

Policy without Practice:

Barriers to Enrollment for Non-Status
Immigrant Students in Toronto's
Catholic Schools



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Social Planning Toronto is a non-profit community organization committed to building a civil society in which diversity, equity, social and economic justice, interdependence, and active civic participation are central. SPT works with diverse communities, promotes civic engagement, engages in community-based research and conducts policy analysis with an aim of improving the quality of life of all Toronto residents.

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Executive Summary

Following the events of April 2006 where federal immigration enforcement officials apprehended four non-status children from two Toronto Catholic District School Board (TCDSB) schools, the issue of safety and accessibility for children lacking immigration status in Toronto schools received much public attention. The incident sparked calls from community groups and advocates demanding that Toronto school boards comply with the Ontario Education Act (which states that all children, regardless of immigration status, be admitted to Ontario schools) and develop policies that removed admission barriers for non-status residents and that kept students safe from being removed by immigration authorities while on school grounds.

The Toronto District School Board (TDSB) acted upon these calls, and in 2007 adopted a “Students without Legal Immigration Status” policy with the objective of making their schools welcoming to all children regardless of their (or their parents’) immigration status. The TDSB is currently working to fully implement its policy. Because TDSB is in the midst of implementing its “Students without Legal Immigration Status” policy, this report focuses specifically on TCDSB schools. It is our intention to evaluate TDSB’s efforts at a later date.

The purpose of this research is to evaluate the admissions policies of TCDSB schools, as it specifically relates to residents who lack immigration status. Posing as an extended family member for a non-status child in Canada, we phoned each TCDSB school to determine the number of schools that would register the child and how many would deny admission, as well as inquiring as to the necessary documentation to register. This report documents the result of the audit, and provides recommendations on how TCDSB can work to eliminate enrollment barriers for non-status students and ensure every child’s right to an education.

Key Findings

- **School administrative staff are unaware of their own board policies or their legal obligation to admit children lacking immigration status**

Out of all 201 TCDSB schools, only 31 schools (15.4%) indicated that would enroll a child who lacked immigration status. Fifty-seven schools (28.4%) completely denied admission for non-status children and 113 schools (56.2%) did not know if a child without immigration status could be registered at their school.

Comments by some school staff further revealed the lack of understanding regarding the right to education for students without status in Ontario.

*“He has to have [Status]. No school will admit him.
That’s the policy of the country...He has to go back.”*

*“He should acquire the necessary documents. They need that. It’s the law.
You need permission into the country.”*

“No school in Ontario will be able to accept him.”

- TCDSB staff

- **The courses of action suggested by school staff created additional registration barriers**

Despite the fact that it is the school’s responsibility to register a child, many schools who denied enrollment, or did not know if a child could enroll, suggested we pursue other means in order to seek admission, such as contacting the TCDSB head office or the TCDSB Newcomer Orientation Centre.

Families without status who are unsuccessful in registering their child at their local school may be fearful of making another attempt to register their child as their immigration status has been identified as problematic. Approaching the Board’s head office may be particularly concerning as non-status families generally avoid contact with official government bodies or large bureaucratic institutions for fear that they may be reported to immigration officials.

On the positive side, the TCDSB Admissions Department and the Newcomer Orientation Centre were both prepared to assist non-status students with their enrollment. However the Admissions Department questioned us about the family’s intention in coming to Canada and remaining so without status – questions that would likely intimidate a non-status family and were not relevant to the enrollment process, presenting another barrier to admission.

- **TCDSB schools require immigration documents for enrollment**

Out of the 31 schools that indicated that a child without immigration status could be enrolled, 19 of them required immigration documents, such as landing papers, visas or passports, to be provided in order to register.

Recommendations

1. **Develop a clear admissions policy for non-status students and modify school registration forms.** The TCDSB should work in collaboration with community groups and advocates on developing and implementing a board policy that establishes clear guidelines on how to register a child lacking immigration status. This would include modifying school registration forms to eliminate the need to collect information regarding a person's status in Canada.
2. **Provide training to all front line administrative staff.** The TCDSB should develop and deliver mandatory training sessions for all school front line administrative staff on how to register children lacking immigration status.
3. **Enforce the Ontario Education Act.** The Ministry of Education should take steps to ensure the Ontario Education Act is respected in all schools by regularly monitoring and evaluating school board admissions policies. The Ministry should also consider developing a province-wide registration form template and alternative documentation checklist to be used by schools in order to reduce admissions inconsistencies throughout Ontario's schools.
4. **Conduct extensive community outreach to inform residents of their right to access public education.** The TCDSB should launch multi-lingual public education campaigns to inform families of their children's legal right to attend public school in Ontario. Community outreach efforts should be carried out in partnership with local community organizations and advocacy groups who can assist in disseminating this information to their service-users. Registration information for non-status families should also be clearly posted on the TCDSB website.

