schools Act*, 2000 and more specifically, the *Access to School Premises Regulation*
- (b) Form 523B is a letter intended for all persons not permitted by law to be on the school's premises
- (c) Form 523C effectively prohibits the recipient from being on any property owned or operated by the Toronto District School Board. This letter is designed to be used only in special situations where the intruder is not a person who is permitted by law to be on a school premise and where it is prudent to prohibit the person from being on any school premise

Reference is made in each of the new trespass warning letters to both *the Safe Schools Act*, 2000 and to the *Trespass to Property Act*. The provisions in the new regulation are specific to school premises, whereas the *Trespass to Property Act* governs more than just access to schools. Whether a person is charged under the new regulation or the TPA, will depend on the individual circumstances of the case.

5.0 REFERENCE DOCUMENTS

Education Act

Trespass to Property Act

Access to School Premises Regulation

Safe Schools Act, 2000

To access a trespass to property letter please contact your Caring and Safe Schools Administrator.

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PR731, Virtual Consultations Procedure: New Procedure

To: Governance and Policy Committee

Date: 10 February, 2021

Report No.: 02-21-4027

Strategic Directions

- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the Virtual Consultations Procedure (PR731), as presented in this report, be received for information.

Context

In accordance with the Parent and Community Involvement Policy (P023), adopted on 25 November 1998, the Board committed to ensuring that all members of the Toronto District School Board (TDSB) school communities have opportunities to participate in the planning and decision making within the Board's education system. The Community Engagement Policy (P078) further confirmed the Board's commitment to open and inclusive engagement and emphasized the importance of stakeholders' input and participation in decision making at the TDSB. The Community Engagement Policy also outlines a continuum of methods for public engagement, i.e., information sharing, consultation, and co-construction.

The Board is implementing its public engagement commitment through a series of corresponding policies, procedures and established practices. Public engagement is an integral part of the accommodation and program review process, decisions related to naming schools and special purpose areas, budget decisions, and the development of the multi-year strategic plan. Public consultation is a mandatory component of the Board's policy review and development process.

The COVID-19 pandemic poses significant challenges for the Board to carry out meaningful public engagement activities, particularly public consultations. Since March - April 2020, the Board has paused most of its public consultations as school communities adapt to new realities of the pandemic.

To address the challenges of COVID-19, TDSB staff developed the Virtual Consultations Procedure (PR731) (Appendix A) which sets out expectations and parameters around conducting virtual public consultations at the TDSB. The Procedure provides guidance on the video and audio conferencing platforms to be used during consultations, equity and accessibility considerations, security and protection of privacy, staffing requirements to support consultation sessions, methods of consultations, communication and training requirements. The Procedure was reviewed by Executive Council on 29 January 2021.

It is expected that the TDSB will resume public consultations in early 2021 using virtual consultation methods as outlined in the newly developed Procedure.

Action Plan and Associated Timeline

Subject to the Procedure being received at the Governance and Policy Committee, the revised Procedure will be provided to the Board of Trustees on 10 March 2021 for receipt.

Resource Implications

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

Communications Considerations

Contact Government, Public and Community Relations Department (Communications Officer for your area/department) to determine communication needs and support required. Communications plan to be drafted in consultation with Communications Officer, if required.

Board Policy and Procedure Reference(s)

- Community Engagement Policy (P078)
- Parent and Community Involvement Policy (P023)

Appendices

- Appendix A: Virtual Consultations Procedure (PR731)

From

Craig Snider, Interim Associate Director, Business Operations and Service Excellence
at 416-395-8469 or craig.snider@tdsb.on.ca

Toronto District School Board

Operational Procedure PR731

Title: **VIRTUAL CONSULTATIONS**

Adopted: January 29, 2021

Effectuated: January 29, 2021

Revised: N/A

Reviewed: N/A

Authorization: Executive Council

1. RATIONALE

The Virtual Consultations Procedure (the “Procedure”) upholds the Board’s commitment to parent and community engagement in decision-making at the TDSB. The Procedure supports implementation of the Parent and Community Involvement Policy (P023) and the Community Engagement Policy (P078).

