REVIEW OF ADMISSIONS POLICY (S.A.01) AND PLACEMENT POLICY (S.A. 02)

“I tell you the truth, unless you change and become like little children, you will never enter the kingdom of heaven.”
Matthew 18:3

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John Volek, Senior Coordinator, Planning, Accountability and Admissions

RECOMMENDATION REPORT

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

Mission:
The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.
A. EXECUTIVE SUMMARY

On May 22, 2014 a report to Board providing the results and themes which emerged from the community engagement regarding the draft Admission and Placement of Elementary Pupils Policy and the draft Admission and Placement of Secondary Pupils Policy was received by Board. Additionally a workshop package was provided with supplemental materials that provided additional background to support understanding regarding the implementation of the policies. Based on these results and steps, this report provides a further update of activity since May 2014 and proposes revised drafts of each of these Policies and a plan for staged implementation for the consideration of Trustees.

B. PURPOSE

1. The purpose of this report is to provide a revised draft Admission and Placement Policy for the elementary panel based on previous Board approved amendments from the meetings of January 30, 2014 and February 27, 2014. Further it will reference the results of the community consultation and engagement which was based on a consultation plan approved by the Board at its meeting on March 27, 2014. Finally it will summarize actions taken subsequent to the May 2014 Board meeting which support understanding of the implications of the proposed policy revisions.

C. BACKGROUND

1. At its meeting held on February 27, 2014, the Board considered the report, Review of Admissions Policy (S.A. 01) and Placement Policy (S.A. 02), and approved the following:

“That the draft Admission and Placement of Elementary Pupils Policy in Appendix ‘C’ of the Report be approved in principle with the following amendments:

a) Regulation 1(iii) add the words “the City of” before “Toronto”.

b) Regulation 1 (iv) add reference to Regulation 6.

c) Regulation 2 (iii) to refer to staff to add a clause regarding undocumented students or documents unavailable.

d) Regulation 4b) to read: Resident pupils living outside the fixed attendance boundary of a school which offers regional or specialized programs, who have siblings already enrolled in these programs at the requested school and who are returning for the next school year, shall not be considered for automatic admission to the school unless it is for enrolment in a specialty program. Where space and program availability permit, the school principal in consultation with the school superintendent and planning staff, may admit an out-of catchment sibling to the regular track program. Students currently in a specialized
program with a sibling enrolled in the 2014-2015 school year shall be grandfathered until graduation.

e) Regulation 5(ii) Students whose primary residence is situated within the fixed attendance boundary of the requested school be Priority 1 and that 5(i) Siblings of Students already attending school as per Regulation #4.

f) In Regulation 6 to add the words “of the Ministry rated capacity” after the words “80% or less”.

g) Regulation #7 to be moved to Regulation #5, Regulation #9 to be Regulation #6 and Regulation #5 to be #7.

h) To delete 8(iii).

i) To add ‘early learning’ and ‘sibling’ under Definitions.

Staff were directed to bring back a report on the admission of orthodox students to elementary schools.”

“That the draft Admission and Placement of Secondary Pupils Policy in Appendix ‘D’ of the Report be approved in principle with the following amendments:

1) That with respect to Regulation 3(iv) staff bring back a consistent approach to specialty program admission and a consistent application process and admission criteria for the Regional Programs (International Baccalaureate, Regional Arts Program, Advanced Placement, French Immersion, Extended French and Math Science Technology).

2) Regulation 6 still needs to be discussed.

3) Under Regulation 15 to add the words “under false pretences” before the words “is admitted to a TCDSB secondary school”.

4) That the words “concentric circles” and “feeder schools” be added under definition.

5) That Regulation 2 be referred to staff to investigate the benefits of feeder schools versus concentric circles.

6) That staff be directed to prepare a consultation document in order for it to go out to the communities and that the level of community consultation be moved up to level 1 and that we choose the next level up based on the results of the consultation.”

2. At its meeting held on March 27, 2014, the Board considered the report, Communications and Community Engagement Plan for Admissions Policy (S.A. 01) and Placement Policy (S.A. 02), and approved the following:
“1. That Trustees approve the communications and community engagement plan.

2. That Trustees approve of the one-evening “Consultation in the Round” event to be held on Thursday, May 1, 2014.”

3. In addition to the ‘consultation in the round’ event, to which were invited parents and students, student leaders, community leaders and members, TCDSB employees, principals and vice-principals, Trustees, TCDSB senior staff, parishioners and Catholic stakeholders and the general public, separate consultation was also held with select elementary school principals (on May 5, 2014) as well as with secondary school principals (on May 6, 2014).

4. Approximately one month’s notice was provided with respect to the ‘consultation in the round’ event at which over 100 people attended and participated in the discussions. Each of the consultations with the principals proved to be successful as well with healthy participation and discussion.

5. At its meeting held on May 22, 2014, the Board deferred the report, Review of Admissions Policy (S.A. 01) and Placement Policy (S.A. 02), and approved the following:
   a) That the Policy be deferred for review and further amendments to the policy
   b) That staff incorporate comments from the Trustee inservice
   c) That Trustees be provided with an update in Sept 2014
   d) That staff come back with options for further consultation
   e) That subject to school level scrutiny, staff investigate the inclusion of Board level verification and validation of applications for correctness.

6. For the convenience of Trustees, the current Admissions of Pupils Policy (S.A. 01) and Placement of Pupils Policy (S.A. 02) are provided in Appendix ‘A’ and Appendix ‘B’ respectively.

D. EVIDENCE/RESEARCH/ANALYSIS

1. A full report summarizing the feedback received through the stakeholder consultations and containing recommendations in regards to the revised policies for Elementary and Secondary Admission and Placement was prepared for May 22, 2014 Committee of the Whole Board and is found in Appendix ‘C’ for ease of reference.
2. The report, corresponding policies and all materials referenced or requested during the Trustee Admission Policy Workshop of May 22, 2014 was distributed to all Trustees in June 2014 for their further review and clarification. As a reminder of the distributed materials, the one page Table of Contents from the distributed Trustee Package is included as Appendix ‘D’ for ease of reference.

3. This report serves as an update of the activity since May 2014. In addition to the above mentioned work and materials, the Planning Department has also been working on a spreadsheet and maps of the proposed alignments of elementary schools to secondary schools, as well as secondary school projections that would result from this alignment. This is time-consuming and labour-intensive work, but it is progressing well.

4. A summary of the consultation feedback was summarized in the report contained in Appendix ‘C’, and the minutes of all meetings were distributed to Trustees in the June 2014 package. The consultation has been broadly advertised and participation has been good. As the policies are adopted, staff would recommend several months of intensive proactive communication with communities, to ensure full understanding of the policies and their implementation.

5. In addition to school level scrutiny, there is Board level verification and validation of student admission applications through the multi-step address verification found in the TCDSB SOAR Admission application process.

E. VISION/ACTION PLAN

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| To revise our Admission and Placement Policy in a manner that is equitable, transparent well-communicated, and consistent with the Mission and Vision of the TCDSB, in order to maximize our Catholic service factor within the Greater Toronto Area. | - The following principles, which were shared at each of the consultations, have guided and informed the process:
  o The desire to maintain a Catholic presence/school in each of our communities across the City of Toronto.
  o To right-size our schools where-ever possible, in order to minimize the problems associated with schools that are over-capacity or under-utilized schools. | 1. Adopt Elementary Admission and Placement Policy September 2014 for implementation in January 2015, as we begin the new admission cycle for elementary schools for September 2015.

2. Defer the Secondary Admission and Placement Policy for consideration and adoption until January 2015, to allow for fulsome consideration and full mock-up of all secondary projections in light of the new model. Target implementation for the fall admission cycle of 2015. |
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<td>o To arrive at a policy which is transparent and relatively easy to communicate.</td>
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<td>o To promote and affirm our fundamental belief that every school in our system is a great school.</td>
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**F. METRICS AND ACCOUNTABILITY**

1. The Planning Department will inform the alignment of elementary school boundaries and the alignment of secondary schools to feeder schools. Attendance patterns will be tracked, as will demographic patterns and gains/attrition to Board enrolment.

2. Stakeholder feedback will be tracked for patterns, challenges and successes.

**G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. The greater majority of individuals involved in the consultation felt that the goals of the identified policies were worth pursuing and were in support of the policies as presented. Many acknowledged that the first year or two of implementation might be more challenging than subsequent years and advocated strongly for proactive communication.

2. The communications plan must be comprehensive and pervasive, particularly during the first few years after adoption and would have to encompass the following elements:
   a. Letter home to every parent in the system
   b. Newsletter inserts
   c. Website updates
   d. Admission Policy Pamphlet for distribution in June report cards and August mailing.
H. STAFF RECOMMENDATION

1. That the following key principles on which to base a revised Admissions and Placement Policy be approved.
   
   i. The reorganization and consolidation of the current Policies into an admissions and placement policy for each of the elementary and secondary panels.
   
   ii. Transition the Board approved FDK boundaries, established and implemented between 2010 and 2014, into fixed attendance boundaries for elementary schools. Based on the feedback received during public consultations it is recommended that all schools be fully transitioned to the new fixed attendance boundary within the 2014-15 school year.
   
   iii. Implementation of a defined sibling rule for the elementary panel: Where space and program availability permit, priority shall be given to in-boundary students (whose primary residence is situated within the FDK boundary or fixed attendance boundary) over siblings, followed by students, in the sequence shown below. The order of applicants will be determined by date and time of completion of initial application for registration, in accordance with established protocol.
      
      1. Students in boundary. (includes siblings in-boundary)
      2. Siblings out of boundary (This will minimize the displacement of in-catchment students).
      3. Students out of boundary.

2. That the draft Admission and Placement of Elementary Pupils Policy, incorporating the changes approved at the Regular Board meeting held on February 27, 2014, as contained in Appendix 'D' of this report, and to be further revised as noted in Recommendation 1 above, in accordance with input received from the community engagement process, be adopted.

3. That the draft Admission and Placement of Secondary Pupils Policy, incorporating the changes approved at the Regular Board meeting held on February 27, 2014, as contained in Appendix ‘E’ of this report, and to be considered for adoption at the Committee of the Whole Board in January 2015.
TCDSB Policy S.A.01 Admission of Pupils, 2005

TCDSB Policy Register

Date Approved:
May 22, 2005 - Board

APPENDIX A

Dates of Amendment:
May 98; BM p 523, 5 Sep 96; BM p 391, 16
May 96; BM p 436, 19 Jun 95; BM p 134, 16
Feb 95; BM p 52, 15 Dec 94; BM p 455, 16
Jul 92; BM p 115, 19 May 88; BM p 220, 24
Nov 86; BM p 296, 20 Mar 86; BM p 6, Dec 79; BM p 775, Nov 79; BM p 334, May 77;
BM p 482, Apr 71; BM p 5, Jan 72; BM p 1293, Sep 71; BM p 482, Apr 71; BM p 187,
Feb 69.