Introduction

This research project is a follow-up to Social Planning Toronto's 2008 report entitled, "*The Right to Learn: Access to Public Education for Non-Status Immigrants*", which documented the experiences and barriers that non-status residents were facing in enrolling their children into Toronto's public schools. This report was distributed to all trustees from both the Toronto District School Board (TDSB) and the Toronto Catholic District School Board (TCDSB). In the report we found that despite a clear provincial law (Ontario Education Act) which states no child shall be denied admission to an Ontario public school, even if they or their parents lack immigration status, some families had in fact been denied access, were unaware of their rights, or faced obstacles during the registration process. As well, parents raised issues concerning their child's safety while attending school and feeling the need to "stay under the radar", which impacted both parent and child involvement in school activities.

The issue of safety and access to public schools for non-status residents received much public and media attention after the April 2006 events in which four non-status children were apprehended by federal immigration enforcement officials from two TCDSB schools. These actions prompted community groups and advocates to demand that school boards adopt policies to ensure that immigration enforcement would not be allowed on school property and that admission barriers for non-status residents would be removed, so that all children had equal opportunity to attend school regardless of their immigration status.

In response to this grassroots campaign, the TDSB developed and unanimously passed the "Students without Legal Immigration Status" policy in May of 2007. One year later, prior to our launch of *The Right to Learn* report, SPT randomly contacted 10 TDSB schools to evaluate how well the board had implemented this policy at the school level. Posing as an extended family member for a child in Canada lacking immigration status, we asked schools if they would register the child and what type of documents were required to enroll. We discovered that half of the schools we contacted were still unaware of their legal obligation to admit non-status children or of their new board policy. The TDSB acknowledges that more work needs to be done to ensure that all school staff members are following its policy and guidelines and have committed to moving forward on the issue.

Over at the TCDSB, the board responded to the April 2006 events by reviewing and modifying its policy regarding the apprehension or arrest of students on school property (see Appendix A). In regards to admissions policies for non-status students, little movement has been made to ensure that students without status have proper and equal access to Toronto's Catholic schools.

The purpose of this research project is to evaluate how well TCDSB schools are adhering to the Ontario Education Act and its own board policies as they relate to admission for children and youth lacking immigration status. We hope that the results of

this study will help the TCDSB to review its internal policies and take the necessary actions to ensure that all children in Toronto have equal access to public education.

Context

“Non-status immigrants” refers to individuals and families who have made their homes in Canada but lack full Canadian immigration status. People without status usually obtained some form of government-granted status upon entering into Canada; however, a variety of circumstances may have resulted in losing status such as, overstaying a work, study or visitor’s visa, having a claim for refugee status or status based on humanitarian and compassionate grounds denied, or experiencing sponsorship breakdown.

Federal immigration policies have also contributed to the difficulties experienced by immigrants in trying to obtain some form of status. Over the past few years we have seen a decline in the number people being granted Canadian permanent residency in favour of temporary residents/workers. The federal Ministry of Citizenship and Immigration has also announced intended cuts to the number of refugee claimants that are to be accepted in Canada. As well, lengthy immigration backlogs have resulted in slower decisions being made on people’s immigration cases resulting in many immigrants having to live without status (or full status) for extended periods of time. The high costs associated with navigating the immigration system, such as fees for government immigration application forms or hiring immigration lawyers or consultants, also impedes many newcomers from filing for status until they have saved enough money to do so.

Living without immigration status makes accessing many government programs, services and protections, that many people with status are entitled to, very difficult. Because non-status residents are not eligible to receive social assistance benefits, they must find work in order to support themselves and their families. As such, not only do they contribute to our economy but, through taxes they pay (e.g. sales tax or even income tax if they previously held a work permit), they also contribute in maintaining our social programs and public institutions- the very ones they are often excluded from accessing. Living without status also means living in constant fear of being reported to or apprehended by immigration authorities or law enforcement, which poses immense stress on individuals and their families.

While difficulty in accessing public services in Toronto has been an issue for non-status families, provincial law is very clear in regards to access to education for non-status children. The Ontario Education Act stipulates that: **“A person who is otherwise entitled to be admitted to a school and who is less than eighteen years of age shall not be refused admission because the person or the person’s parent or guardian is unlawfully in Canada”** (Section 49.1, 1993). The Ontario Ministry of Education has sent repeated written reminders to school boards concerning this law -

one under Minister Gerard Kennedy in 2004 and another under Minister Kathleen Wynne in 2009. Canada is also a signatory country of the legally binding United Nations Convention on the Rights of the Child which states that all parties must ensure every child's right to an education without discrimination.