2. OBJECTIVE

To outline the process for organizing and implementing virtual public consultations at the TDSB.

3. DEFINITIONS

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

Communication Platform is the TDSB licenced software used as the primary communication tool for public consultations (e.g., Zoom Meeting, Zoom Webinar).

Consultation is gathering public input, advice and feedback on alternatives and/or directions in order to inform decision-making.

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

TDSB Information Technology (IT) Resources include but are not limited to computers, phones, tablets, cellular/mobile technology, computer applications, email, servers, networks, internet services, internet access including access to external websites, data and any other electronic or communication technology provided by the TDSB (regardless of the user’s physical location) that exist today or may be developed in the future regardless of whether or not it may be used as a stand-alone device.

Virtual Consultation is consultation conducted via electronic means of communication.

4. RESPONSIBILITY

Associate Director, Business Operations and Service Excellence

5. APPLICATION AND SCOPE

This Procedure applies to TDSB staff involved in organizing, managing and supporting virtual public consultations at the TDSB.

6. PROCEDURE

6.1. General Requirements

Virtual public consultations will be conducted in accordance with applicable governing policies and procedures.

Staff will use the TDSB Information Technology (IT) Resources (defined in section 3 above) to organize, manage and support virtual public consultations.

Virtual consultations, consistent with the in-person consultations, may include:

- public meetings
- facilitated focus groups
- calls for public delegations to a standing committee of the Board of Trustees
- expert panel discussions
- surveying/polling
- posting materials on the TDSB website with a comment tool to solicit feedback
- emailing materials and using school messaging system to solicit feedback

6.2. Equity and Accessibility Considerations

To accommodate participants without media devices and/or access to internet, TDSB staff will use communication platforms that include telephone access capabilities.

TDSB staff where and when feasible will provide language and communication supports, e.g., interpretation, translation, sign language, closed captioning, etc., for participants, as required, when conducting virtual public consultations.

Interpretation and translation services can be requested by TDSB staff through accessing the internal website (http://tdsbweb.tdsb.on.ca/principals_site/Parent-and-Community-Engagement/Interpretation-Translation). The internal link details the steps to take when booking an interpreter and/or translator at the TDSB. It is

recommended that requests are made 5 business days in advance of the meeting in order to find a suitable translator and/or interpreter. For further information and assistance regarding translation and interpretation services, TDSB staff may contact the Parent and Community Engagement Office.

Staff will notify the public about the availability of accessible formats and communication supports, as required by the Accessibility for Ontarians with Disabilities Act (AODA), and will, upon request, provide or arrange for provision of accessible formats and communication supports for persons with disabilities. In accordance with the TDSB Days of Significance Calendar, staff will take religious holidays and days of cultural significance into consideration when scheduling virtual public consultations to promote inclusion.

For meetings with limited capacity for participants, the TDSB will enhance accessibility for all participants by streaming meetings, e.g., YouTube Live.

6.3. Communication Platforms

Depending on the selected methods for consultations and expected number of participants, TDSB staff will use licensed communication platforms (e.g., Zoom Meeting or Zoom Webinar) to conduct virtual consultations. For Zoom Meeting and Zoom Webinar, the following capacity is permitted when conducting virtual consultations:

- Zoom Meeting – for consultations with up to 300 participants
- Zoom Webinar – for consultations with up to 1000 participants

To book a Zoom Webinar, please visit ServiceIT (<https://serviceit.tdsb.on.ca>), search for "Webinar" in 'How can we help?'. Select "Zoom Webinar Booking" from the list of results.

To supplement the main virtual communication platforms, staff will provide a dial-in teleconference option and may stream the meetings through YouTube Live.

When conducting online surveys/polls or engaging in discussion forums, staff will have access to approved platforms such as Google Forms, Qualtrics or Thought Exchange.