Cross Reference:
Policy
Admissions
1. The Toronto Catholic District School Board shall admit to a school operated by the Board:
   (a) Roman Catholic children who, and whose parents, are resident in Metropolitan Toronto;
   (b) those pupils who have the legal right to attend a school operated by the Board;
   (c) pupils who are, or are children of, catechumens;
   (d) pupils who, although not residents of Metropolitan Toronto, qualify under the Regulations to the
       Policy;
   (e) foreign pupils who qualify under the Regulations to the Policy; and, wherever possible, school
       assessment in respect of such pupils shall be directed to the Board.
   Deferral of Removal of Ineligible Pupil

2. In the event that:
   (a) a pupil, although not entitled under this policy, is admitted to a school operated by the Board;
   (b) although originally on admission, the pupil was entitled to be admitted to a school operated by the Board,
   subsequent circumstances demonstrate that the pupil has ceased to be so entitled; or
   (c) the fee required under the Regulations has not been paid; the Director of Education, if satisfied that in
       all the circumstances justice and charity so demand, may defer the removal of the pupil until no later
       than the end of the current school year, and on behalf of the Board may levy or waive the gross or any
       lesser fee or part thereof, during and as a condition of any period of deferral.
   Admission is Not Placement

3. The placement of a pupil in any particular school operated by the Board shall not be determined
   under this Policy, but under the Placement of Pupils Policy then in force.
   Transportation Not Necessarily Provided
4. The admission of a pupil under this Policy does not constitute a commitment of the Board to provide transportation; entitlement thereto is governed by the Transportation Policy then in force.

Regulations:

1. Roman Catholic Pupil: Parent Not A Roman Catholic

NOTE: In the case of a pupil seeking admission to a secondary school after the commencement of the school year, the principal is encouraged to consult with the Program Coordinator, Admissions and Placement.

(a) A pupil shall be admitted if:
(i) the pupil is a Roman Catholic;
(ii) the pupil is resident in Metropolitan Toronto;
(iii) the parent or guardian is not a Roman Catholic;
(iv) the parent or guardian is resident in Metropolitan Toronto;
(v) the parent or guardian is a Canadian citizen or landed immigrant; and
(vi) in the case of an elementary school pupil, the pupil is age appropriate, as described in Regulation 11 hereof.

(b) In cases in which Catholicity, age, assessment, citizenship, immigrant status, or residence is a qualification, proof thereof shall be established by the applicant (or the parent or guardian of the applicant) prior to admission, and in accordance with Regulation 12 hereof.

(c) Exceptions
In cases involving families where a marriage has occurred between a Catholic taxpayer with children and a Non-Catholic spouse with children, the Non-Catholic children of the Non-Catholic spouse shall be admitted provided that:
(i) one of the spouses is and remains Catholic and able to direct taxes to TCDSB;
(ii) the Non-Catholic spouse registers all his/her Non-Catholic elementary school aged children in a TCDSB school.

(d) Transportation, if provided at all, shall be provided only in accordance with the Transportation Policy of the Board in force from time to time.

2. Pupils With A Legal Right To Attend

NOTE: In the case of a pupil seeking admission to a secondary school after the commencement of the school year, the principal is encouraged to consult with the Program Coordinator, Admissions and Placement.

Residence
(a) A pupil shall be admitted as a resident pupil if:
(i) the parent or guardian is a Roman Catholic;
(ii) the pupil resides in Metropolitan Toronto;
(iii) the parent or guardian resides in Metropolitan Toronto;
(iv) the pupil or parents or guardian is assessed in Metropolitan Toronto for separate school purposes as an owner or tenant; and
(v) in the case of an elementary school pupil, the pupil is age appropriate, as described in
(vi) Regulation 11 hereof.
Assessment Only
(b) A pupil shall be admitted as a resident pupil if:
(i) the pupil is Roman Catholic;
(ii) the parent or guardian is a Roman Catholic; and
(iii) the pupil or parent or guardian is assessed in Metropolitan Toronto for separate school
(iv) purposes as an owner or tenant or for business assessment in an amount (in any combination) not
less than the statutory minimum as calculated from time to time by the Treasurer of the Board.
NOTE: Before admitting such a pupil, the principal must first verify, by telephone, the statutory
minimum with the Assessment Department.

Public Secondary Residence Only
(c) A pupil shall be admitted as an entitled public secondary pupil if:
(i) the pupil resides in Metropolitan Toronto; and
(ii) the parent or guardian resides in Metropolitan Toronto.

Public Secondary Assessment Only
(d) A pupil shall be admitted as an entitled public secondary pupil if the pupil or parent or guardian is
assessed in Metropolitan Toronto for separate school purposes as an owner or tenant or for business
assessment in an amount (in any combination) not less than the statutory minimum as calculated from
time to time by the Treasurer of the Board.
NOTE: Before admitting such a pupil, the principal must first verify, by telephone, the statutory
minimum with the Assessment Department.

Public Secondary Residence And Assessment
(e) A pupil shall be admitted as an entitled public secondary pupil if:
(i) the pupil resides in Metropolitan Toronto; and,
(ii) the pupil is the owner or tenant of property in Metropolitan Toronto that is separately assessed.

Public Secondary Residence And Age
(f) A pupil shall be admitted as an entitled public secondary pupil if: SEC.39 (1C,1D)
(i) the pupil is over eighteen years of age; and
(ii) the pupil has resided in Metropolitan Toronto for the twelve months immediately before admission.
(iii) the pupil or the parent is an owner or tenant of property therein that is separately assessed.

Public Secondary Non-Resident, Other Board Pays Fees
(g) The pupil is over eighteen years of age; and
(i) lives in another secondary school district, and
(ii) has been promoted or transferred to a secondary school, and Sec. 39(5)
(iii) the appropriate supervisory officer certifies there is adequate accommodation in the secondary
school, and
(iv) the secondary school district where the person is qualified to be a resident pupil pays the fee. Sec.
48(1)

Tax Exempt Land
(h) A pupil shall be admitted on application as a pupil resident on tax exempt land if:
(i) the pupil resides in Metropolitan Toronto;
(ii) the land on which the pupil resides is exempt from taxation for school purposes;
(iii) the pupil is otherwise qualified to be a resident pupil;
(iv) the Director of Education certifies that there is sufficient accommodation for the pupil for the current school year; and
(v) fees calculated in accordance with Ontario law are prepaid monthly by the pupil or the parent or guardian.

Custody Of A Corporation, Society Or Person, But Without Right To Attend
(i) A pupil shall be admitted on application as a pupil in the custody of a corporation, society or person but otherwise without right to attend if:
(ii) the pupil is in the custody of a corporation, society or other person;
(iii) the pupil does not have a right to attend the school that the corporation, society or person selects;
(iv) the Director of Education certifies that there is sufficient accommodation for the pupil for the current school year; and
(v) fees calculated in accordance with Ontario law are prepaid monthly by the corporation, society or person.
(j) In cases in which Catholicity, age, assessment, citizenship, immigrant status, or residence is a qualification, proof thereof shall be established by the applicant (or the parent or guardian of the applicant) prior to admission, and in accordance with Regulation 12 hereof.
(k) Transportation, if provided at all, shall be provided only in accordance with the Transportation Policy of the Board in force from time to time.

3. Roman Catholic Pupil: No Separate School Assessment

NOTE: In the case of a pupil seeking admission to a secondary school after the commencement of the school year, the principal is encouraged to consult with the Program Coordinator, Admissions and Placement.

(a) A pupil shall be admitted if:
(i) the pupil is a Roman Catholic;
(ii) the pupil is resident in Metropolitan Toronto;
(iii) the parent or guardian is a Roman Catholic;
(iv) the parent or guardian is resident in Metropolitan Toronto;
(v) the parent or guardian is a Canadian citizen or landed immigrant or refugee;
(vi) in the case of an elementary school pupil, the pupil is age appropriate, as described in Regulation 11 hereof; and
(vii) the parent or guardian is not eligible to become a separate school supporter.
(b) In cases in which Catholicity, age, assessment, citizenship, immigrant status, or residence is a qualification, proof thereof shall be established by the applicant (or the parent or guardian of the applicant) prior to admission, and in accordance with Regulation 12 hereof.
(c) The admission of the pupil shall be revoked if the parent or guardian, upon becoming eligible to be a separate school supporter, fails to promptly take all necessary steps to so become.
(d) Transportation, if provided at all, shall be provided only in accordance with the Transportation Policy of the Board in force from time to time.
4. Catechumens

NOTE: All requests must be referred to the Program Coordinator, Admissions and Placement. The principal has no authority to admit pupils included in this category.

(a) A new pupil shall be admitted if:
   (i) the parent/guardian and child are resident in Metropolitan Toronto; and
   (ii) the parent/guardian or child is not a baptized Roman Catholic; and
   (iii) the parent/guardian or child is a catechumen; and
   (iv) the parent/guardian or child is a Canadian citizen or landed immigrant; and
   (v) in the case of an elementary school pupil, the pupil is age appropriate, as described in Regulation 11 hereof.

(b) Applications, if approved, are approved for one school year only; renewals, if granted, are granted only on fresh application and upon compliance with all requirements of the Policy and these Regulations.

(c) Application for admission shall be in writing, signed by the parent or guardian of the pupil for whom admission is sought, certifying that the applicant is, at the time of the application, receiving instruction in the Roman Catholic faith, confirming the sincerity of the intention of the applicant, and describing the involvement of the applicant within the parish life.

(d) The application shall be accompanied by written confirmation, signed by the pastor of the parish in which the person is receiving instruction in the Roman Catholic faith, confirming the sincerity of the intention of the parent or guardian, and describing an involvement of the parent or guardian within the parish life that is satisfactory to the pastor.

(e) The application shall be accompanied by the payment of the appropriate net fee for the whole of the school year in respect of which the application is made.

(f) If satisfied that the application is bona fide and complies in all respects with the Policy and this

(g) Regulation, the Director of Education shall admit the pupil to a school operated by the Board until the end of the current school year only.

(h) Upon the filing with the Board of proof of Catholicity, and change of assessment form duly signed and fully completed, the Board shall refund to the applicant the prorated portion of the prepaid fee.

(i) In cases in which Catholicity, age, assessment, citizenship, immigrant status, or residence is a qualification, proof thereof shall be established by the applicant (or the parent or guardian of the applicant) prior to admission, and in accordance with Regulation 12 hereof.

(j) Transportation, if provided at all, shall be provided only in accordance with the Transportation Policy of the Board in force from time to time.

5. Non-Metro Pupil: Corporate Assessment in Metropolitan Toronto

NOTE: All requests must be referred to the Program Coordinator, Admissions and Placement. The principal has no authority to admit pupils included in this category.

(a) A pupil shall be admitted if:
   (i) the pupil is not resident in Metropolitan Toronto;
   (ii) the parent or guardian is a Canadian citizen or landed immigrant;
   (iii) the pupil, parent or guardian is a separate school supporter as owner or tenant in the community in which the pupil is resident;
   (iv) there is space available for the pupil both in the program and in the school in which the pupil seeks to be enrolled, such availability to be determined by the Director of Education;
(v) the pupil or parent or guardian is a shareholder of a corporation that is assessed in Metropolitan Toronto for separate school purposes as an owner or tenant or for business assessment in an amount (in any combination) not less than the minimum prescribed in Regulation 10 hereof; and
(vi) in the case of an elementary school pupil, the pupil is age appropriate, as described in Regulation 11 hereof.

(b) In cases in which Catholicity, age, assessment, citizenship, immigrant status, or residence is a qualification, proof thereof shall be established by the applicant (or the parent or guardian of the applicant) prior to admission, and in accordance with Regulation 12 hereof.