TCDSB Admissions Policy

The Toronto Catholic District School Board's admissions policy for non-status residents states that a child should be admitted into a Catholic school if she/he is "unlawfully in Canada" (Admission of Pupils Policy- Appendix B).

The TCDSB website also includes an "Admission and Immigration Requirements- Quick Reference Guide", which outlines the registration steps for various categories of students based on their immigration status, which documents are required to enroll, and whose responsibility (school or board) it is to register the child (Appendix C). For parents or children who do not have immigration status, the TCDSB reference guide indicates that it is the school's responsibility to enroll the child seeking admission. In regards to documents required, the guide does not identify the need for immigration documents. However, it goes on to instruct school staff to complete a "Confirmation of Entry Date to Canada & Right to Attend" form (Appendix D). This form is essentially an immigration documentation checklist, whereby parents would be asked to provide staff with Canadian passports, proof of permanent residency, refugee papers, and study/ work permits to verify when the person entered Canada - *documents which a person who did not have immigration status may not have as initially outlined in the TCDSB quick reference guide*. The Confirmation of Entry Date to Canada form lists no other acceptable alternative documents that a person lacking status could provide in case traditional documentation is unavailable or could not be produced.

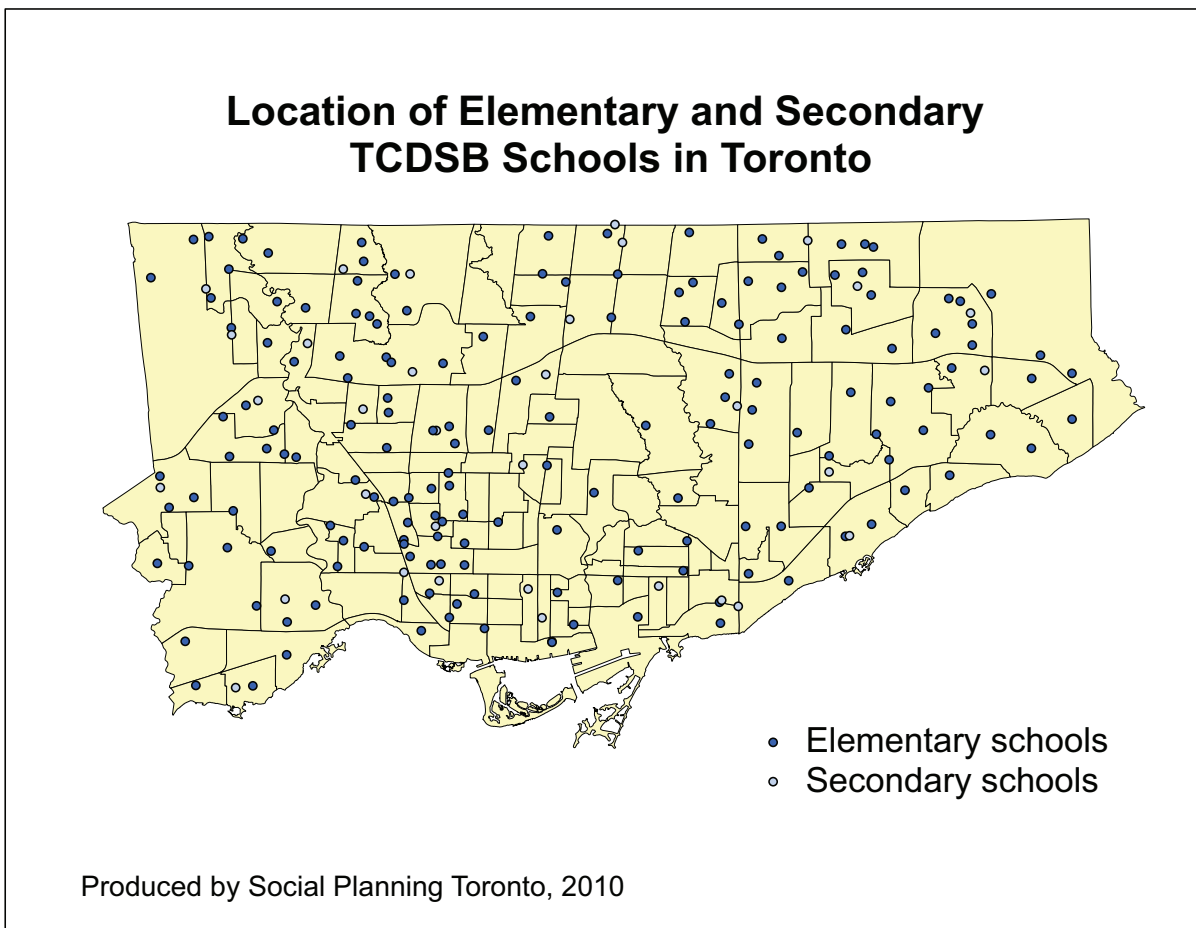
School boards continue to collect date of entry into Canada information from immigrants in order to receive English as a Second Language (ESL) funding from the Ontario Ministry of Education.