6.4. Staffing Requirements

When conducting virtual public consultations, individual departments will determine staffing requirements based on their consultation needs. It is recommended that large-scale consultations include: a moderator/facilitator, staff responsible for managing questions through chat function, and a staff member to take notes.

The IT department will provide technical support for large-scale public consultations involving licensed communication platforms (e.g., Zoom Webinar)

6.5. Security and Protection of Privacy

To ensure confidentiality, security and protection of privacy of participants, the TDSB will require pre-registration for all participants prior to conducting virtual public consultations. Meeting details will be shared only with pre-registered participants.

Settings on communication platforms such as Zoom Meeting or Zoom Webinar will be preconfigured by the IT department to protect the security and privacy of participants and their personal information.

With the exception of presenters and moderators, video cameras of participants will be disabled by default, unless participants have agreed to enable their cameras.

The in-meeting chat feature will be preconfigured by default when conducting virtual public consultations to allow participants communicate with staff and submit questions and comments during Question and Answer session.

By default, all participants will be placed in the virtual waiting room prior to the commencement of the virtual public consultation.

By default, participants who are not speaking, commenting, or presenting during virtual public consultations will be muted.

Consultation sessions may be recorded for dissemination to participants who were not able to attend the meeting. In the meeting invitation, TDSB staff must notify participants of any planned audio and video recordings prior to any public consultations and advise that all recordings are subject to legislative restrictions (e.g., Municipal Freedom of Information and Protection of Privacy Act) and related TDSB policies (i.e., Freedom of Information and Protection of Privacy Policy (P094), Acceptable Use of IT Resources Policy (P088)).

6.6. Code of Conduct

All participants of the virtual public consultations are expected to maintain meeting decorum and abide by the requirements of the Board Code of Conduct (PR585) and the Code of Online Conduct (PR571).

Discrimination and harassment will not be tolerated. Participants exhibiting inappropriate conduct will be removed from the virtual public consultation by TDSB staff.

6.7. Invitations, Information Sharing and Feedback

Public consultation invitations will be provided in advance of the scheduled meetings.

In advance of the meeting, TDSB staff will provide information related to virtual public consultations, including the purpose of the consultation, instructions on using TDSB licensed communication platforms, guidance documents/slide shows for discussion, and relevant TDSB contact information.

The invitations must include a notice of the collection of personal information if the consultation session is expected to be audio or video recorded.

Following consultations, TDSB staff will, in accordance with the Community Engagement Policy (P078), provide stakeholders with updates on how their input has influenced decisions.

6.8. Training Related to Virtual Consultations

The TDSB Information Technology/Information Management department will provide IT training and support for staff on the use of communication platform(s) for virtual consultations as well as the software access required.

The TDSB Information Technology/Information Management department will determine the training format related to IT support for virtual consultations.

The TDSB Information Technology/Information Management department will have instructions for participants on the use of the virtual communication platform(s) that will be distributed in advance of or during the virtual consultation meetings.

7. EVALUATION

This Procedure will be reviewed as required, but at a minimum every four (4) years after the effective date.

8. APPENDICES

- N/A

9. REFERENCE DOCUMENTS

Legislation

- *Accessibility for Ontarians with Disabilities Act (AODA)*
- *Education Act*
- *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*

Policies

- Acceptable Use of Information Technology Resources Policy (P088)
- Accessibility Policy (P069)
- Community Engagement Policy (P078)
- Freedom of Information and Protection of Privacy Policy (P094)
- Parent and Community Involvement Policy (P023)

Procedures

- Board Code of Conduct (PR585)
- Code of Online Conduct (PR571)
- Community Engagement Procedure (PR704)
- Parent and Community Involvement Procedure (PR558)

Other Related Documents

- TDSB Days of Significance Calendar
(<https://www.tdsb.on.ca/Portals/0/AboutUs/docs/DaysOfSignificance.pdf>)

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Bylaws Review Ad Hoc Committee

Report No. 01

BRC:001A

Wednesday, January 27, 2021

12:30 p.m.