(c) Transportation, if provided at all, shall be provided only in accordance with the Transportation Policy of the Board in force from time to time.

6. Non-Metro Pupil:
(a) A pupil shall be admitted if:
(i) the pupil and parent or guardian are non-resident in Toronto, and
(ii) the pupil who is applying for Junior Kindergarten to grade 8 admission is Catholic, and
(iii) upon space being available in an elementary/secondary school, and
(iv) the non-resident parent or guardian is a separate school elector in the jurisdiction in which they reside.
(b) Non-metro TCDSB grade 8 pupils who have been in the TCDSB system for three consecutive years (grades 6, 7, & 8) requesting admission in TCDSB secondary schools, other than Cardinal Carter Academy for the Arts and St. Michael’s Choir School, will be considered as Priority 1 applicants. All other non-metro TCDSB grade 8 pupils, other than Cardinal Carter for the Arts and St. Michael’s Choir School, will be considered as Priority 4 applicants.
(c) Non-metro TCDSB grade 8 pupils who have been in the TCDSB system for eight consecutive years (since grade 1), requesting admission in TCDSB secondary schools, will be considered and treated as any other resident TCDSB grade 8 pupil.
(d) Non-metro Catholic pupils applying from a school outside the TCDSB requesting admission in TCDSB secondary schools will be considered as Priority 4 applicants.
(e) A non-metro pupil applying for Cardinal Carter Academy for the Arts or St. Michael’s Choir School may be admitted according to Policy S.A. 02, Placement of Pupils, Regulations 6 and 7.
(f) In cases in which Catholicity, age, assessment, citizenship, immigrant status, or residence is a qualification, proof thereof shall be establish by the applicant (or the parent or guardian of the applicant) prior to admission and in accordance with Regulation 12 hereof.
(g) Transportation, if provided at all, shall be provided only in accordance with Transportation Policy of the Board in force from time to time.
(h) The presence of siblings in the secondary school of choice (S.A.02, Reg. 4, b, ii) does not apply to this regulation other than those non-metro students who have been in attendance for eight consecutive years (refer to #c above).
(i) Non-metro, non-Catholic pupils applying from a school outside the TCDSB requesting admission in TCDSB secondary schools will be considered as Priority 6 applicants.
(j) Each year priority #4, priority #5 and priority #6 students can be accepted at any time once all priority #1- #3 students have been offered placement.

7. Foreign Pupils
Foreign Pupils shall include the following: Education Act Sec. 49(7) & 49.1
A pupil or pupil’s parent/guardian with a Diplomatic Visa, Refugee Status, Employment Authorization, Work Permit, Ministerial Permit, Awaiting Determination of a Claim to be Found a Convention Refugee, Visiting Forces Act (Canada) or unlawfully in Canada.

A pupil shall be admitted if:

(a) In the case of elementary pupils:

(i) the pupil or parent/guardian is Catholic; and
(ii) the immigration status of the pupil and/or parent/guardian is one of the above; and
(iii) where eligible, the parent/guardian is assessed for separate school purposes as an owner or tenant, and
(iv) the pupil is age-appropriate as described in S. A. 01 Regulation 10.

(b) In the case of secondary school pupils:

(i) the immigration status of the pupil and/or parent/guardian is one of the above; and
(ii) where eligible, the parent/guardian is assessed for separate school purposes as an owner or tenant, and
(iii) there is space available for the pupil in both the program and the school in which the pupil seeks to be enrolled.

(c) Transportation, if provided, shall be provided in accordance with the Transportation policy of the Board.

(d) In cases in which Catholicity, age, assessment, immigration status, or residence is a qualification, proof shall be established by the parent/guardian prior to admission in accordance with S. A. 01 Regulation 11.

8. Foreign Students: Student Authorizations

Note: All requests must be referred to the Admissions and Placement Department. The principal has no authority to admit pupils included in this category.

(a) A pupil shall be admitted if:

(i) the pupil is Catholic;
(ii) the pupil is resident in Metropolitan Toronto;
(iii) the pupil is not a Canadian citizen;
(iv) the pupil is not a landed immigrant;
(v) in the case of an elementary school pupil, the pupil is age appropriate, as described in Regulation 11 hereof;
(vi) there is no work permit, diplomatic visa, or ministerial permit in respect of the pupil;
(vii) there is space available for the pupil in both the program and the school in which the pupil seeks to be enrolled, such availability to be determined by the Director of Education; and
(viii) the gross fee is prepaid by a certified cheque or money order; and
(ix) the student has obtained a Student Authorization from Employment and Immigration Canada prior to admission to school. (Junior Kindergarten and Senior Kindergarten are exempt.)

(a) In cases in which Catholicity, age, assessment, citizenship, immigrant status, or residence is a qualification, proof thereof shall be established by the applicant (or the parent or guardian of the applicant) prior to admission, and in accordance with Regulation 12 hereof.

9. Minimum Amount of Assessment Required For The Purposes Of The Regulations Under This Policy
(a) For the purposes of Regulations 2(b)(iii) and 2(d), the minimum amount of assessment for each calendar year shall be calculated by the Treasurer of the Board in accordance with the requirements of the law of Ontario.

(b) For the purposes of Regulation 5(a)(v), the minimum amount of assessment of the corporation for each calendar year that is the result of the formula

\[ A \quad \text{----- x C} \]
\[ B \]

shall not be less than the minimum amount described in Regulation 10(a), where "A" is equal to the percentage of the shares in the corporation held by the shareholder who is the pupil or the parent or guardian of the pupil;

"B" is equal to that percentage of the total of the assessment of the corporation that has been allocated to the support of separate schools in Metropolitan Toronto; and

"C" is equal to the total amount of the assessment of the corporation that has been allocated to the support of separate schools in Metropolitan Toronto.

(c) In the case of non-Metro residents, where business assessment falls below the minimum qualifying amount in the new year, the student(s) will no longer be eligible to attend in September under business assessment but will be required to pay the net fee or obtain a liability for fees from their home board.

10. Establishment Of Appropriate Ages For Elementary School Pupils

(a) For the purposes of these Regulations, a pupil is age appropriate for admission to an elementary school if, as of the last day of the calendar year, the pupil has attained the age of:

(i) four (4) years in the case of junior kindergarten;
(ii) five (5) years in the case of kindergarten;
(iii) six (6) years in the case of grade 1 or higher;
(iv) two (2) years in the case of the hearing impaired pupil; and has not attained the age of twenty-one (21) years.

11. Proof of Age, Assessment, Catholicity, Citizenship, Immigrant Status or Residence

(a) Whenever it is necessary to prove age, assessment, Catholicity, citizenship, immigrant status or residence, the following will be sufficient for the purpose:

(ii) Age

1) Birth Certificate;
2) Baptismal Certificate; or
3) Passport;

(ii) Assessment

1) Assessment Notice, identifying status of school support as "separate";
2) Enumeration Notice, identifying status of school support as "separate"; or
3) Transfer of Assessment form, signed by the parents and delivered to the Assessment Department or the principal, and verified by the Assessment Department;

(iii) Catholicity

1) Baptismal Certificate;
2) First Communion Certificate; or
3) Confirmation Certificate;
4) In the event that none of the above are available for the pupil, there may be accepted in lieu:
(a) Baptismal Certificate of the parent or guardian; or
(b) First Communion Certificate of the parent or guardian; or
(c) A written statement from the pastor of the parent or guardian, confirming the Catholicity;

(iv) Citizenship
1) Birth Certificate;
2) Passport; or
3) Certificate of Citizenship;

(v) Immigrant Status
1) Record of Landing;

(vi) Claim of Metro Residence
1) ownership of residence or recognized lease, or
2) driver’s licence, and
3) completion of an assessment form

(vii) Claim of Metro Residency By A Non-Metro Resident
1) proof they are no longer residing in non-Metro area
2) ownership of residence or recognized lease, and
3) a driver’s licence, and
4) two recent invoices directed to this name/address, and
5) completion of an assessment form
b) Whenever the applicant is unable to produce a form of proof described in Regulation 12(a), but does supply some other form of evidence that the Director of Education considers to be a reasonably reliable equivalent, such other form shall be acceptable for the purpose.

12. Payment of Fees
(a) The Treasurer of the Board shall obtain from each pupil in respect of whom fees are payable, or from the parent or guardian of such pupil one of the following:
(i) payment in advance by certified cheque for the whole of the school year for each child;
(ii) payment of a deposit, with full payment for the remainder of the full net fee for the school year upon notice, for each child, or
(iii) security satisfactory to the Treasurer for the payment of the whole of the fees for the school year; and upon receipt thereof, the Treasurer shall issue a certificate for the purposes of Regulation 13(b) hereof.
(b) Subject to the provisions of paragraph number 2 of the Policy, no pupil in respect of whom fees are payable will be admitted to a school operated by the Board unless, prior to the first day of attendance in every school and regardless of whether the pupil may have attended in any previous school year, the pupil’s name appears on the Non-Metro Approved List sent out to each school by Admissions and Placement, or the pupil or parent or guardian had exhibited to the principal the certificate of the Treasurer of the Board as to the payment of or security for such fees for the year.

13. Children Resident in Metro Shelters
(a) Where children are presently registered in a Toronto Catholic District School Board elementary or secondary school and due to family circumstances must be temporarily housed in a Metro Shelter and registered in another TCDSB school, the student(s) Ontario School Record(s) will be transferred using the following process:

(i) the principal of the receiving school will contact the sending school principal requesting the Ontario School Record;

(b) The sending school will transfer the student(s) in Trillium and send the Ontario School Record(s) in a confidential Ontario School Record(s) mailing envelope to the receiving school;

(c) That the above procedure be managed with the utmost discretion by the school staff to ensure confidentiality to the family.
TCDSB Policy S.A.02 Placement of Pupils

TCDSB Policy Register

Placement of Pupils - S.A.02

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Policy

PLACEMENT
1. The Toronto Catholic District School Board shall place pupils who meet all requirements for admission, in a school and program operated by the Board, and placement shall be based upon a balance of:
   (a) the needs of the pupil;
   (b) the wishes of the pupil who is an adult, or the parent or guardian of pupils who are not adults;
   (c) the needs of the other pupils; and
   (d) the availability of space in the requested school and program.

TRANSPORTATION NOT PROVIDED
2. The placement of a pupil under this policy in a particular program or school does not constitute a commitment of the Board to provide transportation; entitlement thereto is governed by the Transportation Policy in force from time to time.

REGULATIONS
1. Director to Determine Appropriate Placement
   (a) Subject to requirements of the appropriate legislation, and of the Policy and the Regulations, the Director of Education shall determine the appropriate placement of pupils in accordance with his/her judgment as to what will be in the best interest of all of the pupils in the system.
   (b) For the purpose of the administration of the placement process, the Director of Education shall develop guidelines and schedules by which applications for placement are to be considered.
   (c) The Director of Education will establish the maximum loading for each school from time to time including the grade 9 maximum intake based on the on-the-ground capacity, plus portable capacity, plus an additional allocation for program flexibility for each secondary school. Any exceptions to these capacity figures will need to be approved by the Board of Trustees.