Lastly, the TCDSB general registration form (only the elementary school form is available online) has a field referring to student immigration status in Canada and another field which specifies which verification documents were provided by the registrant (Appendix E).

Methodology

In order to evaluate TCDSB procedures for admission of non-status students, we phoned all 201 TCDSB schools in the city of Toronto - 169 elementary schools and 32 secondary schools. Figure 1 shows the location of TCDSB schools.

Figure 1.



Posing as an extended family member for a child in Canada lacking immigration status, we phoned each school and asked administrative staff whether a child lacking immigration status in Canada would be allowed to enroll at that school and if so, which documents were required to register.

A short questionnaire and tracking sheet was developed in order to record and code responses collected from each school. During our telephone inquiries, we recorded the initial response given by staff members when asked if a non-status child could be enrolled, which type of documents they instructed us to bring in, where they referred us to if they did not know the answer, and any other comments they made during our conversation. Some TCDSB staff members asked us to call back in order to check on

the enrollment process for non-status students. In these cases, we conducted follow-up calls until we were able to receive an answer. All telephone calls were conducted between January 2010 and June 2010.

After completing the phone calls to individual schools, we contacted the TCDSB Board Admissions Department and the TCDSB's Newcomer Orientation Centre as several school staff members referred us to both. We asked the same questions of the board office and Newcomer Orientation Centre staff and recorded their responses.

The collected data was inputted and analyzed using a statistical software program (SPSS). We also conducted spatial analysis using a geographic information systems program (ArcGIS) to assess whether schools located in neighbourhoods with a high proportion of immigrants or recent immigrants were more likely to report that non-status students could be enrolled in their schools. It was our thinking that perhaps schools in neighbourhoods with large immigrant or recent immigrant populations may be more likely to come into contact with non-status immigrant families, and therefore more likely to know about the rights of these students to education. However, it is also important to note that schools, particularly secondary schools, draw from a larger catchment than their immediate neighbourhood.

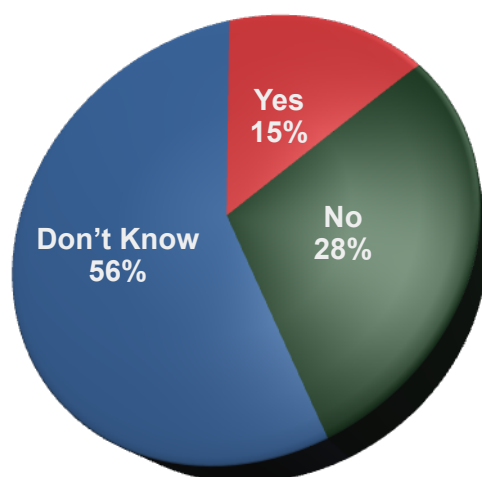
This research study focuses on non-status families, that is, where all family members lack immigration status in Canada. It is important to note that families may also be mixed-status where one or both parents may be without immigration status but their child/children may be born in Canada. This project looks simply at non-status families, and does not explore the full complexity of status issues which may be dealt with in different ways by school administrators.

Findings

TCDSB school administrative staff is unaware of board policies or the legal obligation to admit children lacking immigration status

Out of the 201 schools we contacted, only 31 (15.4%) indicated that a child without immigration status could be enrolled. Fifty-seven schools (28.4%) completely denied admission to children who lack immigration status and 113 schools (56.2%) did not know if such a child could be registered (Figure 2). It is important to acknowledge that most school staff who did not know if they could admit a student without status did not outrightly refuse to do so.

Figure 2.
TCDSB Admission of Non-Status Children



Out of the 57 schools that responded “No”, two stated that the reason was because the school was at full capacity.

Staff members from four schools stated that they never came across the issue before and one school said that they have never accepted non-status children in the past. We also found that many school staff members did not have a clear understanding what the term “immigration status” referred to. While we did not record the exact number of cases, oftentimes during our conversations, there was a need to clarify what not having immigration status meant.

In addition, at four elementary schools we called, the school principal or vice-principal was the one who answered the phone and did not know if a non-status child could be accepted for enrollment. The principal of one school asked us to call back so they could confer with the secretary.

During our telephone inquiries, we noted remarks made by some school staff which further revealed the lack of understanding regarding the right to education for students without status in Ontario:

*"He has to have [Status]. No school will admit him.
That's the policy of the country...He has to go back."*

*"He should acquire the necessary documents. They need that. It's the law.
You need permission into the country."*

"No school in Ontario will be able to accept him."