Electronic Meeting

Members Present Trustees Trixie Doyle, Shelley Laskin, Yalini Rajakulasingam and Manna Wong

Also Present Trustees Michelle Aarts, Alexander Brown, Rachel Chernos Lin and Christopher Mammoliti

All trustees participated by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#).

Part A: Committee Recommendations

No matters to report

Part B: Information Only

1. Call to Order and Acknowledgement of Traditional Lands

An electronic meeting of the Bylaws Review Ad Hoc Committee was called to order at 12:30 p.m. Denise Joseph-Dowers, Senior Manager, Board Services presided for part of the meeting, until the election of the chair of the committee.

2. Declarations of Possible Conflict of Interest

No matters to report

3. **Election of Committee Chair**

The Senior Manager, Board Services called for nominations for the position of committee chair.

Trustee Doyle nominated Trustee Laskin.

Trustee Doyle, seconded by Trustee Rajakulasingam, moved: **That nominations be closed.**

The motion was carried.

There being no further nominations, Trustee Laskin was declared elected to the position of chair of the Bylaws Review Ad Hoc Committee for a term ending November 14, 2021.

Trustee Laskin assumed the chair for the remainder of the meeting.

Trustee Rajakulasingam nominated herself to serve as vice-chair of the Committee.

There being no further nominations, the Committee decided that Trustee Rajakulasingam would serve as vice-chair of the Bylaws Review Ad Hoc Committee for a term ending November 14, 2021.

4. **Approval of the Agenda**

On motion of Trustee Doyle, seconded by Trustee Rajakulasingam, the agenda was approved.

5. **Delegations**

No matters to report

6. **Process for Review of Bylaws**

The Committee considered suggestions from staff regarding the process for the review of the bylaws. Staff described the process that was used during the previous review and recommended taking the same approach for the current review.

Members were invited to forward to staff, any provisions of the bylaws they wished to be reviewed.

The Committee decided:

(a) on a two-step process:

- i. the Committee would conduct an initial consideration and review of related provisions of the bylaws and required revisions, in principle,

will be recommended – this will include soliciting input from all trustees;

- ii. staff will revise the bylaws, in accordance with direction provided and will submit a revised draft for the Committee's consideration;

(b) to incorporate an equity assessment of the bylaws in the view process, based on the principles of policy P037, Equity;

(c) to seek input from the Integrity Commissioner;

(d) directed staff to prepare a critical path with expected timelines for the review implementation, to be presented at the next Committee meeting;

(e) to present an interim report in spring 2021.

7. Adjournment

On motion of Trustee Wong, seconded by Trustee Doyle, the meeting adjourned at 1:29 p.m.

Part C: Ongoing Matters

The next meeting of the Bylaws Review Ad Hoc Committee will be on February 9, 2021 at 12:30 p.m.

At that meeting, staff will present preliminary suggestions on the required revisions along with the critical path and implementation timelines.

Submitted by: Shelley Laskin, Committee Chair

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Bylaws Review Ad Hoc Committee

Report No. 02

BRC:002A

Tuesday, February 9, 2021

12:30 p.m.

Electronic Meeting

Members Present Trustees Shelley Laskin (Chair), Trixie Doyle, Yalini Rajakulasingam and Manna Wong

Also Present Trustees Michelle Aarts, Alexander Brown, Dan MacLean, Christopher Mammoliti and Robin Pilkey

All trustees participated by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#).

Part A: Committee Recommendations

1. **Bylaws Review Ad Hoc Committee: Mandate**

The Committee discussed the process for the review of the Board's bylaws and noted that in order to complete the work according to the themes and timeline presented by staff and to ensure that an equity lens is applied, and a review by the Integrity Commissioner is completed, an extension to the deadline for reporting to the Board would be required.