2. General Requirements Regarding Placement
   (a) The expression “home school” as used in these Regulations:
      i) means that school which the pupil actually attends, in the case of:
         1) a secondary school pupil;
         2) a pupil attending St. Michael’s Choir School;
         3) a pupil attending the School of the Arts;
         4) a pupil attending a Ukrainian Rite Catholic School;
         5) a pupil attending an adult learning centre;
      (ii) and otherwise means:
         1) in the case of a person who resides within the attendance boundaries of a school for which the Board has established such boundaries, that school which is located within such boundaries;
         2) in the case of a person who resides within Metropolitan Toronto but outside the attendance boundaries of a school for which the Board has established such boundaries, that school:
a) which is nearest by use of public thoroughfares to the place at which the pupil resides; or
b) to which the school bus (if there is one for which the pupil is eligible under the appropriate policy) carries the pupil;

3) in the case of a person who does not reside within Metropolitan Toronto but is qualified under the Admission Policy by reason of separate school assessment in Metropolitan Toronto, that school which is nearest by use of public thoroughfares to the place that is assessed for separate school purposes by which the pupil qualifies for admission; and

4) in the case of a person who does not reside within Metropolitan Toronto and is not qualified under the Admission Policy by reason of separate school assessment in Metropolitan Toronto, that school which is determined by the Director of Education to be the home school.

(b) The expression “geographic proximity” takes into account:
i) the actual direct distance involved;
ii) the availability, and efficacy in the circumstances, of public transportation; and
iii) natural and constructed barriers.

(c) Whenever a pupil has been identified as needing:
i) placement in a special education program;
ii) a special education service;
iii) placement in an English as a Second Language program;
iv) placement in an English as a Second Dialect program; or
v) placement in any other specialized program offered by the Board; and the program or service is not provided in the home school, the pupil shall be placed in the nearest school to the home of the pupil that, as determined by the Director of Education, has space available.

(d) To the extent possible (recognizing that not all programs and services can be offered in all schools) and subject to the other Regulations, a pupil shall be placed in the school of choice of the pupil who is an adult, or the parent or guardian of the pupil who is not an adult, as the case may be.

(e) In the case of voluntary or elective programs that are not offered in all of the schools (including but not limited to Early French Immersion, Middle Immersion [FSL], Heritage Language, St. Michael’s Choir School, Ukrainian Language Schools, School for the Arts):
i) the placement of a pupil in any such program shall be dependent in all cases upon:
   1) compliance with any specific criteria otherwise established for the program;
   2) the total capacity of the building in which the program is offered;
   3) the number of portables (if any) on the site; and
   4) the total capacity of the particular program, in the light of the limitations (if any) upon class size as a result of formulae contained in applicable collective agreements; and

ii) where there are more pupils seeking placement than there are places available:
   1) waiting lists shall be maintained;
   2) first priority of placement shall be given to the pupils in respect of whom the school is the home school; and
   3) subject to Regulation 2(e)(ii)(2), placement shall be based upon the date of receipt of applications for space in the respective programs.

3. Placement in an Elementary School
(a) Subject to the requirements of Regulation 2(d) and the program needs of the pupil:
i) where the Board has established attendance boundaries for an elementary school, a pupil shall not be placed in such school unless the pupil resides within the boundaries of such school; and
ii) where the Board has not established attendance boundaries for an elementary school, a pupil shall be placed in the home school unless the parent or guardian, if the pupil is not an adult, or the pupil if an adult, makes application for placement in another elementary school.

iii) Elementary school attendance boundaries are dealt with on a school-by-school basis and only on approval by the Board of Trustees. Any changes to current attendance boundaries will need to be approved by the Board of Trustees. A joint report would be submitted to Administrative and Corporate Services Committee from the Planning & Facilities Department and the area superintendent.

4. Placement in a Secondary School:
The Usual Placement Process
(a) An elementary student who is eligible for admission to a secondary school operated by the TCDSB may make an application for placement in the secondary school and program chosen by the student, and, subject to program and space limitations, shall be so placed.

(b) Whenever due to program or space limitations, it is not initially possible to place all eligible elementary students in the secondary school of their respective choices, the Director of Education shall offer a program-appropriate secondary school placement to students based upon the following:
i) the availability of a suitable program consistent with their choices;
ii) siblings attending and returning in September to the secondary school of choice;
iii) the geographic proximity of the secondary school of choice to the school in which the student is currently enrolled.

(c) The placement of students on a non-credit bearing track will be centrally coordinated through the Special Services Department.

(d) Subject to Reg. 4(b), any elementary student who cannot be accommodated in the secondary school of choice will be offered placement in that secondary school and appropriate program which is closest to the elementary school in which the student is enrolled at the time of application and which has the available space.

i) grade 8 students placed in a TCDSB secondary school for grade 9 are permitted to submit a change form approved by the current school's principal, and placed in Priority 1 for the following reasons only:
   1) there is a level change in a compulsory course for the student and that level is not offered by the original school of choice;
   2) the student's new residence places the student in another attendance area at least 5 km from the original school placement, and/or the new residence is in closer proximity to another TCDSB secondary school;
   ii) students submitting change forms for other reasons shall be placed in Priority 3.

(e) An elementary student who is redirected from their first choice of a TCDSB secondary school to another TCDSB secondary school will have three (3) choices:
i) accept the new placement;
ii) reject the new placement and be placed on the priority 1 waiting list of their first choice;
iii) accept the redirection and also be placed on the priority 2 waiting list of their first choice until the end of May.

(f) Whenever, due to program or space limitations it is not possible initially to place all secondary school pupils in the secondary schools of their respective choices or the appropriate alternate places that are acceptable to them, the Director of Education shall add the names of the pupils who have not been so placed to the waiting lists for the respective secondary school and program (both grade and
level), ranked according to the five priorities described in this Regulation, and shall thereafter, as space becomes available, place the pupils according to their respective positions on the Priority lists.
TCDSB secondary school waiting list priorities are as follows:

i) Priority 1 waiting list students shall include:
   · TCDSB grade 8 pupils who have been offered a grade 9 placement in a secondary school other than
     the secondary school of choice and have rejected that placement;
   · TCDSB grade 8 pupils who have a new residence 5 km from the original school placement or much
     closer to another TCDSB secondary school;
   · TCDSB grade 8 pupils whose applications have been received after the initial deadline date for
     placement;
   · non-metro TCDSB grade 8 pupils who have been in the TCDSB for the past three consecutive years;
   · all other applicants from grade 9 to grade 12 who are entitled by law to attend a TCDSB secondary
     school

ii) Priority 2 waiting list students shall include:
   · redirected grade 9 applicants who have accepted the alternative placement but wish to remain on the
     waiting list of first choice until the end of May.

iii) Priority 3 waiting list students shall include:
   · grade 9 applicants who have been accepted to, and wish to retain, their original choice of a TCDSB
     secondary school but who have subsequently requested that their placement be changed. These
     students will remain on the waiting list until the end of May.

iv) Priority 4 waiting list students shall include:
   · TCDSB grade 8 students who reside outside the city of Toronto with less than three (3) consecutive
     years in the TCDSB.
   · Catholic students residing outside the city of Toronto and attending a school in their home board.

v) Priority 5 waiting list students shall include:
   · Catholic foreign students who meet the admission requirements.

vi) Priority 6 waiting list students shall include:
   · non-Catholic students residing outside the city of Toronto and attending a school in their home board.

vii) Priority 7 waiting list students shall include:
   · non-Catholic foreign students who meet the admission requirements.

g) All students on a Priority 1 waiting list will be offered a placement if program and space limitations
   so permit. Thereafter, the remaining students on other waiting lists will be offered a placement, again,
   if program and space limitations so permit.

h) TCDSB grade 10 to grade 12 TCDSB students who wish a transfer from their present secondary
   school to another TCDSB secondary school do so with the assistance of the school principal/designate
   who will then make contact with the principal/designate of the requested school.

5. Placement in a Secondary School other than the Usual Placement Process.

(a) Placement in a secondary school or program operated by the Board shall be dependent upon
whether there is space available in the secondary school and program selected by the pupil, in the case
of both:
   i) an elementary pupil who applies for placement after the placement process for elementary pupils
      concludes on the first day of the school year (or such later date as the Director of Education may
      determine); and
   ii) a pupil who applies for placement in a grade other than grade 9.
(b) Where, after the beginning of the school year (or such later date as the Director of Education may determine), pupils who have a right to attend apply for placement in secondary schools operated by the Board, and there are insufficient pupil places readily available in the schools or the programs in which the pupils seek placement:

i) the Director of Education shall give priority to those pupils who are without a publicly funded pupil place (in either the public school system or the separate school system) excluding those pupils who have chosen to give up a publicly funded pupil place; and

ii) the Director of Education shall attempt to place the pupil as soon as possible in the secondary school of choice of the pupil or the secondary school nearest to such school.

6. Placement in St. Michael’s Choir School
(a) As a condition of placement in St. Michael’s Choir School, a pupil shall pass the appropriate aptitude tests to the satisfaction of the Director of Education.

(b) Each pupil admitted to St. Michael’s Choir School shall take extra lessons in music, the cost of which shall be borne by the pupil or the parent or guardian of the pupil.

(c) Non-metro resident students, who are eligible under policy S.A.01, Admission of Pupils, may be admitted under the following circumstances:

i) that students meet all necessary criteria for the school as outlined in a) and b) herein; and

ii) that all qualifying Metro students applying in any year are accepted first.

7. Placement in Schools for the Arts:
(a) Admission of a student is based upon:

i) Toronto Catholic District School Board Admissions Policy, and

ii) successful audition, portfolio review, or meets program admission requirements, and

iii) successful completion of the previous grade/program, and

iv) in the case of a non-metro resident who is eligible under policy S.A.01, Admission of Pupils, may be admitted into the remaining spaces after the placement of successful Metro applicants.

(b) The selection committee will consider demonstrated ability, potential, commitment and enthusiasm.

8. Placement of an Adult in a Special Program at Monsignor Fraser College
(a) Placement in the program at Monsignor Fraser College will be limited by the availability of resources and program space. The placement will be made by a Committee as described herein. The normal placement will not exceed three years. Applicants not placed at Monsignor Fraser College will be given counselling as to alternative placement elsewhere.

(b) The Placement Committee will consist of the Principal, Head Teacher, Guidance Counsellor or Teacher of Special Needs, Community Support Worker and other TCDSB staff as may be required. The Committee will meet at least twice a year or as necessary for intake purposes and may wish to invite the parents and student.

(c) The following are criteria that will be considered when placing a student at Monsignor Fraser College:

i) adult applicant is 21 years of age, or older;

ii) prospective student is identified as developmentally handicapped;

iii) applicant has had a previous secondary school placement;

iv) preference will be given to the prospective student who is on a waiting list for adult day services;
v) preference may be given to adult applicants who have had experience with independent or supported employment;
vi) the adult's social-work connection (Social Worker, Adult Protective Worker, etc.) agrees to remain involved with Monsignor Fraser College throughout the student's career at the school. This involvement may include advice/input re: educational, settlement and community issues;
vii) applicant is an adult whose needs may be met by an educational plan as determined by the Placement Committee.
REVIEW OF ADMISSIONS POLICY (S.A. 01) AND PLACEMENT POLICY (S.A. 02)

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Joseph Ruscitti, Senior Manager, Planning Services
John Volek, Senior Coordinator, Planning, Accountability and Admissions
Loretta Notten, Superintendent of Learning and Achievement

RECOMMENDATION REPORT

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

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

G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

S. Pessione
Associate Director of Business Services,
Chief Financial Officer and Treasurer

Angela Gauthier
Director of Education
A. EXECUTIVE SUMMARY

This report provides the results and themes which emerged from the community engagement regarding the draft Admission and Placement of Elementary Pupils Policy and the draft Admission and Placement of Secondary Pupils Policy. Based on these results, the report also provides revised drafts of each of these Policies for the consideration of Trustees.