"He has to be legally in the country before he can come to school."

*"He'll have to have some sort of status...landed immigrant...refugee...
you can't just register him based on his passport."*

*"Talk to immigration. I'm not familiar with the immigration law
but I know that here you have to have some status."*

*"He has to go through the Board.
The school can't accept someone with no status. Only the board can."*

*"As a school secretary I don't have the authority to register. The only people I can
register are refugee, landed immigrants and if they are born in Canada."*

*"Don't even bother to call the Board...Contact our church...if the priest brings you in
then we can see what we can do."*

- TCDSB staff

Based on our results, there is an overall lack of awareness about the admission policies for non-status children both in terms of Board directives and the school's legal obligation under provincial law.

We also analyzed our results to see whether there were any differences between responses received from elementary and secondary schools. No statistically significant differences were found. As shown in Figures 3 and 4, the pattern of responses was similar for both elementary and secondary schools.

Figure 3.

TCDSB Elementary Schools

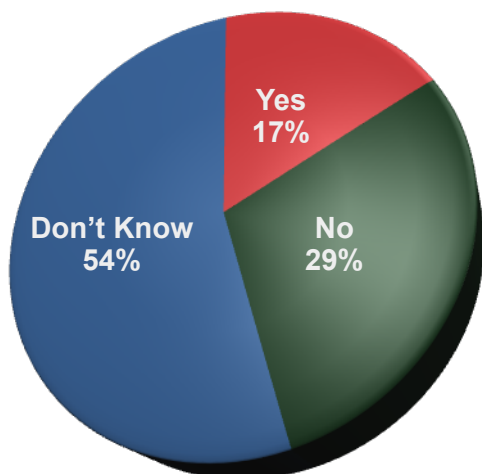
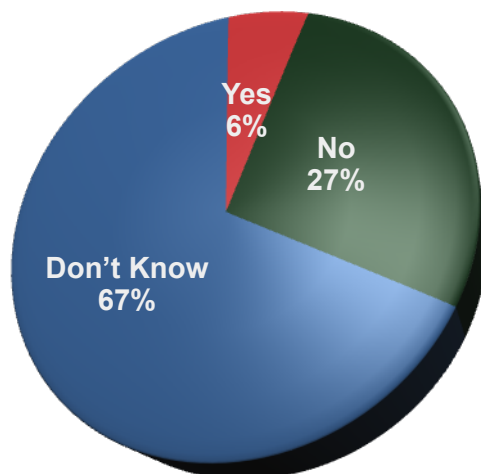


Figure 4.

TCDSB Secondary Schools



In addition, we conducted spatial analysis to assess whether schools located in neighbourhoods with a high proportion of immigrants or recent immigrants were more likely to report that non-status students could be enrolled in their schools compared to those in neighbourhoods with lower proportions of immigrants or recent immigrants. No discernible pattern was identified through this analysis. As well, schools located in the same neighbourhood provided different responses – some agreeing that non-status students could be admitted, others saying no or that they did not know.

The courses of action suggested by school staff created additional registration barriers

Out of the 113 schools, including elementary and secondary, that did not know if a child without status could be admitted, 109 suggested at least one course of action to find out if enrollment was possible. The majority of these schools (97) proposed that we contact the TCDSB head office/Board, and 17 recommended that we contact the TCDSB Newcomer Orientation Centre. Two schools told us that they contacted the Admissions Department to further inquire about the issue but they had been instructed to tell parents to personally contact the Board.

The Newcomer Orientation Centre is only applicable to secondary level students. Its objective is to place new Canadians into secondary schools by assessing the students' language and math skills and provide recommendations about school choices. As for the schools that suggested we contact the TCDSB head office/Board, according to their admissions reference guide, only foreign/visa students, visitors to Canada, and those awaiting a determination of permanent residency or work permit are to be processed by the TCDSB Admissions Department.

After completing calls to individual schools, we followed the advice of several schools to contact the TCDSB Admissions Department and the Newcomer Orientation Centre. At the TCDSB Admissions Department, a staff member first asked whether the family came to Canada with the intention to stay without status, and the reasons for the parents' decision to remain in Canada without status. We made vague statements about the family's desire to stay without providing any details. After this initial questioning, the staffperson asked that we send the family to the Admissions Department with their immigration documents to show proof that they had overstayed their visa. We were informed that this was necessary so that the child would not be treated as a visitor and charged international student fees. The SPT staff member commented that the family may be afraid to show school officials their expired immigration documents, for fear that they may be reported. The TCDSB staffperson was quick to assure us that immigration officials would not be contacted. The staffperson told us that she could not guarantee the admission of the child until she had reviewed their documentation. However the child would be admitted if documents were in order.