Moved by: Trustee Doyle

Seconded by: Trustee Wong

The Bylaws Review Ad Hoc Committee **RECOMMENDS** that the deadline for a report to the Board on the review of the Board's bylaws, as presented in the Committee's mandate, be changed from spring 2021 to November 2021.

Carried

Part B: Information Only**2. Call to Order and Acknowledgement of Traditional Lands**

An electronic meeting of the Bylaws Review Ad Hoc Committee was called to order at 12:41 p.m. with Trustee Shelley Laskin presiding. Tanya Senk recited the land acknowledgement. Trustee Laskin also recognized Integrity Commissioner Suzanne Craig, who attended the meeting.

3. Declarations of Possible Conflict of Interest

No matters to report

4. Approval of the Agenda

On motion of Trustee Doyle, seconded by Trustee Wong, the agenda was approved.

5. Delegations

No matters to report

6. Review of Key Themes: List of Proposed Revisions

The Committee reviewed information from staff (see BRC:002A, page 1) presenting a preliminary list of proposed revisions and items for consideration.

The Committee decided that the key themes as presented would form the basis for the initial review of the bylaws. Trustees were and will continue to be invited to provide staff with proposed Bylaws revisions and suggestions for consideration by the Committee.

7. Bylaws Review Timeline

The Committee considered information from staff (see BRC:002A, page 7) presenting overall review timelines for the key themes identified.

The Committee decided that the review from an equity lens and by the Integrity Commissioner be held at both the beginning and end of the review process. Staff undertook to revise the Bylaws Review Timeline based on comments from the Committee.

8. Adjournment

On motion of Trustee Wong, seconded by Trustee Rajakulasingam, the meeting adjourned at 1:27 p.m.

Part C: Ongoing Matters

The next meeting of the Bylaws Review Ad Hoc Committee will take place on an upcoming Thursday from 2 to 4 p.m. The date will be determined by the Committee in consultation with staff.

Submitted by: Shelley Laskin, Committee Chair

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Written Notice of Motion (Trustee Rajakulasingam, on behalf of Trustee Smith and Trustee Mammoliti)

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

In accordance with Board Bylaw 5.15.2, the following motion is submitted as notice at this time and for consideration at the next scheduled meeting of the Committee.

5.15.2 A notice of motion will be introduced by a member who is present as an advance notification of a matter at Board or Committee, and will be considered at a subsequent 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...

Renaming Schools Celebrating the Diversity of Toronto

Whereas, the Toronto District School Board has 583 schools, located in every community across Toronto; and

Whereas, school names are an opportunity to teach students about their community's history and place and their community's leaders and heroes; and

Whereas, there are few new school naming opportunities due to the small number of schools being opened each year; and

Whereas, few schools are named after celebrated Indigenous or Black Leaders or Leaders of colour; and

Whereas, some school names do not reflect the values of contemporary Toronto; and

Whereas, some schools are named after people with a racist legacy; and

Whereas, policy P047, Naming of Schools and Special Purpose Areas and procedure PR592, Naming of Schools and Special Purpose Areas create impediments to review or change school names and themselves might be characterized as systemically racist policies;

Whereas, based on the Board's policy review schedule, review of policy P047 is currently under Phase 3 of the policy review process;

Therefore, be it resolved:

- (a) That a special purpose reference group comprised of students, parents, TDSB educators, community members, academics and individuals involved in anti-racism work, be established:

- (i) to inform the consultation process;
 - (ii) to propose amendments to policy P047 and procedure PR592, Naming of Schools and Special Purpose Areas, so that school naming or renaming can be made from time-to-time to reflect the diversity of the City;
 - (iii) to provide a proposal for a city-wide review of all school names so that TDSB schools reflect the diversity of Toronto's success.
- (b) That the reference group present a report to the Planning and Priorities Committee no later than June 30, 2021.

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.

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.