B. PURPOSE

The purpose of this report is to provide a revised draft admission and placement policy for each of the elementary and secondary panel based on previous Board approved amendments from the meetings of January 30\textsuperscript{th}, 2014 and February 27\textsuperscript{th}, 2014. Further it provides the Trustees with the results of the community consultation and engagement which was based on a consultation plan approved by the Board at its meeting on March 27, 2014.

C. BACKGROUND

1. At its meeting held on February 27, 2014, the Board considered the report, Review of Admissions Policy (S.A. 01) and Placement Policy (S.A. 02), and approved the following:

   “That the draft Admission and Placement of Elementary Pupils Policy in Appendix ‘C’ of the Report be approved in principle with the following amendments:

   a) Regulation 1(iii) add the words “the City of” before “Toronto”.

   b) Regulation 1 (iv) add reference to Regulation 6.

   c) Regulation 2 (iii) to refer to staff to add a clause regarding undocumented students or documents unavailable.

   d) Regulation 4b) to read: Resident pupils living outside the fixed attendance boundary of a school which offers regional or specialized programs, who have siblings already enrolled in these programs at the requested school and who are returning for the next school year, shall not be considered for automatic admission to the school unless it is for enrolment in a specialty program. Where space and program availability permit, the school principal in consultation with the school superintendent and planning staff, may admit an out-of catchment sibling to the regular track program. Students currently in a specialized program with a sibling enrolled in the 2014-2015 school year shall be grandfathered until graduation.

   e) Regulation 5(ii) Students whose primary residence is situated within the fixed attendance boundary of the requested school be Priority 1 and that 5(i) Siblings of Students already attending school as per Regulation #4.
f) In Regulation 6 to add the words “of the Ministry rated capacity” after the words “80% or less”.

g) Regulation #7 to be moved to Regulation #5, Regulation #9 to be Regulation #6 and Regulation #5 to be #7.

h) To delete 8(iii).

i) To add ‘early learning’ and ‘sibling’ under Definitions.

Staff were directed to bring back a report on the admission of orthodox students to elementary schools.”

“That the draft Admission and Placement of Secondary Pupils Policy in Appendix ‘D’ of the Report be approved in principle with the following amendments:

1) That with respect to Regulation 3(iv) staff bring back a consistent approach to specialty program admission and a consistent application process and admission criteria for the Regional Programs (International Baccalaureate, Regional Arts Program, Advanced Placement, French Immersion, Extended French and Math Science Technology).

2) Regulation 6 still needs to be discussed.

3) Under Regulation 15 to add the words “under false pretences” before the words “is admitted to a TCDSB secondary school”.

4) That the words “concentric circles” and “feeder schools” be added under definition.

5) That Regulation 2 be referred to staff to investigate the benefits of feeder schools versus concentric circles.

6) That staff be directed to prepare a consultation document in order for it to go out to the communities and that the level of community consultation be moved up to level 1 and that we choose the next level up based on the results of the consultation.”

2. At its meeting held on March 27, 2014, the Board considered the report, Communications and Community Engagement Plan for Admissions Policy (S.A. 01) and Placement Policy (S.A. 02), and approved the following:

“1. That Trustees approve the communications and community engagement plan.

2. That Trustees approve of the one-evening “Consultation in the Round” event to be held on Thursday, May 1, 2014.”
3. In addition to the ‘consultation in the round’ event, to which were invited parents and students, student leaders, community leaders and members, TCDSB employees, principals and vice principals, Trustees, TCDSB senior staff, parishioners and Catholic stakeholders and the general public, separate consultation was also held with select elementary school principals (on May 5, 2014) as well as with select secondary school principals (on May 6, 2014).

4. Approximately one month’s notice was provided with respect to the ‘consultation in the round’ event at which over 100 people attended and participated in the discussions. Each of the consultations with the principals proved to be successful as well with healthy participation and discussion.

5. For the convenience of Trustees, the current Admissions of Pupils Policy (S.A. 01) and Placement of Pupils Policy (S.A. 02) are provided in Appendix ‘A’ and Appendix ‘B’ respectively.

D. EVIDENCE/RESEARCH/ANALYSIS

1. This section provides an analysis of the results of the community engagement and consultation and identifies the themes that emerged. Revised drafts of the elementary and secondary policies based on the results of community engagement are provided for the consideration of Trustees.

2. In total there were 3 face-to-face consultation sessions. The first was a general stakeholder community consultation hosted at the CEC on May 1st. Referred to as “Consultation in the Round”, it was publicized through a variety of means including emails, website, e-news, intranet “splash page” and school newsletters. The consultation was well-attended with representatives from across the system and allowed for fulsome dialogue on all the identified regulations. Every participant had the opportunity to comment and review all of the regulations. Subsequent to the community consultation, there was a dedicated elementary principal focus group and a dedicated secondary principal consultation.

3. Each consultation began with a brief overview and background leading up to the consultations and a context for the consultations. The following goal and guiding principles were provided as part of the introductory remarks:
   - **Our goal as a board** is to arrive at a Policy document that serves our system and our Catholic families. The following principles, which were shared at each of the consultations, have guided and informed the process:
     - The desire to maintain a Catholic presence/school in each of our communities across the City of Toronto.
     - To right-size our schools where-ever possible, in order to minimize the problems associated with schools that are over-capacity or under-utilized schools.
     - To arrive at a policy which is transparent and relatively easy to communicate.
     - To promote and affirm our fundamental belief that every school in our system is a great school.
4. As a general rule the feedback to all aspects of both the elementary and secondary policy documents was favourable and almost uniformly, whether parents or staff, there was a strong sense of appreciation for having been invited into the consultation and for being the opportunity to provide feedback. Also as a general rule, administrators were very positive about the proposed policies. They strongly supported the notion of transparency, they thought the policies were generally equitable and would assist in some of the current system challenges we face. Parents also tended to be positive but in some cases feedback reflected school specific or personal challenges for which there were concerns. These comments were in the minority.

5. Following are some of the themes that emerged for the specific regulations:

Regulation 1 of Elementary Policy: FDK Boundaries as K-8 Boundaries (phased in over 3 years)
- Generally seen as a “pragmatic”, “transparent”, “fair and equitable” way to manage elementary enrollment.
- There was a general consensus it would be a clear and easy policy to communicate and implement; Provides clear guidelines.
- Parents indicated it would be good for the Board to ensure boundaries were easily accessible from the Board website.
- Parents wanted to see a heterogeneous make-up in school populations. They raised the concern that schools with weaker CSACs do not get as much input (their voice is diminished)
- A common message that emerged (from administrators in particular) is that FDK boundaries should be transitioned to JK to 8 boundaries in one step, not phased in over 3 years. People felt it was the right thing to do.
- Questions arose about how this related to elementary specialty programs and people also asked how it would work in relation to caregivers.
- Questions were raised about how boundaries are adjusted if the need arises.

Regulation 1 of Elementary Policy: Invitation for general feedback (as this is the heart of the elementary policy)
- Strong majority had no issues with Regulation 1 and found it to be clear and fair.
- A minority of people commented that the RCIA should be completed before admission and an even smaller minority that mentioned that Greek and Russian Orthodox Christians should be admitted, along with any other Christians.
- Suggested wording for Regulation 1 iii) – “custodial parent” or “parent with access”.

Regulation 4a of Elementary Policy: Siblings Outside of Boundary
- Majority felt in-boundary students should be given priority and that out-of-boundry siblings should not share equal status as in-boundary students. Therefore the recommendation was that out-of-boundary siblings should be considered/admitted after
in-boundary students. This carried through as a theme with both parents and administrators.

- Feedback reflected that the Board should be proactive in communicating this point and that principals should have the final decision (and “police” this proactively).

**Regulation 4b) of Elementary Policy: Siblings and specialty programs**

- Parents felt that siblings should not have preferential treatment (and many groups commented on how this was consistent with their views on Regulation 4a). *Some administrators felt this regulation would be redundant if we just amended Reg 4a) to reflect in-boundary first, siblings second.*
- Parents commented that the Board needs to be proactive in its communication of this (proposed) policy and thus manage expectations.
- Many groups commented on the need to be vigilant in monitoring paperwork/residential addresses.
- A small minority commented on the need to keep the family unit intact, but that was countered by others who said that option exists by staying in their home school.

**Regulation 7 of Elementary Policy: School Utilization rate of 80% or less for out of boundary acceptance**

- People asked for clarification on how this Regulation would work. Ensuring that capacity is always available for “in-catchment” students is a concern. With a fuller explanation of how the regulation was intended to work (and how and when utilization rates are calculated), people were generally in favour of this regulation.
- Administrators felt there should be an additional statement that transportation would be at no cost to the Board.

**Regulation 8 of Elementary Policy: Waitlist priority**

- Once again people articulated a preference for in-boundary students over siblings.
- Having said that, people were in favour of accommodating siblings where space allowed (after in-boundary students had been admitted).
- Concerns were raised regarding those with childcare in the area. People noted that falsifying records/documents is a practice that is common and needs to be guarded against.
- Questions were raised as to why licensed childcare was being prioritized over home day care. (Falsifying of residential address was again noted)
- Date for moving to waitlist cannot be set too early.
Appendix C

Regulation 2a) of Secondary Policy: Core admission to (co-educational) Secondary Schools

- General support for this approach; seen as a way to add simplicity to the process and manage expectations. Parents (and administrators) found it clear, equitable and transparent as a process. They thought it was easier to understand than the current approach.
- The most common question centered on the notion of how the final determination of where the cut off for admission might come if the concentric circle allowed for only some students within a feeder school to gain admission. The most common solution offered to this dilemma was a second filter of postal code, so that those closest the secondary school would gain admission if it was not possible for all students within a particular feeder school to be admitted.
- The second most common question centered on the notion of what would happen if both of the Board identified schools were fully subscribed. (The accepted answer was that the planning department would play a vital role in the determination of “feeder schools” and that admission would be guaranteed at one of the identified schools.
- There was a general consensus across groups (parents and administrators) that proactive communication would go a long way and that while it might be a little “bumpy” at first, it would be a desirable goal.
- A small minority questioned whether there was a risk of loss of students to TDSB if not everyone was happy with their 2 co-ed options. The use of a fixed attendance boundary with a designated secondary school by TDSB was seen as a mitigating factor to this potential concern.