At the TCDSB Newcomer Orientation Centre, we were assured that a non-status child could be admitted and asked to make an appointment for registration the very next day.

Some schools indicated that a fee was required to be paid in order to enroll a child

Thirteen schools informed us that a non-status student was required to pay a fee in order to register for school. These fees, required of international students and visitors to Canada, are around \$10,000 to \$12,000 for the school year. Based on our conversations, school staff did not seem to differentiate between non-status students residing in Toronto and international or visiting students.

*"He'll have to pay fees; doesn't matter if his visa expired...
he's still a visitor in the country."*

- TCDSB staff

TCDSB schools require immigration documents for enrollment

Among the 31 schools that stated they would enroll students without status, 19 informed us that immigration documents, such as passports, landing papers or visas, would be required for registration. Seven asked for standard non-immigration related documentation such as baptismal certificates, birth certificates, and immunization records. Five schools asked us to bring whatever documentation we had available. Requests for immigration documentation could present additional barriers for non-status students. For example, it is unclear whether expired visas would be accepted

documentation. Families without status may also be hesitant about showing expired immigration documents for fear of being reported to immigration officials.

Conclusion

Results of this study demonstrate that TCDSB school staff members are largely unaware of the rights of non-status students to public education under the Ontario Education Act. Clearly school staff members are not well versed in TCDSB's own policies with regard to admission procedures for non-status students. This lack of awareness is not the fault of an individual staff person but rather a systemic problem requiring a board-wide solution across the TCDSB.

Although TCDSB admissions policies state that a child lacking immigration status can be enrolled, school registration forms continue to inquire into a person's immigration status. TCDSB's requirement for parents/youth to produce immigration documentation to verify status (as indicated on their general registration form and the Confirmation of Entry Date to Canada form) is contributing to the misunderstanding that only students with status are eligible to attend a public school.

The need to verify one's immigration status and produce immigration documentation present additional barriers that would make it very difficult for parents without immigration status (or access to such documentation) to enroll their child into a Catholic school. The practice of referring families without status to the Board's Admissions Department presents an additional barrier to admission. Families without status who are unsuccessful in registering their child at their local school may be fearful of making another attempt to register their child as their immigration status has been identified as problematic. Approaching the Board's head office may be particularly concerning as non-status families generally avoid contact with official government bodies or large bureaucratic institutions for fear that they may be reported to immigration officials.

On the positive side, the TCDSB Admissions Department and the Newcomer Orientation Centre were both prepared to assist non-status students with their enrollment. In particular, the staff person at the Newcomer Orientation Centre was welcoming and quick to make arrangements to facilitate enrollment. It was also reassuring to be informed by the Admissions Department that a family showing expired immigration documents would not be reported to immigration officials. However the questioning of a family's intentions in coming to Canada and remaining in Canada without status would likely intimidate a family without status. It is not relevant to the enrollment process, and presents another barrier to admission.

All school boards across Ontario have a responsibility to ensure access to education for students without immigration status. Systemic change is needed to facilitate this access in Toronto's Catholic schools.

Recommendations

This report recommends that immediate action be taken by the TCDSB and the Ontario Ministry of Education in order to eliminate barriers to admission and ensure that all children, regardless of their immigration status, have proper access to the public school system.

1. Develop a clear admissions policy for non-status students and modify school registration forms

The TCDSB must work in collaboration with community organizations and advocacy groups with experience in non-status issues, on developing and implementing a board policy that establishes clear guidelines on how to register children lacking immigration status. This would include modifying school registration forms to eliminate all need to collect information on one's immigration status - since it is unnecessary to provide such information to be eligible to enroll in an Ontario school. Where there is a need to determine a person's date of entry into Canada (for provincial ESL funding purposes), a list of acceptable alternative documents (such as letters from a lawyer or medical doctor) should be developed when traditional documentation cannot be provided. Such a policy must also be regularly monitored and evaluated by TCDSB officials.

2. Provide training to all front line administrative staff

The TCDSB should provide all front line administrative staff with mandatory training sessions on how to register residents lacking immigration status. The TCDSB can also send out annual communiqués to all school principals reminding them of their legal obligation to register all children lacking immigration status.

3. Enforce the Ontario Education Act

The Ontario Ministry of Education should ensure that all provincial boards and schools are respecting the Education Act through regular monitoring and evaluation of school board admissions policies. The development of a province-wide registration template and alternative documentation checklist by the Ministry would help to reduce enrollment inconsistencies throughout Ontario schools. The Province can also take steps to promote full access to education for all children regardless of their immigration status through multi-lingual public education campaigns and clear information posted on their website.