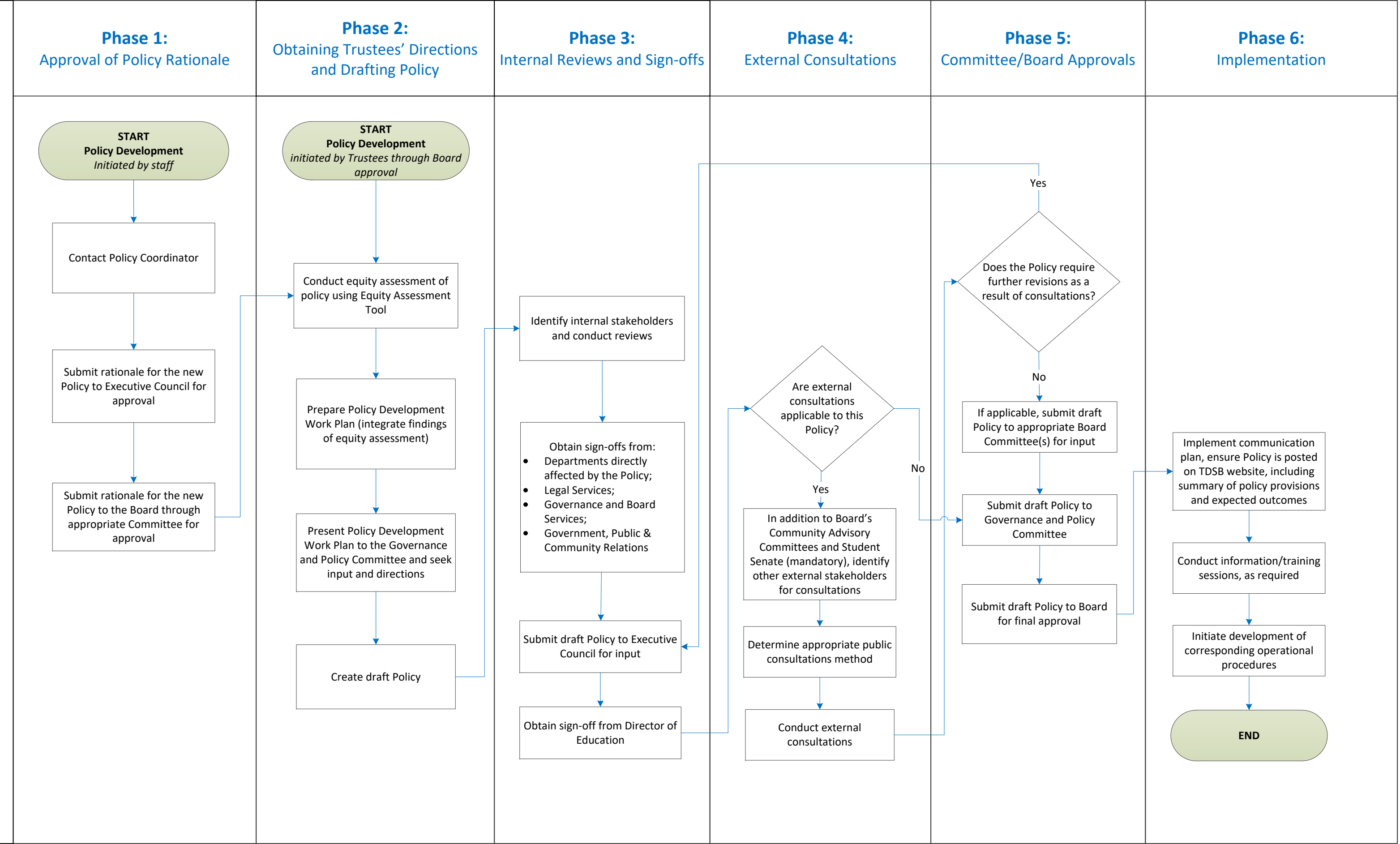
Allocate Human and Financial Resources Strategically to Support Student Needs

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.

POLICY DEVELOPMENT PROCESS



POLICY REVIEW PROCESS