Regulation 2b) of Secondary Policy: Admission to Single Gender Schools

- There was general support for this Regulation, although there were a number of questions asking clarification of how the “ranking” works with respect to Regulation 2a (co-educational options) and 2b (single gender). A suggestion that was made and seemed to get strong support was the notion that 2a and 2b) should be combined and IF a child desired a single gender school, they would rank order 3 choices. (If they did not want a single gender option they would remain with 2 choices).
- A suggestion was made that if someone strongly wanted a single gender school and the single gender school was over-subscribed, that they have the option to be on the waitlist for an under-subscribed single gender school. (Comparable to the 80% rule in the elementary policy).
- There was an acknowledgement that not all areas of the City are equally served by single gender schools but there were no suggestions or solutions made as to how this might be navigated, as people recognized that not unlike any co-ed school, there is a limit to the number of students a school can accommodate.
- General feedback indicated that the method suggested would bring a balance / equity of enrolment at single gender schools across the system.
- There were suggestions that if a single gender school had a specialty program, then the specialty program regulation should apply.
- There was a suggestion of using road boundaries for single gender schools as opposed to concentric circles (but further discussion revealed that this is problematic because you cannot guarantee the enrollment – e.g., there are only 3 boys’ schools).
- There was some mention of “legacy” – wanting to attend a single gender school because of family history or personal preference but no one could suggest what criteria would be used to distinguish these applications, and it was then generally agreed to be a poor criteria for admission. (People articulated that it was not transparent and inconsistent with the general consensus that proximity to a school should be the top criteria/priority, even over siblings.)
- A very small minority suggested abolishing single gender schools.

**Regulation 2c) of Secondary Policy: Admission to Specialty Programs**
- Opinions on this regulation were somewhat varied. There was strong support amongst administrators and most parents also supported it. Once again it was seen as easy to communicate. Those in favour saw it as clear and transparent and a way of bringing equity of access, so that any student in the system could apply to their program (type) of choice. It was seen as a way to strengthen the goal for balanced enrollment across the system.
- It was seen as a way of allowing the most qualified students into programs, but people were clear that schools would have to publish entrance criteria and similar programs should use similar criteria. Once again, the need for proactive communication was identified as critical.
- There was some commentary as to whether some programs had to be dealt with differently – specifically Cardinal Carter. (The concern was whether the number of applications would increase if their school appeared on the application form; they already have 1000 applicants they audition. Suggestion: “A Carter Clause”)
- Administrators suggested that there should be a limit of 3 specialty programs (types) for which a student could apply.
- A fairly common comment followed the theme: “we want consistency; fair, transparent and objective implementation.”
- There was some question regarding combination of programs – e.g., wanting both Extended French and IB.
- Some commentary was received regarding a preference to see students who have dropped out of a specialty program being asked to leave the secondary school to which they gained admission by virtue of the specialty program.
E. ACTION PLAN

Explanation of Options/Scenarios

<table>
<thead>
<tr>
<th>Previous Policy</th>
<th>New Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only a small minority of elementary schools had fixed attendance boundaries; schools utilized informal “catchment areas”.</td>
<td>Proposes the use of formal boundaries for all schools K-8, informed by transitioning the current FDK boundaries into K-8 boundaries.</td>
</tr>
</tbody>
</table>

**Analysis:** Allows for greater transparency and ease of communication. TCDSB would be consistent with virtually all other Boards in the Province. Parents were receptive during consultations. *(see Appendix E for full “Pro’s and Con’s)*

<table>
<thead>
<tr>
<th>Previous Policy</th>
<th>New Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>All original criterions for Admission to an Elementary school remain the same as those proposed for new policy.</td>
<td>Proposes the addition of Admission criteria that residential address must fall within the FDK defined boundary.</td>
</tr>
</tbody>
</table>

**Analysis:** Regulation 1 essentially the same between the previous version of the policy and the new version, with the exception of formal fixed attendance boundaries and stakeholders did not have any major concerns with this proposal; it was endorsed.

<table>
<thead>
<tr>
<th>Previous Policy</th>
<th>New Policy</th>
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<tbody>
<tr>
<td>No formal “sibling rule” in current policy. Schools have informally made efforts to accommodate siblings in Elementary schools.</td>
<td>Proposes the addition of a formal sibling rule for admission to an elementary school. Clarification that, a sibling must be enrolled in the requested school and returning; siblings living outside the fixed attendance boundary will be considered as in-boundary students; out of boundary applicants with siblings in a specialty program will not get automatic admission. They could be admitted to the regular track program following consultation with board and school staff.</td>
</tr>
</tbody>
</table>

**Analysis:** Proposed policy values the family but may disadvantage someone who lives very close to the school and would have every right to attend the school. Siblings in boundary do gain admission as other in boundary students. Greater majority of stakeholders in consultation were not in favour of out-of-boundary siblings sharing equal status with in-boundary students. *(For regular track programs as well as for those students whose sibling gained admission through a specialty program)*
**Previous Policy** | **New Policy**  
--- | ---  
Proposes that undersubscribed schools (utilization of 80% or less) have the ability to accept out of boundary students in advance of the yearly established waitlist release date.  

**Analysis:** Helps ensure that available space doesn’t remain vacant and that students are not turned away with the potential of transferring to the public board.

---

**Previous Policy** | **New Policy**  
--- | ---  
Once requests exceeded available space in an elementary school, an established order is not present for the admission of students on a waiting list.  

**Analysis:** Provides a more robust, transparent, objective and formal procedure for admitting students that are on a wait-list through the creation of specific priority classifications.

---

**Previous Policy** | **New Policy**  
--- | ---  
Eligible elementary students are given one choice plus a re-directed alternative secondary school for regular programming. Concentric circles governed who gained admission to any given school, except in the case of Michael Power, which was an anomaly with defined feeder schools.  

**Analysis:** Provides students and parents with some degree of choice and allows for right-sizing of secondary schools. Facilitates effective stewardship of resources. Most, if not all other school boards, have attendance boundaries in place and provide one alternative.

---

**Previous Policy** | **New Policy**  
--- | ---  
Eligible elementary students could request a single gender school as their only choice for secondary school placement.  

**Analysis:** In addition to students continuing to have the option of attending a single gender school, they would also be provided with two co-educational secondary school alternatives.
### Previous Policy vs. New Policy

<table>
<thead>
<tr>
<th>Previous Policy</th>
<th>New Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allows eligible elementary students to apply to numerous secondary schools for any or all specialty programs.</td>
<td>Would identify the secondary school offering the specialty program of choice for students based on proximity of the feeder school to the secondary school. No student would be prevented from applying to their specialty program of choice – admission would be strictly based on most qualified applicants.</td>
</tr>
</tbody>
</table>

**Analysis:** Provides transparency and clarity in allowing students equal access to all types of specialty programs that are available, based on articulated criteria.

<table>
<thead>
<tr>
<th>Previous Policy</th>
<th>New Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains an established list of priorities for students on secondary school wait-lists.</td>
<td>Main priorities remain unchanged. The number of priority classifications has been reduced as some classifications are no longer applicable.</td>
</tr>
</tbody>
</table>

**Analysis:** The current policy allows for a great many students to share “Priority 1 status”. The feedback endorsed creating fewer students in Priority 1 and prioritizing those students who follow our direction, (in terms of timeline and in terms of redirected school.)

---

### F. METRICS AND ACCOUNTABILITY

1. Planning department will inform the alignment of elementary school boundaries and the alignment of secondary schools to feeder schools. Attendance patterns will be tracked, as will demographic patterns and gains/attrition to Board enrolment.

2. Stakeholder feedback will be tracked for patterns, challenges and successes.

### G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The greater majority of individuals involved in the consultation felt that the goals of the identified policies were worth pursuing and were in support of the policies as presented. Many acknowledged that the first year or two of implementation might be more challenging than subsequent years and advocated strongly for proactive communication.
2. The communications plan would have to encompass the following elements:
   a. Letter home to every parent in the system
   b. Newsletter inserts
   c. Website updates
   d. Admission Policy Pamphlet for distribution in June report cards and August mailing.

H. STAFF RECOMMENDATION

1. That the following key principles on which to base a revised Admissions and Placement Policy be approved.
   i. The reorganization and consolidation of the current Policies into an admissions and placement policy for each of the elementary and secondary panels.
   ii. Transition the Board approved FDK boundaries into fixed attendance boundaries for elementary schools on the basis of one elementary school division (primary, junior, intermediate) per year.
   iii. The adoption of an elementary feeder school approach whereby each elementary school would have two Board identified co-educational secondary schools, as well as identified gender school options. Secondary schools would draw from the combined FDK boundaries of their respective feeder schools based on proximity. The current practice, often referred to as ‘concentric circles’ approach would be updated, with residential address as a second filter where needed. The alignment of schools would be objectively informed through timely reviews.
   iv. Implementation of a defined sibling rule for the elementary panel: Where space and program availability permit, priority shall be given to in-boundary students (whose primary residence is situated within the FDK boundary or fixed attendance boundary) over siblings, followed by students, in the sequence shown below. The order of applicants will be determined by date and time of completion of initial application for registration, in accordance with established protocol.

   1 – Students in boundary. (includes siblings in-boundary)
   2 - Siblings out of boundary (This will minimize the displacement of in-catchment students).
   3 – Students out of boundary.

2. That the draft Admission and Placement of Elementary Pupils Policy, incorporating the changes approved at the Regular Board meeting held on February 27, 2014, as contained in Appendix ‘C’ of this report, and to be further revised as noted in Recommendation 1 above, in accordance with input received from the community engagement process, be adopted.
3. That the draft Admission and Placement of Secondary Pupils Policy, incorporating the changes approved at the Regular Board meeting held on February 27, 2014, as contained in Appendix ‘D’ of this report, and to be further revised as noted in Recommendation 1 above, in accordance with input received from the community engagement process, be adopted.
Appendix D
Package Table of Contents

As a follow up to:
Admissions & Placement Workshop
Thursday, May 22, 2014
4:30 – 6:00 PM
Catholic Education Centre
Small Committee Room

1. Agenda from Trustee Workshop May 22nd with Commentary/Answers to Trustee Questions
2. Pro and Con document used to support Consultation sessions on the Policy
3. Raw Minutes from Public Consultation session (May 1st) and Principal Consultation Sessions (May 5th and 6th)
4. Specialty Program Package – Overview and Admission Criteria for all programs for which students must separately apply and best meet articulated criteria
5. Specialist High Skills Major and OYAP Program Overview
   • These programs offer a student the opportunity for specialization but do NOT have designated admission criteria which students must meet when transitioning from grade 8 to secondary school.
6. Specialty Program Map (does not include all SHSM and OYAP programs)
7. Elementary School Projections (based on the implementation of FDK Boundaries)
8. Elementary Specialty Programs - proposed
POLICY SECTION: STUDENTS

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: Admission and Placement of Elementary Pupils

POLICY NO: S.A. 01

Date Approved:  
Date of Next Review: 3 years from approval date  
Dates of Amendment:  

Cross Reference:
- Education Act Sections, 32, 33(3), 36(3), 49(7), 49.1, 49(6)
- F.M. 03 Assessment Policy
- S.A. 03 Elementary School Attendance Boundary Policy
- S.P. 01 Special Education Programs
- S.S. 05 Expulsions
- S.S. 12 Fresh Start
- S.T. 01 Transportation Policy
- Archdiocese of Toronto – Eastern Rite Churches in Communion with Rome

(http://www.archtoronto.org/discipleship/RCIA/File%205%20Part%20IV%20Appendices.pdf)

Purpose:

This Policy provides the conditions by which children may be admitted to the Toronto Catholic District School Board and placed in an elementary school operated by the Board consistent with the exercise of the Board’s denominational rights under section 93 of the Constitution Act, 1867, and as recognized in section 19 of the Ontario Human Rights Code.