4. Conduct extensive community outreach to inform residents of their right to access public education

The TCDSB should launch public multi-lingual education campaigns to inform non-status families of their children's legal right to attend public school in Ontario and that their schools are welcoming to all students. Community outreach efforts should be carried out in partnership with local community organizations and advocacy groups who can assist in disseminating this information to their service-users. Registration information for non-status families should also be clearly posted on the TCDSB website.

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APPENDIX A - Apprehension or Arrest of Pupils S.18

Date Approved: 11 Dec 06	Date of Review:	Dates of Amendment:
Cross Reference: <i>O. Reg. 474/00, Access to School Premises</i> <i>Child and Family Services Act</i> <i>Immigration and Refugee Protection Act</i> Access To Pupils , S.15 Access To Pupil Information , S.16 Police Investigation ,V.P.05 Suspected Child Abuse Reporting , S.17 Police/School Board Protocol		

POLICY

The Toronto Catholic District School Board will cooperate with:

1. The appropriate children's aid society whenever such society seeks to apprehend a child who may be apparently in need of protection, and
2. Police or Immigration officers whenever they find it essential in the interest of justice to arrest/apprehend a pupil while at school, each in the discharge of their statutory obligation.

REGULATIONS

1. Arrest/Apprehension by Police or Immigration Officers

The Board permits access to Police and other law enforcement officers in accordance with the Police/School Board Protocol currently in effect. In general, access to pupils should be related to issues/events directly related to the school and which would normally result in the application of the School Code of Conduct.

In the case of an Immigration officer from the Canadian Border Services Agency (CBSA), they will not have access to a pupil except:

- (a) at the request of the parent or legal guardian for the purpose of family reunification; or
- (b) for the reasons of national security or serious criminality, and only then with the prior approval of a senior CBSA official in Ottawa and the Immigration officer must have a legally valid authorized order for the apprehension of the pupil.

Refer to Access to Pupils, S.15, for school procedures to be followed.

2. Apprehension by Children's Aid Society

A pupil may be apprehended in accordance with the Child and Family Services Act. The power and duties of a children's aid society may be exercised with or without a warrant. The procedures to be followed are outlined in the current TCDSB Child Abuse – Procedures for the Identification and Reporting of Suspected Child Abuse document.

3. Advising Parents/Guardians of Arrest/Apprehension

When a student who is a minor has been removed from the school and in accordance with direction from an officer or child protection worker, but by the end of the school day as the child is removed, the principal/designate shall notify the parent/guardian of what has happened.

Where the principal/designate is not able to make contact with the parent/guardian, the principal/designate will document all attempts to make contact.

Source: <http://www.tcdsb.org/policyregister/S18.html>

APPENDIX B - Admission of Pupils SA.01

Date Approved:
May 22, 2005 - Board

Dates of Amendment:

February 10, 2005 – Board, March 25, 2004 – Board, Feb. 10, 2000 Board, BM p 117, 7 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.

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.

Source: <http://www.tcdsb.org/policyregister/SA01.html>

APPENDIX C - Selection from the TCDSB Admission and Immigration Requirement Quick Reference Guide

CATEGORY	DOCUMENTS	REGISTRATION GUIDELINES	RESPONSIBILITY
Parent and child who are not Canadian citizens, nor Landed Immigrants and who have no proof of legal immigration status in Canada	Student and parent have no valid documents from Citizenship and Immigration Canada confirming legal status in Canada	Complete new Confirmation of Entry Date to Canada & Right To Attend form. Keep a copy in the OSR and confidential desk file.	School

Source: <http://www.tcdsb.org/admissions/Chart%20School%20Admission%20and%20Immigration%20requirements.PDF>

APPENDIX D - Confirmation of Entry Date to Canada and Right to Attend as per the Ministry of Education



Confirmation of Entry Date to Canada and Right to Attend as per the Ministry of Education

May 29, 2009 (2009 : SB20)

Pupil's Name:	_____
Date of birth:	_____
Country of birth:	_____
Date of first entry to Canada:	_____

Citizenship & Immigration documentation examined to verify eligibility (please indicate by check mark).

- Canadian Passport or Canadian citizenship card (Parent(s) & student)
- Confirmation of Permanent Resident Status (Parent(s) & student)
Date became P.R. _____
- Permanent Resident Card (Parent(s) & student)
Date – back of Card _____
- Study Permit (Student)
Valid until date _____
- Temporary Resident visa (*Visitor Visa*) (Parent(s) & student)
Valid until date _____
- Refugee Claimant or Eligibility for Interim Federal Health Benefits (Parent(s) & student)
Date Stamped _____
- Work Permit for Parent
- **Other Documentation (please specify)** _____

I certify that the information contained on this form is accurate as far as I can determine and that I have examined the applicable documentation.