Scope and Responsibility:

The policy extends to all elementary schools of the TCDSB, except where provided for otherwise. The Director of Education is responsible for this Policy.

The placement of a pupil under this Policy in a particular program or school does not constitute a commitment of the Board to provide transportation; entitlement thereto is governed by the Transportation Policy then in force.

Alignment with MYSP:

Living Our Catholic Values
Fostering Student Achievement and Well Being
Strengthening Public Confidence
Financial Impact:

May have a financial impact based on enrolment.

Legal Impact:

Under the Education Act, a resident pupil has the right to attend an English-language, publicly funded Roman Catholic district school board.

Policy:

By embracing the opportunities and challenges of providing an equitable learning environment, the Toronto Catholic District School Board will admit a student to a TCDSB school provided that the student meets specific criteria as per the Education Act (R.S.O. 1990, c.E.2), and TCDSB policies. The TCDSB is committed to fostering the spiritual growth of all students, allowing them to become citizens of the world who live their lives in accordance with our Gospel values.

Regulations:

1. The TCDSB will admit a student to an elementary school:
   
   i. who is a Resident Pupil with the right to attend school as per Sections 32(1) and 33(3) of the Education Act;
   
   ii. who is Catholic or a member of an Eastern Rite church in communion with the See of Rome;
   
   iii. who is not Catholic, but whose parent/guardian is Catholic and resides in the City of Toronto;
   
   iv. whose residential address falls within the Full Day Kindergarten (FDK) program defined boundary, established and implemented between 2010 and 2014, which is now the fixed attendance boundary of a particular school (refer also to Regulation 7);
   
   v. whose parent/guardian, being a resident in the City of Toronto, is able to direct support to Catholic Schools as per Section 33(3) of the Education Act; or
   
   vi. whose parent/guardian is attending the Rite of Christian Initiation of Adults (R.C.I.A.), or the student is over the age of 7 and attends the Rite of Christian Initiation of Children (R.C.I.C.) Program. Catechumens who do not successfully complete the R.C.I.A. /R.C.I.C. program, as established by the parish, and are not brought into the Catholic faith, shall not be re-admitted to any TCDSB elementary school the following September.

2. The following original documents are required for registration and admission to an elementary school:
Proof of Catholicity as evidenced by: Baptismal Certificate; First Communion Certificate; Confirmation Certificate; letter from Catholic Parish Priest attesting to Parent/s Catholicity; letter from Catholic Parish Priest confirming registration in R.C.I.A./R.C.I.C. program and the date they will be brought into the Catholic Faith.

Proof of Age as evidenced by any of a Birth Certificate; Passport; Statement of Live Birth.

Status in Canada as evidenced by proof of Canadian Citizenship; Permanent Resident Status; or any other valid status as per the Education Act, Sections 49(7) and 49.1, excluding those on valid Visitor Permits. In accordance with Section 49.1 of the Education Act, students with ‘no status’ shall not be denied admission to a TCDSB elementary school (refer to Regulation 11).

Proof of residency as evidenced by Ownership/Tenant Lease Agreement; Utility Bill; Bank Statement; Phone Bill.

Immunization Record.

An Application for Direction of School Support documentation, which must be signed by the owner/tenant at the time the elementary student is registered.

Provided that all admission requirements have been met, the student will be placed in his/her home school in accordance with normal registration protocol. An application for registration is not complete until all required documents are submitted, as per Regulation #2. The order of applicants will be determined by date and time of completion of initial application for registration. In cases where all required documentation is not received by the school, parents/guardians may request additional time to submit the documents. The time frame within which to submit the documentation shall be determined by the school principal or designate.

(a) Resident pupils living outside the fixed attendance boundary of a school, who have siblings already enrolled in the requested school that are returning for the next school year, shall for all intents and purposes be considered as in-boundary students and subject to date and time requirements as per normal application for registration protocol. The Board recognizes the importance of the family unit and will undertake its best efforts, within the context of this Policy, to place siblings at the same school.

(b) Resident pupils living outside the fixed attendance boundary of a school which offers regional or specialized programs, who have siblings already enrolled in these programs at the requested school and who are returning for the next school year, will not be considered for automatic admission to the school unless it is for enrolment in a specialty program. Where space and program availability permit, the school principal in consultation with the school superintendent and Planning staff, may admit an out-of-boundary sibling to the regular track program. Students currently in a specialized program with a sibling enrolled in the 2014-2015 school year shall be grandfathered until graduation.

Students requesting placement at a school other than their home school can make an application at the requested school but are not guaranteed placement.
6. Elementary students whose primary residence is outside the City of Toronto shall be admitted to a TCDSB school if all of the following criteria are met:
   i. the student is Catholic;
   ii. space is available in the TCDSB school requested; and
   iii. the non-resident parent/guardian is an English-separate school supporter in the jurisdiction in which they reside.

7. In schools with a utilization rate of 80% or less of the Ministry rated capacity (determined by the school principal in consultation with Planning staff), the school principal will accept out of boundary students in advance of the yearly established wait list date.

8. Should a request exceed available space at the requested school, the student will be placed on a wait list and will be considered for placement according to the following priorities:
   i. Priority 1 – Siblings of students already attending school (as per Regulation #4), and students whose primary residence is situated within the fixed attendance boundary of the requested school.
   ii. Priority 2 - Students attending licensed childcare, including licensed home childcare, within the fixed attendance boundary of the requested school.
   iii. Priority 3 – Students receiving childcare within the fixed attendance boundary of the requested school.
   iv. Priority 4 – Students residing in the City of Toronto.
   v. Priority 5 – Students residing outside the City of Toronto.

9. Excluded from the placement procedures are those students who will be placed by the following processes:
   i. Identification Placement Review Committee;
   ii. Safe Schools;
   iii. Early French Immersion;
   iv. Extended French program; or
   v. any other specialty programs.

10. Provided that all admission requirements are met and supporting documents are received, students new to Canada will be admitted to the TCDSB and placed in a school if they are:
   i. Canadian Citizens, Permanent Residents or Refugee Claimants;
   ii. students who are here while their parent(s) is under: a Work Permit, Visiting Forces Act, Diplomatic status or as a full-time student at an accredited Toronto College or University;
   iii. living with their parent(s) who reside in the City of Toronto while awaiting their Work Permit or determination of their claim to become Permanent Residents.
11. Students residing with their parents who are in Canada without valid immigration status will not be denied admission to a TCDSB elementary school, consistent with the provisions of Section 49.1 of the Education Act.

12. Where a child is presently registered in a TCDSB elementary school and, due to family circumstances, must be temporarily relocated in a youth shelter, the student will be placed in another TCDSB school, and the student’s Ontario School Record will be transferred in accordance with TCDSB procedures.

13. A VISA student will be admitted to the TCDSB and placed in a school as per the requirements in Regulations #1 and #2.

14. In those circumstances where a VISA student does not have, or cannot produce, a valid Baptismal Certificate, the parent-appointed custodian and/or the homestay provider with whom the student is residing must be Catholic. Initial placement of the student will be coordinated by International Education Program staff of the Continuing Education Department.

Definitions:

Application for Direction of School Support
An Application for Direction of School Support form allows Roman Catholics and members of the Eastern Catholic Churches to direct their school support designation to English Separate. Otherwise, school support designation defaults to English Public as per Section 16(4) of the Assessment Act.

Catechumen
A person who is taught according to the principles of Christianity.

Constitution Act, 1867, Section 93
The general Act created the Dominion of Canada in 1867, and provided powers to the provinces to exclusively make laws for education. Those denominational rights granted to separate (Catholic) schools prior to the Constitution Act would be guaranteed.

Custodian
A custodian is a Canadian citizen or permanent resident designated by parents/guardians to provide care and be responsible for their minor child while he/she studies in Canada for a fixed period of time (temporary). All minor students participating in the TCDSB International Education Program must be assigned to a custodian, who will act in place of the parent.

Early Learning
Also known as Full Day Kindergarten.

Eastern Rite Church
An Eastern Rite Church is any Eastern Catholic church entrusted to the pastoral government of the Roman Pontiff, in primacy over the universal Church.
http://www.archtoronto.org/discipleship/RCIA/File%205%20Part%20IV%20Appendices.pdf

Full Day Kindergarten Program (FDK)
The FDK program is a two year school program for children ages 4 and 5 years old.

Guardian
A person who has lawful custody of a child, other than the parent of the child.
Home School
School which is located within the Board approved Full Day Kindergarten boundary or fixed attendance boundary (JK-Grade 8) where applicable, and in which boundary is situated the student’s residential address.

Homestay
A homestay placement typically occurs when an International Student lives with a local family. The homestay family is selected by the parents with the assistance of the custodian. The student would typically be provided with a private bedroom, shared bathroom facilities along with three meals a day. The family would eat with the student and provide guidance and support as required. In most cases the custodian would provide consent for the homestay mother and/or father to contact the school as required. The school should request this authorization when admitting the student.

Identification Placement Review Committee
Regulation 181/98 of the Education Act requires that all school boards establish an Identification Placement and Review Committee (IPRC) for the purpose of identifying whether a student is deemed ‘exceptional’ according to the categories and definitions of exceptionalities provided by the Ministry of Education; and further to assign such a student to one of five ‘placements’ ranging from the regular classroom to a fulltime special education class. The IPRC must be composed of at least 3 people, one of whom must be either a principal or supervisory officer of the board. The IPRC reviews the identification and placement of exceptional students each year.

Ontario Human Rights Code, Section 19
While the Human Rights Code prohibits discrimination and provides equal treatment for all people in Ontario with respect to a number of categories, Section 19 recognizes that the Code will not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act.

Rite of Christian Initiation for Adults/Children (RCIA/RCIC)
This program is offered by the Roman Catholic Church through parishes of the diocese, to those adults seeking to enter the Roman Catholic Church. The Church welcomes the candidates and provides pastoral formation in preparation for Baptism, First Eucharist and Confirmation at the Easter Vigil. For children to be involved in the RCIC program, the catechetical age is seven (7).
Section 32.(1) of the Education Act: Resident Pupil right to attend school
A person has the right, without payment of fee, to attend a school in a school section, separate school zone or secondary school district, as the case may be, in which the person is qualified to be a resident pupil.

Section 32.(2) of the Education Act: Admission without Fee
Despite the other provisions of this Part, but subject to Subsection 49(6), where it appears to a board that a person who resides in the area of jurisdiction of the board is denied the right to attend school without the payment of a fee, the board, at its discretion, may admit the person from year to year with the payment of a fee.

Section 33.(3) of the Education Act: Resident pupil qualification: elementary English-language separate district school boards and elementary Roman Catholic school authorities
Subject to Sections 44 and 46, a person who attains the age of six years in any year is, after September 1 in that year, qualified to be a resident pupil in respect of a separate school zone of an English-language separate district school board or a Roman Catholic school authority for elementary school purposes until the lst school day in June in the year in which he or she attains the age of 21 years if:
   a) the person resides in the separate school zone; and
   b) the person’s parent or guardian who is a separate school supporter and who is not a French-language separate district school board supporter resides in the separate school zone.

Sibling
A brother or sister currently enrolled in, and who will be returning for the next academic school year, to the same school that has been requested by the applicant.

Specialty Programs
For purposes of Regulation #4(b) and Regulation #9, specialty programs may include future ‘specialty schools’.