Board/School Staff

Name: _____	Position: _____
School: _____	Date: _____
Signature: _____	

Parent/Guardian

Name: (<i>Please print</i>) _____	Date: _____
Signature: _____	

File this form in the pupil's OSR Folder. For audit purposes, the form must also be kept in a confidential desk folder for the current year and for the number of years ESL funding is generated for the student up to a maximum of four (4) years.

C:\word\forms\Confirmation of Entry Date to Canada.....

APPENDIX E - TCDSB Registration Form

(Page 1 only)

Toronto Catholic District School Board Student Registration Form		Office Use Only	
		Admit Date:	Grade:
(Enter School Name Above)		Student No.:	Special Ed. Register Yes <input type="checkbox"/> No <input type="checkbox"/>
		Ontario Education Number (OEN):	Verification Document Type:
Legal Name: Surname		Middle Name	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Preferred Name: Surname		Middle Name	Date of Birth: (YYYY / MMM / DD)
Siblings in school: <input type="checkbox"/> No <input type="checkbox"/> Yes		Health Card No. (include version)	Transportation Required: <input type="checkbox"/> No <input type="checkbox"/> Yes
Name: _____		Immunization Record Received: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Home Address		City	Postal Code
Mailing Address (if different from home)		City	Postal Code
Student Information		Previous School Information	
Religious Information Baptismal Certificate: <input type="checkbox"/> No <input type="checkbox"/> Yes Baptismal Parish: _____ City/Country: _____ Current Parish: _____ Sacraments <input type="checkbox"/> Baptism Date: _____ <input type="checkbox"/> Reconciliation Date: _____ <input type="checkbox"/> Eucharist Date: _____ <input type="checkbox"/> Confirmation Date: _____		If Birth Country Is Not Canada Birth Country: _____ Country of Last Residence: _____ Arrival/Entry Date: (YYYY / MMM / DD) Status in Canada: <input type="checkbox"/> Canadian Citizen <input type="checkbox"/> Landed Immigrant <input type="checkbox"/> Other Visa <input type="checkbox"/> Refugee <input type="checkbox"/> Student Visa Verification: <input type="checkbox"/> Immigration Papers <input type="checkbox"/> OSR Record <input type="checkbox"/> Passport <input type="checkbox"/> Unable to Establish <input type="checkbox"/> Other Mother tongue: _____ Language spoken at home: _____	
Home Address: _____ Unit #: _____ Mailing Address: _____ Unit #: _____		Previous School: _____ Address: _____ School Board: _____ Last Day Attended: _____ Reason for transfer: _____	
SIS Trillium/113099		Personal information contained on this form is collected under the authority of Section 170 & 266 of the Education Act, R.S.O. 1990. Questions should be directed to the school principal.	

Source : http://www.tcdsb.org/registration/Blank%20registration%20Form%20_Jan%202005_.PDF



Since 1957, Social Planning Toronto (SPT) has been promoting equitable, effective and inclusive policies for improving the quality of life in Toronto. SPT engages in research, policy analysis, community planning, and capacity building. We work closely with agencies across Toronto's extensive community services sector.

OUR MISSION

Social Planning Toronto is committed to building a civic society: one in which diversity, equity, social and economic justice, interdependence and active civic participation are central to all aspects of our lives - in our families, neighbourhoods, voluntary and recreational activities, at work and in politics.

OUR ROLE

- **Convenor** of social research, often with other non-profit and academic organizations, and a convenor of collaboration with service providers and residents in local communities.
- **Mobilizer** of community leaders, residents, and organizations to improve equity, inclusivity, and the quality of life in the city.
- **Advocate** with policy makers, agencies, and institutional leaders for improved facilities, social and economic conditions, access to jobs, and services.
- **Resource** for community-based action in support of community-identified issues and priorities through research, policy analysis, public education, and leadership development.

OUR PROGRAM PRIORITIES

Community Capacity Building

We facilitate increased skills, knowledge, and resource development in local communities through our planners, researchers, and communications staff.

Social Research and Policy Analysis

Our research focuses on four key areas: education, housing, employment and income security, and public resources, to provide communities and organizations with the facts they need to make positive change. Our research responds to community-identified needs and supports community mobilization and advocacy.

Community Education and Advocacy

We provide opportunities for city-wide education, and support local educational activities utilizing research-based information for action, particularly for the most marginalized and vulnerable people. Making information available and accessible helps create a foundation of understanding on which communities can act for positive social change.

Building Partnerships

SPT uses its community planning, core research, and communications capacities to support and sustain responses to critical challenges facing Toronto residents.



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