Study Permit
International Students who wish to study in Canada for more than six months require a Study Permit from Citizenship and Immigration Canada (CIC). A study permit is not required if they are in a program lasting less than six months. A study permit alone does not allow access into a country and a Temporary Resident Visa is typically issued with the Study Permit. Study Permits must be renewed thirty days before they expire. Expired Study Permits cannot be extended from within Canada.
Temporary Resident VISA Student
All International Students studying in a program that lasts more than six months must have a Temporary Resident Visa. High school students are typically only issued a Study Visa. Students wishing to exit and return to Canada must ensure that they request a multi-visit Entry Visa that expires subsequent to their anticipated return.

Utilization Rate
Based on the Ministry rated capacity of a school building and a school’s enrolment, and taking into account contractual staffing obligations, this refers to the amount of space in a school used for school purposes expressed as percentage of enrolment over capacity.

Evaluation and Metrics:
1. An annual report of elementary student enrolment will be provided to the Board as per the Rolling Calendar of Annual Standard Reports.
POLICY SECTION: STUDENTS

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: Admission and Placement of Secondary Pupils

POLICY NO: S.A. 02

Date Approved: Date of Next Review: Dates of Amendment:

<table>
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<tr>
<th>Date of Next Review: 3 years from approval date</th>
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Cross Reference:

- Education Act Sections, 32, 33(3), 36(3), 49(7), 49.1, 49(6)
- F.M. 03 Assessment Policy
- S.P. 01 Special Education Programs
- S.T. 01 Transportation Policy
- S.S. 05 Expulsions
- S.S. 12 Fresh Start

Purpose:

This Policy provides the conditions by which students may be admitted to the Toronto Catholic District School Board and placed in a secondary school operated by the Board.

Scope and Responsibility:

The policy extends to all secondary schools of the TCDSB, except where provided for otherwise. The Director of Education is responsible for this Policy.

Alignment with MYSP:

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

Financial Impact:

May have a financial impact based on enrolment.
Legal Impact:

Under the Education Act, a person who is qualified to be a resident pupil in respect of a secondary school district if the person enrolls in a secondary school operated by the board of the secondary school district.

Policy:

By embracing the opportunities and challenges of providing an equitable learning environment, the Toronto Catholic District School Board will admit a student to a TCDSB school provided that the student meets specific criteria as per the Ministry of Education statutes and regulations, and TCDSB policies. The TCDSB is committed to fostering the spiritual growth of all students, allowing them to become citizens of the world who live their lives in accordance with our Gospel values.

Regulations:

1. The TCDSB will admit a student to a secondary school who:

   i. resides in the City of Toronto and has the right to attend a secondary school operated by the TCDSB as per Section 36(3) of the Education Act;
   ii. is not a Resident in the City of Toronto, only if space is available.

2. (a) Students in each elementary school shall have identified access to two co-educational secondary school options based on proximity of the elementary school to the secondary school. If the number of applicants to one of the two secondary school options exceeds the capacity of the identified school, students shall be redirected to the second identified option. Capacity will be determined based on numbers approved by the Director of Education, in consultation with school and planning staff. This shall be based on the existing elementary feeder school approach whereby the Secondary School would draw from identified feeder schools based on proximity and a concentric circle model.
(b) In addition, should students request a single gender school, the closest single gender school shall be identified as a further option. Placement will be based on proximity of the feeder school to the secondary school and program availability.

(c) If a student applies to a specialty program, the secondary school offering the specialty program shall be identified based on geographic proximity of the feeder school to the secondary school. The most qualified students shall be admitted to the specialty program based on articulated criteria.

3. Elementary students who are eligible for admission to a TCDSB secondary school may make an application for placement in the secondary school and program chosen by the student. Students will be placed subject to regular program and space availability. Excluded from the placement procedure in Regulation 2(a) and 2(b) are those students who will be placed by the following processes, as per TCDSB policies:

i. Identification Placement Review Committee process;
ii. Safe Schools;
iii. Monsignor Fraser College;
iv. Regional Programs (International Baccalaureate, Regional Arts Program, Advanced Placement, French Immersion, Extended French and Math Science Technology). Refer to Regulation 2(c);
v. the Arts Schools; or

Admission requirements for secondary school specialty programs are provided in Schedule 1 of this Policy.

4. Secondary school students whose parent/guardian is qualified to designate their support to Catholic schools should complete and sign an Application for Direction of School Support form at the time of registration.
5. Whenever, due to the lack of program or space availability, it is not initially possible to place all eligible elementary students in the secondary school of their respective choices, placement of students will be based upon one of the following:

   i. the availability of a suitable program consistent with their choices;
   ii. the presence of an older sibling(s) presently attending and returning in September to the secondary school of choice;
   iii. the geographic proximity of the school of choice to the school in which the student is currently enrolled.

6. Once the initial placement process is complete, the following waiting list priorities will be maintained:

   i. **Priority 1**
      - TCDSB grade 8 students who have been offered, through the re-direction process, per Regulation 2, a grade 9 placement in a secondary school other than the secondary school of choice and have declined that placement.
      - Re-directed grade 8 students who have accepted the alternative placement but wish to remain on the waiting list of their first choice school.
      - TCDSB grade 8 students who have moved to a new residential address and request placement in a school closer to their new address (subject to proof of new residential address).
      - TCDSB grade 8 students whose application has been received after the initial deadline date for placement.
      - TCDSB grade 8 students who reside outside of the City of Toronto and have been in the TCDSB for the past three (3) consecutive years.
      - All other applicants from other school boards or private schools requesting placement in a TCDSB school who are entitled to attend under the Education Act.
      - Students who reside outside the City of Toronto whose parents are English-Separate School Supporters in Toronto through their business assessment.

   ii. **Priority 2**
      - Grade 8 students who have been accepted to and wish to retain their original choice of secondary school but have requested a change of placement. These students will remain on the Priority 2 list until the end of May only.
iii. **Priority 3**
   - TCDSB grade 8 students who reside outside the City of Toronto with less than three (3) consecutive years in the TCDSB.
   - Students residing outside the City of Toronto and attending a school in their home Board applying for placement in a TCDSB secondary school.

7. Grade 8 siblings of students currently attending and returning to the same TCDSB secondary school the following September will be given placement in said secondary school provided that:
   
   i. sibling information is included in the initial application;
   ii. the sibling in the secondary school must be returning to attain their graduation requirements;
   iii. the sibling in the secondary school is not in a specialty program as per Regulation 2;
   iv. the parent/guardian of students that reside outside of the City of Toronto are English-Separate School Supporters in the City of Toronto through their business assessment.

8. Priority 1 students will be offered placement first if program and space availability permit based on program availability, space availability, proximity to the school and merit of application. Schools may offer placement to other priority wait list applicants, in order of priority, once all Priority 1 students have been offered a placement.

9. These placement procedures do not apply to TCDSB secondary students who wish to transfer between TCDSB secondary schools. Applications to transfer must be arranged by the student with the assistance of their current Principal or Designate and the Principal or Designate of the requested school.

10. Placement of students on a non-credit bearing track will be centrally coordinated through the Special Services Department.

11. Providing that all Admission requirements are met and the required supporting documentation is presented, the TCDSB will register in a school students new to Canada who are:

   i. Canadian Citizens, Permanent Residents or Refugee Claimants;
   ii. here while their parent(s) is under: a Work Permit, Visiting Forces Act, Diplomatic status or as a full-time student at an accredited Toronto College or University.
iii. living with their parent(s) who reside in the City of Toronto while awaiting their Work Permit or determination of their claim to become Permanent Residents.

12. Students living with their parents who are here in Canada without valid immigration status will not be denied admission to a TCDSB secondary school, consistent with the provisions of the Education Act.

13. Where a student is presently registered in a TCDSB secondary school and, due to family circumstances, must be temporarily housed in a youth shelter, the student will be placed in another TCDSB school, and the student’s Ontario School Record will be transferred in accordance with TCDSB procedures.

14. International Education program staff of the Continuing Education Department will coordinate placement of all VISA students in TCDSB Secondary Schools.

15. In the event that a pupil, although not entitled under this policy, is admitted to a TCDSB secondary school under false pretences, the Director may defer the removal of the pupil no later than the end of the current school year.

Definitions:

**Application for Direction of School Support**
An Application for Direction of School Support form allows Roman Catholics and members of the Eastern Catholic Churches to direct their school support designation to English Separate. Otherwise, school support designation defaults to English Public as per Section 16(4) of the Assessment Act.

**Co-educational Secondary School**
The population of the school includes both males and females.

**Concentric Circles**
Terminology used from time-to-time to describe the methodology of determining, assessing and managing secondary school enrolment. With the secondary school at the centre of a circle, subject to Grade 9 enrolment caps, space and program availability, the circle can expand or contract to include or exclude elementary feeder schools.
Constitution Act, 1867, Section 93
The general Act created the Dominion of Canada in 1867, and provided powers to the provinces to exclusively make laws for education. Those denominational rights granted to separate (Catholic) schools prior to the Constitution Act would be guaranteed.

Custodian
A custodian is a Canadian citizen or permanent resident designated by parents/guardians to provide care and be responsible for their minor child while he/she studies in Canada for a fixed period of time (temporary). All minor students participating in the TCDSB International Education Program must be assigned to a custodian, who will act in place of the parent.

Feeder Schools
Refers to elementary schools whose Grade 8 graduates have traditionally gone to certain secondary schools, and/or elementary schools located in geographic proximity to certain secondary schools.

Guardian
A person who has lawful custody of a child, other than the parent of the child.

Homestay
A homestay placement typically occurs when an International Student lives with a local family. The homestay family is selected by the parents with the assistance of the custodian. The student would typically be provided with a private bedroom, shared bathroom facilities along with three meals a day. The family would eat with the student and provide guidance and support as required. In most cases the custodian would provide consent for the homestay mother and/or father to contact the school as required. The school should request this authorization when admitting the student.

Identification Placement Review Committee
Regulation 181/98 of the Education Act requires that all school boards establish an Identification Placement and Review Committee (IPRC) for the purpose of identifying whether a student is deemed ‘exceptional’ according to the categories and definitions of exceptionalities provided by the Ministry of Education; and further to assign such a student to one of five ‘placements’ ranging from the regular classroom to a fulltime special education class. The IPRC must be composed of at least 3 people, one of whom must be either a principal or supervisory officer of the board. The IPRC reviews the identification and placement of exceptional students each year.
Study Permit
International Students who wish to study in Canada for more than six months require a Study Permit from Citizenship and Immigration Canada (CIC). A study permit is not required if they are in a program lasting less than six months. A study permit alone does not allow access into a country and a Temporary Resident Visa is typically issued with the Study Permit. Study Permits must be renewed thirty days before they expire. Expired Study Permits cannot be extended from within Canada.

Temporary Resident Visa Student
All International Students studying in a program that lasts more than six months must have a Temporary Resident Visa. High school students are typically only issued a Study Visa. Students wishing to exit and return to Canada must ensure that they request a multi-visit Entry Visa that expires subsequent to their anticipated return.

Evaluation and Metrics:

1. An annual report of secondary student enrolment will be provided to the Board as per the Rolling Calendar of Annual Standard Reports.

SCHEDULE 1

Secondary School Specialty Program Admission Requirements